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**EDUCATORS' EXPERIENCES WITH THE IMPLEMENTATION OF
GRADE 11 NCS ENGLISH FIRST ADDITIONAL LANGUAGE IN
SELECTED SCHOOLS IN THE FORT BEAUFORT EDUCATION
DISTRICT**

A dissertation submitted in fulfillment of the requirements for the degree of

MASTER OF EDUCATION

at

University of Fort Hare

Faculty of Education

by

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DECLARATION

I earnestly proclaim that this thesis is entirely a product of my own research. It has never been submitted in any form for any degree or diploma in any other Institution of Higher Learning or University. The published and unpublished information used in the thesis from other authors has been acknowledged and a list of references is presented.

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Besman S.

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Date

ABSTRACT

One of the essential sectors that needed a drastic change in the post apartheid era in South Africa, was the education system or policy of the country. The government had a responsibility of combining together the nineteen different Departments of Education into which the schools were fragmented. It is in the interest of the country that, out of the eleven official languages of the country, learners should at least be fluent in two languages namely, the learner's mother language and any official language which will be treated as an additional language, thus, promoting additive bilingualism. This is in line with the country's constitution which has granted equal status to the eleven languages. That resulted in the formulation of two very imperative policies pertaining to schools;

- 1) The South African Schools Act (SASA) of 1996 which repeal all discriminatory policies of apartheid. On the issue of language the SASA placed the responsibility of choosing the school subjects to the School Governing Bodies (SGB) and
- 2) The Language-in- Education Policy (LiEP) of 1997 which is based on the recognition that South Africa is multilingual, and promotes learning of more than one official language.

In an attempt to accomplish the constitutional obligation, and establish uniformity or equality in education, Curriculum 2005 which was later revised and known as the Revised National Statement and later revised and known as the NATIONAL Curriculum Statement, with the Outcomes Based Education as its approach, was introduced. The study investigated the experiences of educators with the implementation of NCS EFAL in Grade 11 in the Fort Beaufort Education District. English First Additional Language is used by the majority of schools as the Language of Learning and Teaching (LoLT).

The study is located in the interpretive paradigm which sought to explore people's experiences and their views. Qualitative research approach was adopted in the study with the intentions of finding as much detail as possible on the experiences of educators with the implementation of NCS EFAL in the Grade 11 classrooms. Six EFAL educators

in the Fort Beaufort Education District in the Nkonkobe Municipality were purposely selected for the study. Semi structured interviews consisting of precisely defined questions that were pre-prepared, yet at the same time permitted the EFAL educators to answer beyond what the researcher enquired, were also employed in the study.

The results pointed out that all EFAL educators interviewed were qualified teachers and had specialized in English teaching. In addition, the study revealed that in the Fort Beaufort Education District, there were two categories of EFAL educators who were trained for the implementation of NCS EFAL; those who only received one week departmental workshop and those who on top of the one week departmental workshop, received a two year training in Advanced Certificate In Education (ACE) English Language Teaching (ELT) from a Higher Education. The dissimilarity between the two groups manifested in their respective schools between the educators and their Heads of Departments (HOD) who happen to have little knowledge of the implementation of the curriculum. It became evident that the group of educators who were trained in ACE ELT were more familiar with the requirements of the NCS EFAL. The other group which was not conversant with the NCS EFAL policies decided to maintain their old teaching methods. Key recommendations of the study: Policy makers should clarify terminology to be understood by all educators, the Department of Education should take full responsibility of retraining educators to ensure uniformity in training through the in-service trainings yearly.

ACRONYMS

ACE ELT	Advanced Certificate in Education English Language Teaching
ANC	African National Congress
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CASS	Continuous Assessment
CLT	Communicative Language Teaching
DoE	Department of Education
EFAL	English First Additional Language
EFAL E	English First Additional Language Educator
ESL	English Second Language
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department
LAD	Language Acquisition Device
LiEP	Language-in- Education Policy
LO	Learning Outcome
LOLT	Language of Learning and Teaching
LPG	Learning Programme Guidelines
LTSM	Learning and Teaching Support Material
NCS	National Curriculum Statement
OBE	Outcomes Based Education
PPN	Post Provisioning Norm
RNCS	Revised National Curriculum Statement
SASA	South African Schools Act

SACE South African Council for Educators

SGB School Governing Body

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DEDICATION

To my late brother Toto Besman who passed on doing the last year in his Masters Degree. To my mother Nobuntu Besman , your dream mama of having a child with the Masters Degree has been fulfilled.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

One of the critical areas that needed urgent transformation by the post 1994 democratic government, was the education policy of the country. The nineteen different Departments of Education into which the schools were fragmented had to be fused into a single National Department of Education which would be a representative of a non-racial democratic society (Dalamba and Vally, 1999) in line with the constitutional imperative.

The adoption of the new constitution reconstructed the education landscape bringing together the different teachers and their different classroom practices under one administrative body in each province (Chisholm, 2004). As a consequence of this development, in 1996, the South African Schools Act (SASA) which repealed all apartheid legislation pertaining to schools was adopted. This was in line with the country's constitution which advocates for equal rights for all South African children. In order to plan out the constitution at school level, need for the transformation of the old school curriculum and the development of the new curriculum that will do away with the processes of the past, was felt. Breidlid (2003) states that the curriculum makers were informed that it was essential that the new curriculum should not reproduce apartheid dichotomies, but focus on establishing a new national identity on the basis of the rainbow nation. Chisholm (2004) alludes by saying that the new curriculum was as in the past intended to serve as an instrument for the new political vision. Traditional based curriculum was replaced by the Outcomes Based Curriculum known as Curriculum 2005 which was later revised and known as the National Curriculum Statement (NCS). This NCS placed its emphasis on what the learners should be able to do at the end of a course.

Motala (1997) asserts that one of the greatest challenges of the new curriculum was its implementation. She further argues that the National Department of Education proposed and implemented a cascade model of teacher training to orientate and prepare teachers for the NCS. This means all the teachers who had to implement the NCS in their respective subjects had to be trained or workshopped through a cascade model for the duration of one week. It became clear as these workshops were continuing in all provinces that, the provinces lacked the capacity of implementing at such short notice and that the teachers were not adequately prepared to implement NCS. Educators ended up not understanding what is expected of them when in the classroom. Motala (1997) argues that the workshops left the teachers having different interpretations of the same NCS policy document. For example, the same English First Additional Language (EFAL) policy document would be interpreted differently by the educators when implementing the NCS EFAL in their respective classrooms. The researcher's observation is that these multiple interpretations of NCS became evident and most common scenarios during the EFAL cluster and Continuous Assessment (CASS) meetings.

The South African constitution recognizes a total of eleven languages of which all should enjoy equal status. The constitutional assertion is always of the impression that all official languages in South Africa enjoy equal status, but in reality the majority of languages are not used at schools as Language of Learning and Teaching (LoLT) as English dominates. Buthelezi (2003) shares the same sentiments and argues that although the language policy of the country insists that languages be equally used, English still dominates to an extent that even in rural schools it is used as a medium of instruction. With respect to languages, the government policy states that a minimum of two languages must be taught. These should be primarily, the native language of the learner, and, in addition, the additional language which is any of the official languages in South Africa (DoE, 1997). The language of learning and teaching is not specified in the Language in Education Policy (LiEP). It is left to be decided by the School Governing Body (SGB). In spite of the fact that English is a foreign language, it occupies a unique role in the South African education system. Kanjira (2008) argues that English is used as a Language of Learning and Teaching (LOLT) in which most examinations are

set. Kennedy (1996) agrees and further states that in the South African context, English language assumes a high degree of importance with government and that parents perceive mastering English language as indispensable tool for technological development and access to a career.

Haworth (2009) claims that teachers often have little training to teach English as an additional language. They usually operate on a trial and error basis, feel negative, become frustrated and have little confidence in their ability to be successful with teaching EFAL. Kanjira (2008) argues further that in spite of the importance of English in South Africa, there seems to be a problem in teaching it as an additional language. When the teaching and learning of English is viewed against this background, schools have an obligation to produce learners that have sufficient or good command of English in order to function meaningfully within the global community.

It is a researcher's assertion that the experiences of the educators with the implementation of NCS EFAL in the public schools needs to be investigated to inform subject advisory services, in-service provisions and curriculum planning about how educators experience the implementation of the EFAL document.

1.2 STATEMENT OF THE PROBLEM

Blignaut (2008) argues that the South African educational landscape which had undergone dramatic educational changes since the dawn of democracy, had been impacting heavily on the roles of teachers in the classrooms. Kennedy (1996) further states that changes in the curriculum also affected the teaching and learning of school subjects. It is therefore safe to assume that English which enjoys the dominant status to all languages was also affected.

One of the greatest challenges with the curriculum was its implementation because teachers were not adequately prepared (Motala, 1997). The National Department of Education resorted to a cascade model of teacher training where teachers who had been trained for three years or more in teaching English language had to be workshoped for one week by the officials who were also not sure of what they were

doing (Motala,1997). The cascade model did not introduce uniformity in the interpretation, approach and implementation of the new curriculum. In English in particular, there seems to be a problem in teaching it as an additional language(Kanjira,2008). Haworth (2009) also alludes by saying that teachers have little training to teach English as an additional language and ultimately have little confidence in their ability to be successful with teaching EFAL. This research therefore sought to understand educators' as they relate to their interpretation and actualization (acting out)of the NCS EFAL in the selected schools in the Fort Beaufort Education district. Such understanding would assist subject advisory, in-service training (INSERT0 and curriculum planning with the of enabling and constraining factors in the teaching and learning of EFAL so that interventions are customized or tailored around these factors.

Below are the research questions and objectives which guided the study.

1.3 RESEARCH QUESTION

What are the experiences of educators with the implementation of Grade 11 NCS English First Additional Language?

1.4 PURPOSE OF THE STUDY

The purpose of the study is to describe educators' experiences with the implementation of the NCS EFAL in Grade 11.

1.5 OBJECTIVES OF THE STUDY

The study sought to describe the experiences of educators with the implementation of the NCS EFAL in the Grade 11 classrooms within the Fort Beaufort Education District.

The following objectives were formulated to serve as hinges for the study:

- To describe the experiences of the educators of EFAL with respect to the implementation of grade 11 NCS EFAL.

- To describe the experiences of the grade 11 EFAL educators in respect to the interpretation, translation and enactment of the NCS EFAL.
- To inform subject advisory, in-service training, and curriculum development planning about the experiences of Grade 11 educators with respect to the implementation of NCS EFAL.

1.6 ASSUMPTION

It is assumed that different interpretations of the NCS EFAL policy document by the EFAL educators, leads to different teaching methods or practices within the classrooms. Thus, this research sought to gather data that would confirm or refute these assumptions based on the researcher's hunches and observations.

1.7 SIGNIFICANCE

The findings might raise awareness about the challenges educators experience when implementing the NCS EFAL. In addition, positive and rewarding experiences could be shared with other EFAL educators. These experiences would signal success in the implementation of EFAL which should be consolidated.

The study could also contribute in improving the quality of methods or approaches of implementing the NCS EFAL in such a way that the gap between what is in the policy document and the practices in the classrooms is closed.

The study might inform curriculum planning, subject advisory and in service training in the Fort Beaufort Education District about enabling and constraining factors in the teaching and learning of EFAL.

The findings of the research should also add to the body of knowledge about the experiences of educators with the implementation of NCS EFAL.

1.8 DELIMITATION

The study was limited to six schools within the Fort Beaufort Education District. The participants were educators teaching Grade 11 classes. They shared their experiences with respect to the implementation of the NCS EFAL.

1.9 THEORETICAL FRAMEWORK

The study drew the theoretical framework from EFAL theories and approaches and policy implementation. Thus the researcher juxtaposed EFAL and implementation literature. The research should therefore be situated in a hybrid field of EFAL implementation.

Bernstein (1971) argues that policy implementation is measured according to an objectified standard, and the failure of the policy is placed on the implementation stage rather than the policy formulation itself. Implementation of the new school curriculum in the post apartheid South Africa was riddled with uncertainties, ineffective classroom management, and general lack of academic performance by learners mainly as a result of inadequate support for teachers in the classroom (Fleisch, 2000).

1.10 RESEARCH PARADIGM

Gibbons and Sanderson (2004) describe research paradigm as a philosophical framework that guides the researchers in carrying out their research. The study followed the interpretivist paradigm. Gary (2009) states that interpretivist paradigm seeks to explore people's experiences and their views or perspectives of these experiences. Wadesango (2008) points out that the advantage of this paradigm is that it can be implemented in individual or small groups, and in naturalistic settings. In this particular case the interpretive paradigm is said to view the experiences of educators.

The researcher saw this as the most appropriate paradigm because it provided a deeper understanding of a particular situation, the educators' experiences with the implementation of the NCS EFAL in Grade 11 classrooms.

1.11 RESEARCH APPROACH

The study adopted qualitative approach. Qualitative research is an approach useful for understanding experiences, drawing from personal reflections and the past research (Creswell 2008). In addition, Babbie and Moutton (2005) argue that qualitative research aims to produce factual descriptions based on face to face knowledge of individuals and social group in their natural settings.

The researcher's intentions for using this approach was to find as much detail as possible on the experiences of teachers with the implementation of the NCS EFAL in Grade 11 classrooms.

1.12 RESEARCH DESIGN

Taylor (2000) states that a research design involves constructing plans and strategies developed to explore and discover answers to research questions. Maree (2007) describes a research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents. A research design provides guidelines and structure to the research process so as to prevent haphazard procedures (Taylor, 2000).

The study followed phenomenology as its guiding methodological philosophy. Phenomenology is a study of how individuals experience a phenomenon from their own perspective (Lester,1999).Phenomenology was selected as an appropriate research design because the study is concerned with the experiences of educators with the implementation of the NCS EFAL.

1.13 SAMPLING

Gary (2004) describes sample as a small portion of population selected for a study. In the study respondents were six NCS EFAL educators whose schools are located within the Fort Beaufort Education District. The study was conducted with the selected Grade 11 educators. NCS follows a Spiral Curriculum design where one topic or theme is treated with increasing degree of complexity as one moves from Grade to Grade. Grade 11 was chosen because of its situatedness as a midpoint in the FET phase. Thus progression from Grade 10 to 11 and articulate challenges to Grade 12 can be discerned.

The rationale behind selecting the population was purposive. The researcher had observed that although the policy document for the EFAL is the same in all schools, educators have different interpretations of the document which then leads to no uniformity of standards in the implementation of the NCS EFAL. The research sought to find explanation for this lack of uniformity of standards in the implementation of the NCS EFAL. The researcher's hunch was that the experiences of NCS EFAL educators are shaped by a number of things which make uniformity difficult to achieve.

Qualitative research always works with purposive sampling because it seeks to obtain insights into particular practices that exist within a specific location, context or time (Gary, 2004). The schools were selected because English is offered as a first additional language, and, it is compulsory for everybody. Also the schools are within the Fort Beaufort Education District.

1.14 DATA COLLECTING INSTRUMENTS

The study used interviews for the educators of the EFAL. An interview is described by Nunan (2006) as a process of investigating where the interviewer questions and the respondents respond in a face to face situation. The study employed semi-structured interviews. The semi-structured interviews consists of specific and defined questions determined beforehand, yet at the same time allows some elaboration on the questions and answers (Nunan, 1996). Semi-structured interviews enabled the interviewees to answer beyond what is being asked. This had been appropriate for the study because it

allowed the researcher an opportunity to ask pre- prepared questions and make follow ups where necessary.

1.15 DATA ANALYSIS

Data analysis is a body of methods that help to describe facts, detect patterns and develop explanations (Babbie and Moutton, 2005). With respect to the interviews, the researcher extracted themes from the interview transcripts so as to get the essential meaning of the experiences of educators with the implementation of NCS EFAL. Themes were derived from the interview questions. This had been appropriate because they were in line with what was said by the interviewees. Details of the data analysis procedures used are presented in Chapter 3.

1.16 DATA PRESENTATION

Data was presented using narration of themes and representative quotes to explain the experiences of teachers with the implementation of the NCS EFAL. The results of this study are presented in Chapter 4 of the dissertation.

1.17 TRUSTWORTHINESS

The basic issue on trustworthiness is on how an enquirer can persuade his or her audience that the findings of the enquiry are worth taking account of (Babbie & Moutton, 2005). The researcher ensured trustworthiness by doing member check where together with the participants shared the information and the interpretation enquiring whether what had been written was the correct representation of the discussions around the experiences of educators with the implementation of the NCS EFAL in grade 11.

1.18 ETHICAL AND INTELLECTUAL PROPERTY RIGHTS CONSIDERATIONS

Creswell (2008) argues that a researcher has an obligation to respect the rights and desires of the respondents. This could be due to some sensitive information that was shared during data collection. These critical issues relate to anonymity, confidentiality,

informed consent and the rights of participants during and after the research process. The researcher should consider adhering strictly to ethical measures to ensure the safety and rights of the participants (Gearing 2004).

The study was guided by the university guidelines on research policies. The university granted permission to the researcher to collect data from various schools. The researcher also sought permission from the Provincial Department of Education, the District Director of Fort Beaufort Education Department and the principals of the respective schools. Details of these ethical considerations are presented in Chapter 3.

1.19 SUMMARY

In this chapter, the background of the study, research questions and objectives are described. The researcher also provided the rationale for the study, introduced the research design and methodology and elaborated on the importance, and also why the research is important. The next chapter on literature review draws on literature related to the EFAL educators' experiences with the implementation of the NCS EFAL in the Grade 11 classroom. It also covers the theoretical framework on second language learning and acquisition.

1.20 CHAPTER OUTLINE

Chapter 1: Presented the background, statement of the problem, research questions, purpose of the study, objectives of the study, assumptions, significance and delimitations of the study.

Chapter 2: Reviewed pertinent literature on the experience of educators with the implementation of the NCS EFAL in Grade 11.

Chapter 3: Presents the research methodology, research paradigm, research approach, research design, sampling, data collection, data analysis, trustworthiness and ethical and intellectual property rights considerations.

Chapter 4: Data presentation and discussions of research findings.

Chapter5: Draws conclusion, implications and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is divided into two parts. The first part focuses on theoretical framework which includes; language acquisition, second language acquisition, general theories on implementation and curriculum policy implementation at schools. The second part focuses on the related literature on major aspects in NCS English First Additional Language. When these fields are juxtaposed, this review situates this research in the field of EFAL curriculum implementation. The literature review has enabled the researcher to have insight to what other researchers have written in EFAL.

Shaw (1995) defines literature review as organized examination and presentation of the writings in a field of study or practice. It provides conceptual framework for the reader so that the research question and methodology can be better understood. It explains how one piece of research builds on another. Hart (1998) defines literature review as the use of ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new. Webster and Watson (2002) also define literature review as a collection of summaries of papers on related multiple research manuscripts. They further explain effective literature review as one that creates a firm foundation for advancing knowledge. It facilitates theory development, closes areas where a plethora of research exists and uncovers areas where research is needed. From these definitions it is clear that a good literature review shows how the text you have mentioned relates to the broad topic and shows that you have surveyed much of the appropriate literature.

Barnes (2005) states clear that one of the main reasons for conducting the literature review is to enable researchers to find out what is already known. It is in the literature review that a researcher demonstrates awareness of the most important and relevant theories, models and studies. Knowing the field is a vital part of research, indicating

that the researcher is aware of the main theories, structures debates and propositions in a topic area, who is actively thinking about it (Hart, 1998; Webster & Watson 2002). It should be concluded that without the knowledge from the gathered literature, one could find it difficult to carry out research. Leedy and Ormrod (2005) argue that knowing the current status in the body of knowledge in the given research field is an essential first step for any research project. They identified the following reasons to why the literature review is an important component of every research project:

- It determines the extent of the theory and research that have been developed in the field of study.
- It identifies the definition of concepts and variables which have already been established in the literature .
- It assists on discovering what is known and what remains to be learned in the field
- It helps the researcher to become aware of difficulties experienced by others.
- It also assists a researcher to find a well-written article to use as a guide in writing a research paper.

2.2 THEORETICAL FRAMEWORK

Borgatti (1999) defines theoretical framework as a collection of interrelated concepts that guide a research determining what things a researcher will measure and what statistical relationships he will look on. Escalada (2009) alludes by claiming that theoretical framework guides research, determining what variables to measure and what statistical relationship to look for. When doing theoretical framework, a theory is selected on how best it can explain the relationship amongst the variables. According to Escalada, theoretical framework strengthens the researcher's research in the following ways:

- Explicit statement of the theoretical assumptions permits them to be evaluated critically.

- Theoretical framework connects the researcher to existing knowledge. Guided by a relevant theory, a researcher has a basis for the hypothesis and choice of research methods.
- Articulating the theoretical assumptions of a research study forces the researcher to address questions of why and how. It permits the researcher to move from simply describing a phenomenon observed to generalizing about various aspects of that phenomenon.
- Having a theory helps to identify the limits to those generalizations. A theoretical framework specifies which key variables influence a phenomenon of interest. It alerts the researcher to examine how those key variables might differ in varied populations.

In the study, the theoretical framework from which this research draws on assists the researcher in guiding and strengthening claims that are to be made by the researcher. The theoretical framework also forms the basis of the research assumptions and influences in the choice of research methods for the study.

The study draws from the theories on language learning, theory on second language acquisition and theories on curriculum implementation.

2.3 GENERAL THEORIES ON LANGUAGE LEARNING

Many theories have been proposed on how children learn a language. On his theory of behaviour, Skinner is of the opinion that children learn language through imitation. Schutz (2004) cites Vygotsky; a social developmental theorist emphasizes the importance of natural, communicative and experiential approaches to language learning. He also emphasized that human interaction plays an important role in the cognition in children, that children's language learning is supported and mediated by more knowledgeable members of the society. Vygotsky (1986) also proposed what he termed 'the zone of proximal development (ZPD) which is the gap between what an individual can do on their own and what they are able to do with the help of the more knowledgeable others. Bruner (1986) suggested the idea of scaffolding where learners will receive a kind of assistance in their zone of proximal development by someone

more knowledgeable. Once the learner has been helped by the more knowledgeable other, in this context, the educator, the scaffolding can be partially removed and learners could be able to accomplish their goals on their own.

Wadsworth (1978) cites Piaget who studied how children learned concepts and concluded that children learn through experience, through discovering things for themselves and this process started at birth and followed predicted biological stages. He also claimed that children build up increasingly complex mental pictures called schemata or concepts of how things work, through their experience and interaction with the environment. What Piaget proposed was that learning is a process of an individual interaction with the world and in so doing confirm or reshape their internalized view of the world. Wadsworth (1978) also claims that although Piaget's theories applied to learning, they had a profound influence on education theories and methods. He quotes Piaget as having the following to say about education:

The principal goal about education is to create men and women who are capable of doing new things, not simply of repeating what other generations have done—men who are creative, inventive and discoverers. The second goal of education is to form minds which can be critical, can verify and not accept everything they are offered. The great danger of today is of slogans, collective opinions, and ready-made trends of thoughts. We have to be able to resist individually, to criticize, and to distinguish between what is proven and what is not. So we need pupils who are active, who learn early to find out by themselves, partly by their own spontaneous activity and partly through materials we set up for them: who learn early to tell what is verifiable and what is simply the first idea to come to them.

Another language theorist Chomsky, argued that human beings have an innate capacity to learn a language based on his view that only human beings have this unique inborn capacity which he termed a Language Acquisition Device (LAD) (Chid, 1981). He believes that the most convincing evidence for the innateness to language acquisition is the fact that children can speak their home language without any formal instruction. It is to him logical to conclude that the LAD can allow learners to learn any language they

are exposed to because language rules come to children naturally irrespective of their levels of intelligence and cultural backgrounds.

On seeking to implement EFAL to the second language learners, it becomes essential for the educators to communicate with the learners in English frequently so as to help the learners acquire the language. In so doing, educators will act as what Vygotsky as cited by Schultz (2004) term as the more knowledgeable others. Bruner (1986) suggested scaffolding meaning that educators should assist learners in acquiring English. Wadsworth (1978) cited Piaget's claim that children learn concepts through experiences meaning that in the study, educators need to share how they expose their learners to the English language through reading, writing, speaking and listening in an attempt to assist them acquire the language.

2.4 SECOND LANGUAGE ACQUISITION

“Second language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill. Acquisition requires meaningful interaction in the target language-natural communication-in which speakers are concerned not with the form of their utterances but with the message they are conveying and understanding.” Stephen Krashen(Johnson, 2001:103)

Theories of second language acquisition have strongly influenced the approaches and methods of teaching English as a second language. English Second Language generally refers to a situation where English is a language of broader communication in the country concerned (Johnson, 2001).

Krashen (1982) developed a theory of Second Language Acquisition which later had a strong influence on second language teaching approaches and methods. He based his theories on the way that children naturally learn their first language. He proposed the following five hypotheses;

2.4.1 The acquisition –learning distinction

According to Krashen (1982), there are two independent systems of second language performance: the acquired system and the learned system. The acquired system or acquisition is a product of subconscious process very similar to the process children undergo when they acquire their first language. Schutz (2007) argues that Krashen proposes that a second language is acquired unconsciously through real communication in a way similar to the way that children will acquire their first language. It is that acquired language that enables a person to speak or write fluently without thinking directly about language rules.

Krashen (1982) also claims that when a focus of learners is on meaningful communication, then they will consciously acquire knowledge of grammar. The knowledge will be largely implicit so that learners will be aware that an utterance sounded correct or incorrect but would not be able to say exactly what rule was being applied. To him knowledge about language does not help learners to use language fluently. The learned system or learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language for example learning of poetic devices or grammatical rules. He also claims that having learned and knowing grammatical rules or all about the language does not help learners use the language fluently (Crystal, 1997). The distinction he makes between language acquisition and learning is that acquisition is informal learning of the language (being able to use the language) and learning is formal learning of the language (knowing the language).

In the case of the study, educators will have to share how the EFAL is implemented in their classrooms in such a way that what learners are being taught in the classrooms is not just grammatical rules, but EFAL is taught so that learners could benefit or use the language fluently.

2.4.2 Natural order hypothesis

In this hypothesis, Krashen suggests that the acquisition of grammatical structure follows a natural order which is predictable, for example, a second language learner is

likely to acquire the progressive *-ing* ending and plural *-s* before they acquire the regular past tense and third person singular *-s*. For a given language, some grammatical structures tend to be acquired early while others late. Crystal (1997) alludes by emphasizing that second language learners make very similar errors at different stages as they progress towards more accurate language use. He further argues that this order seemed to be independent of the learner's age, first language background and conditions of exposure. Krashen also points out that the implication of the natural order hypothesis is not that a language programme should be based on the order found in the studies; he rejects grammatical sequencing when the goal is language acquisition.

When implementing EFAL in grade 11, educators should also speak about which approaches they use in teaching grammar for the acquisition of the language, not focus on acquiring grammatical structure.

2.4.3 The monitor hypothesis

Krashen suggests that acquisition and learning are used in different ways. He claims that it is implicit acquired knowledge that gives rise to fluent production of language and the explicit learned knowledge about language is used only to monitor language production just before or after it happens. He suggests that second language performers are only able to use the monitor when they have enough time to think about conscious rules which is not usually possible in conversations when they are focusing on language form rather than meaning and when they know the rule.

EFAL educators should maximize opportunities for learners to practice oral language skills using group or pair activities and practice reading through a range of individual activities (NCS EFAL LPG, 2005). In the study, educators will describe the approaches they use in giving learners opportunities to use English frequently.

2.4.4 The input hypothesis

Schutz (2007) suggests that this hypothesis is Krashen's attempt to explain how the learner acquires a second language and- how second language acquisition takes place. The input is only concerned about acquisition not learning. Krashen claims that

language is acquired when learners receive a lot of meaningful and comprehensible language input through listening and reading which is slightly beyond their existing level of understanding. He says the learner will acquire new language structures that are beyond their existing level of understanding if they are given more material to read and extra linguistic support such as visual aids and gestures to make more meaning. A second language educator can also provide a variety of language support like speaking slowly to help learners understand the meaning of the text, a print rich classroom, role play and film review. The communication or conversations should contain language that is familiar and add some new vocabulary for the learners.

Since not all learners can be at the same level of linguistic competence at the same time, Krashen suggests that the natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some input that is appropriate for his or her current stage of linguistic competence. Ellis (1988) agrees by arguing that comprehensible input which refers to meaningful oral or written language somewhat above their current level of understanding allows for acquisition of grammar and vocabulary, makes exposure to additional input more comprehensible. He also claims that mere exposure to grammatical rules is not sufficient; teachers should try to ask students to understand the meaning not to reproduce it.

It is in the interest of the researcher to seek ways in which the EFAL educators adjust their language level so that it contains language that is familiar and new to the learners.

2.4.5 The affective filter hypothesis

In this hypothesis Krashen is of the view that a number of affective variables play a facilitative, but non casual role in second language acquisition. He claims that if second language learners are motivated, self confident and they have low levels of anxiety, they are better equipped for success in second language acquisition. To him, if learners are anxious, then their affective filter will be high and that will prevent them from acquiring a language effectively, if learners are anxious or their emotions are negatively disturbed, language acquisition is not easy.

Gibbons (1991) cites another theorist on second language acquisition, Cummins, as having the view that learners whose knowledge of their first language is not well developed, will find it difficult to acquire a second language. Cummins assert that second language acquisition is most effective when a learner's first language is adequately developed in terms of reading, speaking, listening and writing.

Coelho (2004) explores this notion by suggesting that EFAL learners should not be plunged into learning a second language before they have learned to decode several discreet language skills in their first language. Specific literacy skills and concepts must have been mastered in their first language in order to transfer them to their second language (Cummins, 2000).

Cummins, is of the view that learning in an additional language should involve a focus on meaning (reading), focus on language (structure) and focus on use (writing) (Coelho, 2004). Cummins suggests that a focus on meaning should go beyond learners just understanding the literal meaning of the text, but learners should also be able to relate the meaning in the text to their own experience, they should be able to question the ideas in the text and be able to respond critically to the text. A focus on language should focus on the formal features of the language or the structure or rules of the language and how language is used to make meaning, but also to explore the relationship between language and power. For example, how some languages have more power or how a language can be used to persuade others. A focus on use should involve learners in writing for authentic purposes and audiences about issues that are important to them.

Note should be taken of the fact that in the South African context, learning of the home language is very imperative because it is believed to provide a sound foundation for learning additional languages (DoE, 2003). That is on line with what Cummins's point of view that it is easy to acquire the second language when learners have adequately developed their first language. The EFAL grade 10-12 policy document contains four Learning Outcomes namely; LO1- Listening and Speaking, LO2- Reading and Viewing, LO3- Writing and Presenting and LO4- Language. All the learning outcomes have

Assessment Standards which are criteria that collectively describe what learners should know and be able to demonstrate at a specific grade (DoE, 2003).

2.5 ACQUIRING LANGUAGE IN THE CLASSROOM

Cummins (2000) has proposed a framework for thinking and talking about language in the classroom. He describes language proficiency on a continuum from conversational language which he calls Basic Interpersonal Communication Skills (BICS) to academic language which he calls Cognitive Academic Language Proficiency (CALP). Carter and Courtney (2010) describe BICS as the kind of language we use when we are talking face to face or when talking on the phone. It is informal language and just a form of basic communication and a language of social interaction. It is immediately apparent when the person we are speaking to does not understand, it can be repeated, rephrased and use other strategies to communicate and negotiate the meaning effectively.

Gibbons (1991) gives a description of CALP as academic language proficiency that one needs to think in abstract ways and to carry on cognitive demanding tasks that are part of the school curriculum, some call it school or academic language. Cummins (2000) argues that CALP is the kind of language that is needed for academic learning and is not strongly supported by context; it is more abstract e.g. reading a book or writing an essay. In this situation, the persons communicating are most often separated by space and time.

Cummins (2000) has also claimed that it takes the second language learners approximately two years to achieve conversational fluency(BICS) at the level of their peers. He also claims that it takes much longer, approximately five to seven years for learners to achieve academic language proficiency (CALP). Although some learners may appear to be fluent in their second language, this does not necessarily mean that they will achieve well academically, as their academic language skills may not have developed sufficiently. It is the language associated with higher order thinking skills such as hypothesizing, evaluating, inferring, generalizing, predicting or classifying that are related to learning and are required for academic tasks across the curriculum.

In conclusion, Cummins claims that second language learners will acquire language and content most successfully when they are challenged cognitively but provided with contextual and linguistic support. Educators should have high expectations for their learners and make context learner-friendly. The NCS AFEL grades 10-12 policy document (2003) declares that a learner emerging from the FET band should be able to demonstrate an ability to think logically and analytically, as well as holistically and laterally. It then provides assessment standards which show the conceptual progression from grade to grade. The study is focusing on grade 11 EFAL class which has the learners who have developed CALP. According to Cummins (2000), second language learners take much longer, from five to seven years to achieve CALP. Educators implementing NCS EFAL in grade 11 classrooms have to describe the manner, in which they use the LOs and Assessment Standards in their lessons to assist the learners acquire the academic language skills.

2.6 HOW LANGUAGE THEORIES CONTRIBUTED TO THE NCS EFAL

From the discussion of the theories on language learning and language acquisition, one could conclude that those theories had to a great extent influenced the policy makers of the NCS EFAL Curriculum. These theories had an effect on the shift from the old teaching methods to the new approaches introduced by the NCS.

The NCS EFAL is based on the communicative or meaning based approach to language teaching. This method involves language teachers having to direct their learners to the meaning of the discourse in the belief that the form, including grammar, vocabulary, spelling and pronunciation will be acquired unconsciously (Ayliff, 2010). This method of instruction is modeled on Krashen's idea that the acquisition of second language is much the same as that of the first language where a child simply picks up a language in a seemingly effortless way while exploring and concentrating on the world around him. The role of the educator in this classroom is that of a supporter of the learner, who takes control of her learning and progresses steadily along the natural route of language. The NCS Grades 10-12 Learning Programme Guidelines (LPG) (2005), states that communicative approach in languages provides learners with

extensive opportunities to acquire language skills necessary to perform certain required functions. During the process, learners make mistakes which may be corrected but the main focus is on communicative competence.

The NCS EFAL is towards a hands on active approach to language learning that is embedded in situations that learners could relate to which could assist in the learning and teaching (Lauffer,2005). It was Piaget's idea that children build up mental concepts to how things work through their own experience. When learners are given activities involving advertisement, they could be asked to share with the class those that they like either from the television or radio. They could be allowed to do them using their home language so that they can express themselves freely although it is the EFAL class. This could make it easier for them to translate what they have been doing in their home language to the first additional language. This activity could be the reflection of Cummins's theory of Additive Bilingualism which advocates the teaching through the medium of home language whilst learning additional language. This is what is known as the text- based approach. A text- based approach to teaching language enables learners to become competent, confident and critical readers, writers, viewers and developers of text (NCS grades 10-12 LPG, 2005:9-11).

Cummins (2000) who has researched the language development of the children learning second language also influenced the NCS EFAL curriculum by emphasizing on the importance of the interactive classroom, a classroom which is not teacher centred and where there is a scope for genuine dialogue between learners themselves and between the educator and learners. This classroom supports language use and creates opportunity for the children to be active in their own learning. This is also very appropriate in the South African context where the majority of the learners are not familiar with English. The NCS grades 10-12 LPG (2005), states that in addition to the texts selected by the teacher, learners should also have the opportunity to select their own reading material for independent reading. Learners can read magazine articles, discuss issues arising from the article, report their findings to the class, focus on an aspect of language use like new vocabulary, in the article and write a letter to the magazine in response to the article.

Having discussed the theories on second language learning, language acquisition and how the theories influenced in the crafting of EFAL in grade 11, it is important to also discuss policies on curriculum implementation since the study will be investigating experiences of educators with the implementation of NSC EFAL in grade 11 classrooms.

2.7 THEORIES ON CURRICULUM POLICY IMPLEMENTATION

Fullan and Stiegelbauer (1991) define the term implementation in this context in a broad sense as conceptualizing the process through which a proposed concept, model, topic or theory is taken up by some practice. They distinguished three sub-processes in which an innovation is made to work in order to produce outcomes. The initiation phase is the process that eventually leads up to and end with the decision to take up a specific innovation proposal. In the implementation phase, the participants attempt to use the innovation proposal, in this case, the curriculum in order to change their practice. The implementation phase focuses on the actual use of the innovation and the factors that influence how and what changes are achieved (Fullan, 1994). In the continuation phase, what has been made out of innovation during implementation is built into the routine organization and extra support- if there had been any during the implementation phase- is withdrawn.

Fullan (1994) further argues that curriculum implementation involves changes in behaviour and beliefs and involves processes of learning. To him innovation requires changes in behaviours and beliefs and changes in belief precede rather than follow changes in belief. He also claims that changes in belief are essential to make sense of the new practices, organise them and hold them together in a system of meaning which is a precondition for extended practice and flexible adaptation to varying circumstances. To implement new practices into a fairly new complex, new environment will not be done by just copying a master plan or a model from some other place, but will involve some process of selection, construction, problem-solving and interpretation which situates and changes the original model (Euler and Sloane, 1998). Fullan(1994) again claims that implementation is an extended and dynamic process

meaning that as learning changes over time, it changes the situation in which it is to be learned. With particular changes especially complex ones, one must struggle through ambivalence before being sure that the new vision is workable and right.

Euler and Sloan (1998) are of the notion that implementation involves systemic change, necessitates some organizational development and involves learning processes on different levels. Individual learning processes will be complemented by group learning which may involve exchange of knowledge and findings, mutual support, collaborative problem solving and organizational learning which aims for changing relevant structures, processes and cultures in a way which resonates with the main thrust of the innovation (curriculum). They are also of the opinion that implementation involves participation, ownership and development of professional identities. This means innovators or curriculum developers will want to stimulate persons involved to more comprehensive participation. This is seen as a necessary precondition for successful innovation which asks for practitioners' commitment and ownership- (ownership- a progressive process which must be supported by the arrangements of the implementation process). Thomas (1994) concludes by arguing that the complexity of the implementation process makes predictions of success risky. In spite of the risky predictions of success, it makes it very profitable for the curriculum developers to actively engage in this elusive process of supporting implementation. It also makes it very profitable to monitor implementation with care at each stage of the process so that remedies may be applied periodically towards coping with unanticipated difficulties.

Implementation of the curriculum covers a wide range of related aspects which include the proper planning of the implementation. The actual implementation should include the draft of implementation plans. Logan (1997) argues that curriculum implementation plans merely describe the envisaged improvement in practice meaning that curriculum implementation plans require proper management.

2.8 CURRICULUM IMPLEMENTATION PLANS

Glatthorn (1997) defines curriculum implementation plans as a school's record of implementation. The DoE (2003) see implementation plans as devices for identifying

ways of solving or minimizing problems related to implementation. Appropriate plans clarify the focus points of the implementation process and do not only make tasks relevant to the user's contexts, but they also facilitate the integration of tasks and help to detect the possibility of overloading the implementers. Fullan (2001) agrees with the statements by arguing that curriculum implementation plans provide clear guidance to the users who are in this context the educators and the school management teams, in terms of what should be done to meet particular needs related to curriculum implementation or to solve a particular related problem.

Logan (1997) claims that good implementation plans will address all aspects related to curriculum. Fullan (agrees by claiming that good implementation plans will provide clarity on **how** implementers should do their task, **why** they need to do these tasks, **who** must take responsibility for certain tasks, **by whom** such people will be supervised and what kind of resources will be required. Fleisch (2002) is of the opinion that suitable curriculum implementation plans specify duties and responsibilities of the various role players involved in the process of implementation. According to him, these roles need to be spelt out in a sequential and integrated way. Glatthorn, Boschee and Whitehead (2006) highlight that crucial aspect of implementation plans should not only specify the process of curriculum implementation, but should also refer to the management of the process.

Hargreaves (2000) stresses the importance of giving clarity to the roles when drafting the implementation plans. He recommends that all stakeholders, including those outside the school should be considered in the plans and that their roles be clarified. By doing such partnership, this could assist in the prevention of unnecessary conflicts and misunderstandings during the time of actual implementation. This kind of implementation plans should not only spell out the position, function or responsibilities of the principal, educators and the school management team, but should explain clear the roles of stakeholders such as parents or guardians and community agencies. Curriculum implementation plans should be equivalent to the setting in which they will be implemented (Hargreaves, 2000).

Staff development strategies should be included in the effective implementation plans since teachers who will be in the centre of implementing the new curriculum will need to be equipped to adjust their classroom teaching approaches and methods according to the requirements of the new curriculum (Stufflebeam and Shinkfield (1986). Labane (2009) argues that these strategies can include equipping teachers with general planning skills such as how to manage resource centres, group learners, how to use diagnostic tests, counsel learners and liaise with their parents.

Fullan (2001) argues that the implementation plans should include specific components which constitute the characteristics of the change, rationale, goals, philosophy and vision regarding the implementation should be spelt out clearly. Also the specific programmes, activities, time schedules, persons responsible, inside and outside collaborative structures and the duties of supervisors should be described. This view is on line with what Hargreaves (2000) emphasizes that, the activities in the implementation plan should be realistic so that they enable effective management. In support of what Hargreaves claims, Fullan (2001) sees realistic plans as those that refer to activities or tasks that match the user's daily realities.

2.9 CURRICULUM IMPLEMENTATION AT SCHOOLS

Implementing change in any organization including schools requires a multitask approach. Implementation is said to have three initial stages, regardless of the approach one takes in implementing the policy: the initiation, implementation and maintenance (Ornstein & Hunkins, 2004). They describe initiation stage as an initiation of change referring to setting the stage for the implementation process, getting the school culture receptive to the planned innovation. It is at this stage that the planners raise essential questions about who will be involved, what is the expected level of support, and what is the state of readiness of the people for innovation. The implementation stage involves presenting innovation (the new curriculum) and getting people trying it out in their classrooms (Orstein & Hunkins, 2004). This stage is mainly concerned with teachers as practitioners in their classrooms.

Fullan (1993) places the school as the centre of innovation and changes and those having to implement the educational changes are the teachers in the public education system. Teachers have to adopt new ideologies and implement them in their teaching since they are the ones also responsible for passing on the changes through their teaching to the students who are the future citizens the government is concerned to educate (Kennedy, 1996). Kennedy (1996) also claims that the double demand that teachers are having; having to change their teaching ideologies and pass on those ideologies through their teaching to the students, puts teachers under strain where the changes involved represent a major shift in beliefs and practices and can threaten successful implementation unless necessary logistical and professional conditions are met. Spillane (2006) believes that teachers' prior beliefs and practices can pose challenges not only because teachers are unwilling to adapt to new policies, but also because their existing subjective knowledge may interfere with their ability to interpret and implement a reform in ways consistent with policy makers' intent. Blignaut (2008) concurs by emphasizing that an individual's prior knowledge, experience and beliefs about how the world works serve as a lens influencing what the individual notices and subsequently interprets.

Spillane (1999) highlights the distinction between policy and implementation and the fact that it is relatively easy to create a policy but more difficult to implement it because effective implementation requires resources that may be in short supply. This could lead into inevitable compromises occurring and where the curriculum implementation management process get in a muddle. Kennedy (1996) claims the potential problem lies in the fact that teachers are not only being asked to change their roles and take on increased responsibility, but they are also asked to change previously held attitudes and beliefs. They require support both in the new curriculum and their role within it. What teachers require is the information or knowledge both about the background to the new curriculum, which will include information about the approach and the design, and about how they will be expected to manage it. Teachers require training in the skills required and the physical resources to implement the changes. In addition they will also need time to take on the new ideas and space to try them out and adapt them to their situation. Time and space are important as the teachers adjust their attitudes and

beliefs and move through psychological processes associated with change (Kennedy, 1996). It should be taken into consideration that teachers are essential powerful, positive forces to drive change but that could only happen if they are given resources and support which will enable them to carry out the curriculum implementation effectively.

Schools and classrooms are characterized by teaching language use which reflects that nature of learning and teaching. Language is seen and taught as one of the school subjects in the South African context because it is believed to prepare learners for the challenges they will face as South Africans in the global community. The argument for the purpose of teaching languages in schools will be discussed in detail in the following paragraph.

2.10 THE PURPOSE OF TEACHING A LANGUAGE

In defining the language, the DoE NCS Grades 10-12 Policy Document (2003) states that a language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use the language effectively enables the learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world.

Mothata, Lemmer, Mda and Pretorius (2000) correctly assert that the South African system of education has the foundation of the past and the present because prior the new democracy, English and Afrikaans were the only official languages as well as the only languages to be used as media of instruction in secondary schools. Currently, there are eleven official languages, but still English and Afrikaans are the only media of instruction used in secondary schools. English attains the national status because it is a language that is used to link all cultures in South Africa. It is envisaged by the Constitution of South Africa that all learners should be fluent in at least two of the eleven languages. Language is the means by which we interpret, organise and access our world. It is also the means by which we communicate ideas, feeling and thoughts. Little (2004) defines language as:

- the chief means by which we think all language activities , in whatever language, are exercises in thinking
- the vehicle through which knowledge is acquired and organized
- a central factor in the growth of the learner's personality and
- one of the chief means by which societies and cultures organise themselves and by which culture organized themselves and by which culture is transmitted between and across cultures.

The child's language development forms an integral part of his total learning and becoming. A child soon discovers that language is not only a means of communication but that it attributes meaning to objects, things and situations he or she comes across in life. Thoughts in symbolic form can be cast in the form of language and concepts serve as bearers of thoughts and ideas and the deepest feelings are expressed in language form (Potgieter, 1997).

Little (2004) claims that the better the language development of the child, the better his learning progress at school, the reason being that the task required of the child remains inseparable to language. If the child masters his language, his understanding of learning any subject matter becomes better. Meaningful learning is assisted by sound language development. In this sense every subject educator is a language teacher.

The South African Schools Act (SASA) (1996) recognizes the importance of teaching languages at school as of essential value. This could be also confirmed by the time allocated for language learning which is equivalent to those of essential subjects. The table below indicates time allocated for the NCS subjects:

SUBJECTS	TIME ALLOCATION, HOURS PER WEEK
Language	4.5 hrs
Language (LOLT)	4.5 hrs
Mathematics or Mathematics Literacy	4.5 hrs
Life Orientation	2.0 hrs
Group B subjects 3X4 hours	12.0
TOTAL	27.5 hrs per week

Table 2-1: Allocation of contact time for subjects offered for NCS Grades 10-12 (DoE, 2003)

The inclusion of languages in the National Curriculum Statement is governed by the national policy in the form of the Language in Education Policy and Norms and Standards for Languages that stipulate that all learners must receive tuition in at least two official languages until the end of Grade 12. The DoE asserts that the range of literacies needed for effective participation in society and the work place in the global economy of the twenty first century has expanded beyond listening, speaking, reading, writing and oral traditions to include various forms such as media, graphic, computer, cultural and critical literacy. The inclusion of language in the curriculum is to prepare learners for the challenges they will face as South Africans and as members of the global community.

The purpose of the Department of Education (DoE) is to promote additive multilingualism. This means that learners must learn additional languages while maintaining and developing their home language at a high level. Bilingual education will

make it possible for the learners to transfer skills such as reading, writing and speaking from the language which they are most proficient to their additional language (DoE, 2003). The NCS document further claims that teaching learners a language will lead to careers such as translation, language teaching, marketing and advertising.

Teaching EFAL should at all levels be promoted because English is used in all schools in the district where the study will be conducted as a language of learning and teaching. The knowledge learners will get from learning EFAL will assist them in other subjects and beyond school. In the South African context where there are eleven official languages, English is the language used to communicate across all ethnic groups.

2.11 LANGUAGE – IN- EDUCATION POLICY

2.11.1 Historical Context

Heugh (2006) argues that during the National Party (NP) rule, it was no accident that the administration of apartheid language policy, the State Language Service (SLS) was located within the Department of Education, because that was the language policy designed for separate development. When the National Party came to power in 1948, Afrikaans became linked to the ruling party. It is worth noting that in contrast to the NP whose political struggle was essentially linked to the language rights of Afrikaans speakers, the political struggle of the African National Congress (ANC), who sought to empower the black people of South Africa, was not linked to the struggle of language rights. The ANC seeking to unite the people from various linguistic backgrounds chose English as a neutral language that would link the nation with the outside world (Barnes, 2004). The National Party language-in education policy was underpinned by racial and linguistic discrimination. These key factors severely affected access to education and academic success of black learners (Barnes, 2004). Laufer (2000) cites the fact that language has always been a contentious issue in education in South Africa (S.A.). He emphasizes by saying that in white education, school children were compelled by law to receive education in their mother tongues, either in English or Afrikaans and all forms of bilingual or dual medium of education were discouraged. The main thrust of the NP's language policy was the promotion of mother tongue. In black education, mother tongue

education in the indigenous Bantu languages was compulsory for the first four years, and thereafter one of the two official languages had to be used (Barnes, 2004).

Crawhall (1993) argues that the position of English versus the African languages and the future status of Afrikaans were of central concern to those involved in the language policy debates and other negotiations preceding the endorsement of an interim Constitution in November 1993. The advent of democracy in S.A. brought about new constitutional changes which recognizes a total of eleven languages of which all should enjoy equal status (Van Tonder, 1999).

The study will seek to find out the effects the old curriculum has towards implementation of EFAL in Grade 11 classrooms.

2.11.2 Language-in-Education Policy (an issue of additive bilingualism)

Cummins (1984) argues that native language instruction helps to make English comprehensible by providing contextual knowledge that aids in understanding. When children already know something about poetry (from their native language which is not English), a lesson on that subject will make more sense when instruction shifts to English. He draws a distinction between **additive bilingualism** in which the first language continues to be developed and the first culture to be valued while the second language is added, and the **subtractive bilingualism** in which the second language is added at the expense of the first language and culture which diminishes as a consequence. Cummins further claims that children who work in an additive bilingual environment succeed to a great extent than those whose first language and cultures are devalued by their schools and the wider society.

Krashen (1996) shares the same sentiment with Cummins by coming up with two ways in which bilingual education helps English language develop and contributes to academic success, known as two pillars of bilingual education. The first is the background knowledge indicating the fact that when students have a good education in their first language, they get background knowledge and this knowledge helps the English they hear and read more comprehensible. The second is the literacy transfer meaning developing a literacy in the first language is the short cut to developing literacy

in the second language. Krashen (2000) extends his assertion by saying that children whose native language is not English should acquire English skills as quickly as possible if the native language can be used in ways that accelerate English language development. Developing literacy in a native language is a short cut to English literacy meaning that once a child can read in her native language-which is much easier to learn- reading ability could easily transfer to English. Teaching subject matter in the first language stimulates intellectual development and provides valuable knowledge that will help the child understand instruction when presented in English which could help in the development of the English language.

The research studies conducted by Collier (1992) in California confirm that parents of children in bilingual programmes find this rationale reasonable and support the use of first language in schools. Children in bilingual programmes acquire as many English skills as children in all English programmes and usually acquire more. She further claims that also studies in Manhattan Institute reveal that bilingual education has positive effects. They concluded by arguing that efforts to eliminate the use of the native language in instruction harm children denying them access to beneficial approaches to effective learning.

2.11.3 Language –in –Education Policy

After the transition to full democracy in 1994, a new South African Language –in – Education Policy was formulated to meet the needs of the society in transformation (Barnes,2004). Probyn, Murray, Botha, Brooks, and Westphal (2002) argue that the policy was designed to allow freedom of choices while adhering to the underlying principle of equity and the need to redress the results of the past discriminatory laws and practices and that policy was regarded as the most progressive in the world. Barnes (2004) further argues that the new language-in-education policy was conceived as an integral part of the new government 's strategy to build a non-racial nation in South Africa. It meant to facilitate communication across the barriers of colour and language while fostering an environment in which respect for all languages as well as language policy matters.

The S.A. constitution also envisages that all learners should be fluent in at least two of the official languages, hence the formulation of the Language-in-Education policy in 1997 (DoE, 1997). Heugh (2002) extends the notion by arguing that, the logic behind the Language-in-Education Policy is based on the recognition that South Africa is multilingual and that the mother tongue is the most appropriate language of learning and it is also acknowledged that all learners will need a very strong proficiency in at least one other language. Van Tonder (1997) and the DoE (1997) emphasize that the Language-in-Education Policy should be seen as part of the continuous process by which policy for language in education is being developed as part of the national language plan encompassing all sectors of society and should operate within the paradigm of the constitution of the Republic of South Africa which recognizes that South Africa's cultural diversity is a valuable asset.

The architects of the policy recognize that both societal and individual multilingualism are the global norm today, especially on the African continent. The policy states that learning of more than one language should be a general practice and principle in South African society (DoE, 1997). The core characteristics of the policy which are manifested in the main aims of the policy as stated in the Department of Education (1997) are: flexibility, freedom of choice, equity and practicability. The following are the main aims of the language-in-education policy:

- To promote full participation in society and the economy to equitable and meaningful access to education.
- To pursue the language policy most supportive of general conceptual growth amongst learners, and hence to establish additive multilingualism as an approach to language in education.
- To promote and develop all official languages.
- To support the teaching and learning of all other languages required by learners or used by communities in South Africa, including languages used for religious purposes, languages which are important for international trade and communication, and South African Sign Language as well as Alternative and Augmentative communication.

- To counter disadvantages resulting from different kinds of mismatches between home languages (mother tongues) and languages of learning and teaching.
- To develop programmes for the redress of previously disadvantaged languages (DoE,1997).

This means the adoption of the Language-in –Education Policy implied being multilingual should be a defining characteristic of being South African (DoE,SASA, 1996). Van Tonder (1997) and the DoE (1996) argue that whichever route is followed, the underlying principle behind the adoption of the Language-in –Education Policy is to maintain home languages while providing access to and the effective acquisition of the additional languages. Basically, learners should be allowed to access their mother tongues as the language of learning and teaching (LOLT). On the same vein, Heugh (2002) stresses that the Language-in-Education Policy offers the best possible opportunity for those who do not have English as the first language to learn it well enough to use it in learning institutions and for employment.

The implications of the Language-in-Education Policy include the need to use other official languages as languages of learning alongside English (Heugh,2000). Molepo (2008) alludes to what Heugh is bringing forth by emphasizing that the implementation of additive bilingualism in S.A. implies that since English and Afrikaans had been used as media of instruction that disadvantaged the majority of South African citizens over the apartheid years, will be taught alongside African languages in the new Language-in Education Policy. In an additive bilingual approach promoted by the new language policy, the learner gains competence in the second language while maintaining the first language (Laufer,2000).

The South African Schools Act (SASA) (1996,B-33) states that the School Governing Body (SGB) must stipulate how the school will promote multilingualism through using more than one language of learning and teaching and by offering additional languages as fully fledged subjects. The SGB has the responsibility for putting the policy into practice by announcing the school’s language policy and to state how it will promote multilingualism through a variety of measures (DoE,1997). Van Tonder (1999)

emphasizes the argument by stating that the language of learning and teaching is not spelt out in the Language-in-Education Policy, it is left to be decided by the SGB.

2.11.4 Current situation in schools

It needs to be taken into consideration that when the DoE in 1997, adopted the Language-in-Education Policy, it provided a strong foundation for the protection and advancement of the country's diverse cultures and languages (Heugh,2002). Probyn et al (2002) argue that there is a gap between the Language-in-Education Policy goals and what is actually happening in schools, concluding that there is little SGB involvement in the Language-in Education Policy debates and development. It is of great concern to note that although the huge responsibility of implementing the LiEP in school is vested on the SGBs, they were never capacitated. One also needs to take into consideration that the SGBs are made up of parents, most of whom are not educated and know nothing about policies which could lead to their less or no participation in the policy implementation.

Taylor and Vinjevold (1999) conducted a small scale qualitative research which suggested that very few schools have developed school language policy in line with the LiEP. Kgobe and Mbele (2001) confirms the research by reporting on the case studies of a representative group of 27 schools in all provinces of South Africa where they found out that by 2000, only five schools have developed their language policies and only one had made changes in the direction proposed by the LiEP. In the research conducted in the Eastern Cape schools by Probyn et al(2002), a number of reasons have been put forward to account for the failure of schools to implement the Language-in Education Policy (LiEP)that: schools do not have knowledge of the policy, do not understand the extent of their powers and responsibilities, lack of experience and expertise in developing their own policies and do not know the support the Department of Education will provide and also that education department district officials who might advise schools, lack the knowledge of the LiEP. They also argue that the introduction of the LiEP was overshadowed by the concurrent implementation of Curriculum 2005. Where schools have made changes in their policies, this appears to have been in response to

economic and political pressures and the introduction of the new curriculum rather than to conform to the LiEP (Taylor & Vinjevold).

Buthelezi (2002) argues that although the Language-in-Education Policy of the country insists that all eleven official languages be equally used, English still dominates all spheres to an extent even in rural schools, it is used as a LOLT. Mothata, Lemmer, Mda and Pretorius (2000) support the claim by Buthelezi by arguing that, currently, the official languages total eleven but English still dominates as a medium of instruction in schools and attains the national unity that links all other languages and cultures in S.A. Probyn et al (2000) argue that the language choices of the schools are determined to a large extent, but not entirely by socio-economic context in which they are located. In their research their findings reveal that in some schools, parents are poor, uneducated, often unemployed and unable to pay the school fees, but see English as a way to put bread and butter on the table, a way out of poverty trap. Ward (2003) supports the above statements by claiming that the new LiPE Has been ignored and that parents are opting for a straight-for-English approach. Parents are still ignorant of their rights and are not informed of the numerous benefits of learning through the mother tongue as a result they still view mother tongue education negatively.

Barnes (2004) argues that as a way forward, dissemination of information is highly needed so that parents, teachers, the school boards and learners are made aware of the options and made aware of research findings on the advantages of additive bilingualism. In the research conducted by Matjila and Pretorius (2004) on Bilingual and Bilateral focusing on the reading skills in Setswana and English, they found out that a well established level of literacy in the mother tongue is the best foundation for developing literacy in the second language. Their research findings support other studies which have proved that the learner should learn to think and function in the home language up to Cognitive Academic Language Proficiency level before the learner can transfer the skills in the second language. An inadequate transfer of skills may significantly delay and sometimes permanently impair the learner's academic development (Matjila & Pretorius, 2004).

2.12 RELATIONSHIP BETWEEN ENGLISH SECOND LANGUAGE AND ENGLISH FIRST ADDITIONAL LANGUAGE (why a shift from ESL to EFAL)

The rebirth of S.A. in 1994 brought about policies that aimed at initiating an era of meaningful teaching aiming at empowering learners to succeed in real life after completing school (Schlebusch and Thobedi, 2005). The new dispensation emphasized the fact that one of the main aims in teaching any language is to develop communicative competence in that language to the learners. As a result all language curriculum documents are identical in content across eleven official languages (Kaat and Arend, 2011).

Buthelezi (2000) argues that the apartheid education was designed to mould both the Black and White children into apartheid citizens with values appropriate to their society. To achieve this, Black children were exposed to a curriculum that taught them how to carry out instructions and to prepare them to be subordinate citizens, while White children were provided opportunities to be educated academically and learn how to give out instructions. Prinsloo (2006) emphasizes the aforementioned point by arguing that apartheid education policy conflated language with ethnicity or race as a primary means of implementing the policy of divide and rule. She further emphasizes that learners were positioned racially, ethnically and in very specific social class terms that accorded with apartheid constructions of student lives and future economic roles in the society. Heugh, Siegruhn and Pluddemann (eds) (1995) argue that in the former Department of Education and Training under Apartheid, an early switch to English by African language speakers combined with poor teaching resulted in students developing basic interpersonal skills in English but not the cognitive academic language proficiency skills needed to deal with advanced levels of literacy.

The paradigm shift in the new language curriculum, takes a communicative language teaching approach to second language teaching which encompasses not only conscious or unconscious knowledge of linguistic structures, but also the skill of using language appropriately in actual communicative events in order to achieve specific purposes (Wildsmith-Cromarty, 2000). Kaat and Arend (2011) argue that the new

language curriculum distinguishes between different levels of language learning, namely home and additional languages. The distinction signals congruence with the Language-in-Education Policy which advocates teaching the medium of two languages. Grammar knowledge involves not only learning of certain rules but how to manipulate language devices well when conveying certain meanings (Schlebusch and Thobedi, 2005).

Kaap and Arend (2011) state that the new curriculum uses the term Additional Language rather than second language to indicate that the learners are often multilingual and have more than two languages. The term First Additional Language is used to describe the second language that learners learn. The same authors emphasize that the phrase English First Additional Language recognizes that English is a language of instruction to be used in teaching which the child shares with his or her home language.

Ayliff (2010) agrees to the above argument by saying that the NCS EFAL which is based on a communicative or meaning focused approach to language teaching, involves language teachers having to direct their learners to the meaning of the discourse believing that the form will be acquired unconsciously. There is a strong belief that this kind of method is based on the idea that the acquisition of the second language could be much more the same as that of the First language whereby the child simply picks up a language in a seemingly effortless way, while exploring and concentrating on the world around him or her (Ayliff,2010). Also Kaap & Arend (2011) is of the same opinion with Ayliff's idea by saying that the NCS EFAL is towards a hands-on approach to language learning that is embedded to situations meaningful to the learners. This could mean, for NCS EFAL learners, to master reading skills, they need to do a great deal of reading, same as also in writing and speaking.

Kaap & Arend (2011) conclude the arguments by citing that the NCS EFAL curriculum caters for the level of cognitive language proficiency needed to use English effectively across the curriculum.

Below is the table which shows the shift from ESL to EFAL:

English Second Language	English First Additional Language
Learning is centred on content assuming that there are certain facts or grammatical rules learners need to know before becoming educated.	Learning is geared towards Learning Outcomes. Learners are oriented and informed about what they have to strive for by explaining LOs before the lesson.
Learning is restricted to the textbook and learners are expected to follow the rules in the textbook.	Learning acknowledges and relates to learners' experiences so that skills and acquired could be used in real life situations.
Transmission Approach-the teacher knows all is the only one with answers, only informs the learners.	Educator guides the learning process. When learners do activities, the educator scaffolds them until they achieve the Los
Teacher gives activities individually.	Co-operative learning is promoted, learners are given activities requiring discussions, presenting and reporting and are expected to work in groups and share the information with others.
Grammar translation approach-learners are taught a set of rules and vocabulary.	Communicative Language Teaching approach-learners are taught skills of using language appropriately in different communicative events or context.
Teacher centred-learners may learn to fail because they play a passive role in their learning.	Learners involve their life experiences in the activities and become actively involved in their own learning. Activities use a lot of open-ended questions requiring learners' competence in analyzing and giving their own views.
Assessment is on attaining a pass mark or a good symbol. Discriminates learners on the basis of Higher, Standard or Lower Grades.	All learners' performances are measured against stipulated assessment criteria demonstrating learners' competences.
Teaching is about finishing a given syllabus and learners to reproduce information.	Learners are given as much time as they need in order to achieve or master the outcomes.

Table 2-2: Differences between ESL and NCS EFAL

Transformation in the South African society which aimed at addressing the legacy of apartheid, also affected the education system. In a bid for equal education in the country, Curriculum 2005 was introduced, revised and known as the Revised National Statement and later known as the National Curriculum Statement. The following paragraph will dig deep into the new curriculum and the changes it brought forth.

2.13 CURRICULUM 2005 AND THE NCS

Doll (1996) describes curriculum as the formal indented and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of the school. McKenna (2008) argues that curriculum should be understood as a proposal setting out an educational plan, offering students socially valued knowledge, attitudes, values, skills and abilities which are made available to students through a variety of educational experiences at all levels of the education system. The two curriculum definitions suggest a holistic and learner-centered approach. This trend puts emphasis on a type of curriculum which integrates knowledge, skills and values.

Introducing the Outcomes Based Curriculum (OBE) in S.A. meant a whole new system of education came into being. This was seen as a paradigm shift from a content-based curriculum to learner-centered teaching which was a radical break with the previous system of education (Kaaap & Arend, 2011). Ndhlovu, Sishi and Deliwe (2006) stresses by arguing that the OBE curriculum was conceived as a decisive move away from apartheid traditions of uncritical, decontextualised content laden curriculum as well as all forms of assessment which encourage rote learning and uncritical reproduction. They further extend the idea by explaining that at its inception, the DoE claimed that the new curriculum posed a greater cognitive challenge than the apartheid era curriculum and represents a more modern and relevant content.

The introduction of the OBE curriculum in S.A. aimed to initiate an era of meaningful teaching aiming at empowering learners to succeed in real life after completing school.

OBE is an approach to teaching and learning that has as its aims the achievements of the outcomes which represent a culminating demonstration which is the result of meaningful learning taking place in various contexts (Schlebusch & Thobedi, 2005). Van der Horst and McDonald (1997) explain that OBE is an approach to learning which is based on the beliefs that all learners must be allowed to learn to their full potential. Teachers must create a positive learning environment to promote the culture of learning and teaching. Sieborger and McIntosh (2004) also allude by arguing that OBE is a learner centered result oriented approach based on the belief that all learners can learn and succeed. OBE is a method of curriculum design and teaching that focuses on what students can actually do after they are taught (Acharya, 2003).

The outcomes in OBE are determined by relevant real-life needs, and ensure an integration of knowledge, competence, and orientations needed by learners to become thinking, competent and reasonable future citizens (Botha, 2002). Killen (2004) believes that the key to making OBE successful is to apply the four basic fundamental principles of OBE which are:

2.13.1 The clarity of focus on outcomes and significance

Acharya (2003) and Killen (2004) both argue that the teacher and the learner focus clearly and consistently on the desired outcomes to achieve. There is no element of surprise; everything is spelt out to everyone before the lesson starts. Mohamed (2001) cites the fact that there is clarity of focus because teachers and learners know exactly what to expect as one of the advantages of the OBE. This means, both learners and teachers share the responsibility for the achievement of the outcomes.

The NCS LPG (2005) states that teacher planning should show details of how each lesson plan will be developed and how each item of content will be included so as to achieve the intended outcomes. The planning should show; how learners will learn, what key questions will guide the learning experience, resources and how much time will be spent and how teachers manage the learning activities. The teacher will share all the intentions of the lesson with all learners so that they know what they are supposed to achieve.

2.13.2 Design down

Mueller (2006) also calls the principle the backwards planning. Teachers plan, and design the curriculum backwards from the outcomes the learners need to achieve. The design down principle is a short-term outcome derived from the significant long-term outcomes that educators want their learners to achieve (Killen, 2004). This means before the actual planning by the teacher, he or she should start with the desired outcomes. When designing a lesson plan, a teacher must indicate the content, context, Learning Outcomes and Assessment Standards (NCS LPG, 2005).

2.13.3 High expectations

Killen & Hattingh (2004) put an emphasis to the fact that educators should have high expectations for all their learners, they should expect all learners to achieve the outcomes in high standards. This means if educators have low expectations for their learners, learners will also perform low. There has to be a high level of performance to achieve high expectations. Teachers should establish clear standards of performance which all learners are expected to reach or exceed before judging the work to be completed. All learners have access to a challenging curriculum (Mohamed, 2001). When designing performance assessment tasks, the teacher must communicate the Assessment Standards for the product or performance that are derived from the stated Learning Outcomes. The task should result in a product or performance that could be used in a real world. It should be engaging and require learners to use knowledge creatively (NCS LPG, 2005).

2.13.4 Expanded opportunity

Learners need to have more than one opportunity to learn and to demonstrate their learning (Mohamed, 2001). Educators have to take into consideration that learners do not learn same things at the same pace. Learners have different rates of learning and employ a variety of memory systems and learning strategies (Killen & Hattingh, 2004). The NCS LPG (2005:43) states clear that diversity should be considered when designing a lesson plan. Teachers need to explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the

skills, knowledge, attitudes and values indicated in the grouping of Learning Outcomes and Assessment Standards being addresses in the individual activities.

The four principles have direct implications on the experiences of educators with the implementation of the NCS EFAL in grade 11 classes. On the study, educators will have to share how together with learners share the clarity of focus and work towards the same goal which could enable the learners to take responsibility for their own learning.

Blignaut (2007) points out that it is difficult to translate policy into practice and implement a curriculum that is so alien to the average South African teachers' understanding and pedagogical practice. He further argues that policy makers should begin where the teachers are and that they be offered a methodological syllabus the linguistic forms of English that will lead to their learners' mastering of the language.

In 2000, a Review Committee was appointed to evaluate the implementation of Curriculum 2005 and revealed the following challenges:

- Teachers' understanding of Curriculum 2005 was generally weak.
- There was a lack of alignment between curriculum and assessment.
- Teachers still used the old methods of implementing the new curriculum.
- Teachers were inadequately trained in the new curriculum.(Department of Education 2000)

The results of the research were the streamlining of the curriculum by simplifying the language, providing content to be taught at school and changing the design. The revised C2005 was renamed the Revised National Statement (RNCS) which later changed to the National Curriculum Statement (NCS) (DoE, 2000).

Having discussed Curriculum 2005 and the NCS, it is important to look at how the NCS Curriculum is designed.

2.14 THE DESIGN OF THE NCS CURRICULUM

The design of a curriculum consists of objectives of a curriculum, content to be taught and learned and assessment standards. Orstein and Hunkins (1998) argue that a

curriculum can be described as the manner in which curriculum components are arranged. They also emphasize that the design a person selects reflects his or her approach to curriculum and philosophical orientation. Donnelly (2004) backs up Orstein and Hunkins by citing that if the design of the curriculum has flaws, the implementation of the curriculum could never be effective.

2.14.1 Design features of NCS English First Additional Language

2.14.1.1 The Spiral Curriculum Model

The Spiral Curriculum is a curriculum in which students repeat the study of a subject at different grade levels, each time at a higher level of difficulty and greater depth (Cruey, 2007). The notion that underpins the idea of the spiral curriculum is that a curriculum as it develops, should revisit the basic idea repeatedly building upon them until the student has grasped the full formal apparatus that goes with it (Brunner, 1996). Bruner argued that in order to enable the transfer of thinking process from one context to another, children needed to learn the fundamental principles of subjects rather than just master the facts. He advocated learning through enquiry with the teacher providing guidance to accelerate children's thinking and recommended that the early teaching of any subject should emphasize grasping basic ideas intuitively. After that, he believed the curriculum should revisit these basic ideas repeatedly building upon them until the pupil understands them fully.

Spiral curriculum proposes that when structuring a course, it should be organized in a simple to complex, general to detailed or abstract to concrete manner. One should follow learning prerequisite sequence in order for a student to develop from simple to more complex lessons, certain prerequisite knowledge and skills must first be mastered. This sequence provides linkages between each lesson as student spirals upwards in a course of a study. As new knowledge and skills are introduced in subsequent lessons, they reinforce what is already learnt and become related to previously learned information (Downing, 1993).

Gordon (1981) argues that Bruner introduces his model of three basics of representing reality, enactive (learning something through doing it), iconic (learning something

through its picture or image) and symbolic (learning something through symbolic means as language). Gordon further argues that the role of a teacher is to nourish the development of all three. Brunner’s spiral model of curriculum is very helpful in that it allows students learn and acquire the skills in a gradual and systematic way to move away from the previous knowledge and build on it to acquire the next knowledge (Khathaybeh, 2011).

Smith (2002) argues that Brunner’s view of teaching and learning struck a chord and had a direct influence in the curriculum formulation in South Africa, namely the structuring of the NCS. Britz (2002) agrees by citing that learning content in the NCS Curriculum seems to be arranged spirally, beginning at the lower levels, from the learner as an individual, gradually moving out to his or her immediate environment to a national and finally international level.

The table below shows an example of Spiral Curriculum Model, the NCS Grade 10-12 (General) Languages-English First Additional Language. For example LO 2; Reading and Viewing. The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. Assessment Standard 2. We know this when the learner is able to:

Grade 10	Grade 11	Grade 12
Explain the meaning of a wide range of written visual, audio and audio-visual texts.	Evaluate the meaning of a wide range of written, visual, audio, and audio-visual texts.	Evaluate the meaning of a wide range of written, visual, audio and audio-visual texts.
Interpret familiar graphic texts.	Interpret and evaluate a range of graphic texts.	Interpret and evaluate a wide range of graphic texts.

Table 2-3: NCS Grade 10-12 Languages EFAL (DoE 2003)

2.14.1.2 Learning Outcomes

These are observable skills and knowledge the learner is expected to demonstrate at the end of a learning experience. At the heart of every curriculum there are skills that need to be learned (Cullingford, 1990). Spady (1994) describes outcomes as high-quality, culminating demonstrations of significant learning in context and the demonstration of significant learning should be at minimum thorough and complete. Van Rooyen & Prinsloo (2002) define outcomes as the contextually demonstrated end-products of a learning process.

The curriculum in South Africa strives to enable all learners to reach their maximum learning potential by setting the learning outcomes to be achieved by the end of the education process (DoE, 2003). The NCS Languages policy document for Grade 10-12 emphasizes that the OBE encourages learner-centered and activity based approach to education. It also states that the NCS builds its learning outcomes for Grade 10-12 on the Critical and Developmental outcomes which were inspired by the Constitution and developed through a democratic process.

Critical outcomes as set out in the national Curriculum Statement (General) English First Additional Language (DoE, 2003:2) are:

1. identify and solve problems and make decisions using critical and creative thinking;
2. work effectively with others as members of the team, group or organization and community;
3. organise and manage oneself and one's activities responsibly and effectively;
4. collect, analyse, organize and critically evaluate information;
5. communicate effectively using visual, mathematical and or language skills in oral or written form;
6. use science and technology effectively and critically, showing responsibility towards environment and the health of others and
7. demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

Developmental outcomes relate specifically to personal development. These outcomes require learners to:

1. reflect on and explore a variety of strategies to learn more effectively;
2. participate as a responsible citizen in the life of local, national and global communities;
3. be culturally and aesthetically sensitive across a range of social contexts;
4. explore education and career opportunities; and
5. develop entrepreneurial opportunities (DoE, 2003:2).

Sieborger and McIntosh (2004) in trying to explain the outcomes argue that outcomes are clear about the actions or the performance, they must be defined according to the actions demonstration process sought, they further explain that the verb in an outcomes statement indicates the performance, competency or achievement expected and the words which follow it describe the object intended. The observable action verb in an outcome statement defines the processes the learner is expected to carry out at the end (Spady, 1994).

An example is, LO3 (Writing and Presenting) in English First Additional Language in Grade 10-12 General: The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts. The verbs write and present indicate the performance by a learner at the end of the FET band.

2.14.1.3 The Kind of Educator for the NCS

All educators at all levels are key contributors to the transformation of education in South Africa (DoE, 2003). They would fulfill the roles of being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators, and managers, scholars, researchers, and lifelong learners, community members, citizens and assessors and Learning Area specialists as outlined in the Norms and Standards for Educators (DoE,2003).

Wilmot (2005) argues that the development of teachers is the key to the transformation of education in South Africa. She furthers her argument by stating that the cascade model used by the Department of Education has militated against the development of teachers into effective agents of change. Mac Laughlin (2000) concurs to the above claims by arguing against one-shot training or training heavily concentrated at the start of implementation. Looking at the duration taken to train the educators on the new curriculum, usually 3 to 5 days workshops, by the trainers who did not know what the teacher development entailed, the implications were that the educators were unable to adequately implement the new curriculum in their classrooms. They never understood the curriculum (Jansen, 1999).

Contrary to the envisaged teacher, the majority of educators who are currently employed by the Department of Education are the products of the apartheid education. When the new curriculum was introduced, the Education Department and the provincial departments resorted to a cascade model of teacher training where educators were oriented in workshops for a week by the departmental officials who were also not sure of what they were doing (Motala, 1997).

2.14.2 The Kind of Learner for the NCS EFAL

The Department of Education (DoE) (2003) states that the kind of learner envisaged by the NCS is the one who will be inspired by a respect of the values and act in the interest of the society based on respect for democracy, equality, human dignity and social justice as promoted in the constitution. The DoE NCS Learning Programme Guidelines (2005) states that the learner entering in the Further Education and Training (FET) band, Grade 10, already has skills, knowledge and insight of context and content of the home language and the first additional language. The General Education and Training (GET) band produce such learners who are already accomplished in the skills for speaking, writing, listening, viewing, reading, presenting and using language structures. This means these learners' competences in the target language are very close to the level of their home language as a result of a sound additive multilingual approach. Learners in the GET band when entering the FET band have used and continued to use the EFAL as a Language of Learning and Teaching (LOLT) and need

a high level of competence in the language. There is a relationship between the RNCS Grades R-9 and the NCS Grades 10-12 EFAL Curricular which shows the link between LOs of the two bands.

GENERAL EDUCATION AND TRAINING RNCS Grades R-9	FURTHER EDUCATION AND TRAINING NCS Grades 10-12
Learning Outcome1:Listening The learner will be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations. Links with NCS: LO1	Learning Outcome1:Listening and Speaking The learners is able to listen and speak for a variety of purposes, audiences and contexts. Links with RNCS: LO1,2.
Learning Outcome2: Speaking The learner is able to speak confidently and effectively in spoken language in a wide range of situations. Links with NCS:LO1	Learning Outcome1:Listening and Speaking The learner is able to listen and speak for a variety of purposes, audiences and contexts. Links with RNCS:LO1,2
Learning Outcome3:Reading and Viewing The learner will be able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts. Links with NCS:LO2	Learning Outcome2:Reading and Viewing The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. Links with RNCS:LO3
Learning Outcome4:Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes Links with NCS:LO3	Learning Outcome3:Writing and Presenting The learner is able to write and present for wide range of purposes and audiences using conventions and formats appropriate to diverse contexts. Links with RNCS LO:4
Learning Outcome5:Thinking and Reasoning The learner will be able to use language to think and reason as well as to access, process and use information for learning Links with LO1-4	
Learning Outcome6:Language structure and use The learner will be able to use the sounds, words and grammar of the language to create and interpret texts. Links with NCS:LO4	Learning Outcome4:Language The learner is able to use language structures and conventions appropriately and effectively. Links with RNCS:LO6

Table 2-4: Links between learning Outcomes of RNCS Grades R-9 and Learning Outcomes of NCS Grades 10-12 (DoE, 2005)

The rationale behind the link in the GET RNCS and the FET NCS could be to illustrate the progress learners should have made in acquiring their second language and also their development from less challenging to more advanced skills of knowledge. It also indicates that there is a link, that is, there is no content gap- in the learning of EFAL from the GET to the FET band.

In addition to the above, learners emerging from the FET band must be able to:

- demonstrate the Critical and Developmental Outcomes and the Language Learning Outcomes;
- effectively and confidently participate in a wide range of communication situations;
- orally and in writing express own feelings, opinions, viewpoints, ideas, attitudes and values and react to those of others;
- interpret, analyse, evaluate, explain and question a wide variety of texts across the curriculum while listening and speaking, reading and viewing and writing and presenting;
- use the structures and conventions of language confidently, effectively and expressively to create meaning;
- express advanced cognitive skills by using language;
- take independent decisions about their future;
- successfully access lifelong learning;
- think logically and analytically and demonstrate holistic and lateral thinking and
- transfer skills from known contexts to unknown contexts through use of language (DoE, 2005:15).

2.15 TEACHING AND LEARNING EFAL

Judd, Tan and Walberg (2009) describe teaching an additional language as meaning teaching a second or third language to learners whose native language is not the one being taught, like teaching Chinese English or French. They further argue that they use the term additional language rather than the commonly used Second language or

Foreign language because 'Additional' applies to all except the first language learned. An additional language may not be foreign since many people in the country may speak it (Judd et al, 2009). Nunan (1999) is of the opinion that students should be taught how to use an additional language clearly, accurately and effectively for genuine communication. Learners should be able to produce and comprehend additional languages independently without the aid of the teacher.

Language is the medium through which all teaching and learning takes place, meaning that without language no other subject could exist (Kaiser, Reynecke & Uys, 2010). The DoE (2003) states that the language teacher has an important responsibility to ensure that languages are fully utilized across the curriculum. Goodwyn and Findlay (2003) argue that it is generally accepted that teachers of English have the leading role in providing learners with the knowledge, understanding and skills they need to write, read, and listen effectively.

Gibbons (1998) notes that in the classroom where the learners are taught in English, which is not their home language, there are two goals, content learning and language learning. To some extent the two goals compete, because when teaching and learning is focused on communication content, then teachers and learners use their home language to communicate. If teachers are focusing on English so that learners may improve their English language skills, learners may not fully understand the content (Gibbons, 1998).

Vygotsky (1934) believes that children learn a language more successfully when they have an understanding of the topics being taught. This means an educator should try to develop an understanding of the language by linking the child's learning to what the child once experienced, knows or practices every day. Examples that teaching methods that could assist the educator in creating a communicative classroom that builds on the child's experiences could include;

- Making the texts simpler
- Using visual aids to support the development of oral interactions
- Promoting extensive reading

- Use gestures to demonstrate actions
- Create a print rich classroom where flip charts and posters could be displayed

Teaching and learning a second language should be a challenge to both educators and learners. Mercer (1996) notes that schools and classrooms are pervasive language environments and that classrooms create certain patterns of language use which reflect the nature of learning and teaching. Since language is the medium through which all learning and teaching takes place, the language teacher has a responsibility to ensure that languages are fully utilized across the curriculum (DoE, 2003).

Maum (2002) observes that in the field of English Language Teaching, a growing number of teachers are not native speakers of English. This in the American context makes their strength and abilities underestimated by both their colleagues and students. Phillipson (1996) considers Non-Native English Speaking Teachers to be the potentially ideal English Second Language teachers because they have gone through the process of acquiring English as an Additional Language. They have firsthand experience in learning and using a second language, and their personal experience has sensitized them to the linguistic and cultural needs of their students. Medgyes (1992) shares the same view by arguing that such teachers have had to adopt language learning strategies during their own learning process, most likely making them better qualified to teach those strategies and more empathetic to their students' linguistic challenges and needs.

In conclusion, qualified and trained Non-Native English Speaking Teachers are the ones who can contribute in a meaningful way to the field of English Second Language education by virtue of their own experiences as English Second Language learners and their training and experience as teachers.

Killen (2000) argues that in OBE teachers plan teaching as part of the transformational process in contrast to the traditional view that a teacher is a transmitter of knowledge. Learners construct knowledge in a process of teaching and learning facilitated by the teacher, teaching is not teaching unless learners learn. Mau (1997) identifies three interactive components of educational instruction namely; planning, teaching and

assessment of the learning outcomes. He further argues that the learning outcomes are identified during the planning or pre-instructional phase. Instructional activities that should enable the learners to achieve the identified outcomes and the assessment procedures are planned. Planning requires a teacher to think more about specific goals on the path to the achievement of the learning outcome. The teacher will plan and give a full description of what the learners must be able to achieve at the end of the instruction and learning and how the achievement will be assessed.

The OBE approach advocates that the EFAL educators need to change from an educator centred approach to a learner centred approach. This change affects the strategies of EFAL educators since they may be used to resort to their previously traditional teaching and learning strategies (Schlebusch & Thobedi, 2005). Killen (1998) emphasizes the claim by arguing that educators have a crucial role to play in allowing learners to be more involved in their own learning. When learners are participating in any EFAL activities, they become actively involved in their own learning. Learners will need the assistance and guidance of the educator as a facilitator in the learning process to ensure that their involvement produces academic success.

Schlebusch and Thobedi (2005) insist that educators should aim to apply a variety of teaching strategies to allow learners to demonstrate the learning they have mastered. They further give an example of a strategy as engaging learners collaboratively in pairs or groups where the EFAL educator will facilitate and guide the process while learners provide outputs such as dialogues, role-plays and games. These kinds of classroom activities provide the learners with the opportunities to speak (as they are involved in discussion of a given topic), listen, write and read. Grammar knowledge which includes; construction of meaningful sentences, choosing the correct tense for use, using the correct punctuation marks is involved. When EFAL learners engage in an activity like the one mentioned, they get an opportunity to express themselves in English in the classroom situation.

In this manner one could conclude that the process of teaching and learning had been effective, because in the activity learners were given an opportunity to develop understanding and construct knowledge by engaging in the learning activity. Burger

(2008) shares the same sentiment to the aforementioned argument by explaining that effective or meaningful learning is conceived as occurring when a learner constructs his or her own knowledge base that can be used as a tool to interpret the world and to solve problems. She also puts an emphasis on the fact that learners must be self-dependent and self regulating, and that they need to be motivated to continually use and broaden their knowledge base. Segers, Dochy & Cascallar (2003) argue that learners need to develop strategic learning behavior, which means that they must master effective strategies for their own learning. As the learning experience allows learners to develop and construct knowledge, educators should know how their learners learn and design a learning activity that will enable the learners to engage with the learning material.

It needs to be taken into consideration that although the general purpose approach for language learning should allow learners to use English for a variety of purposes (DoE,2003), the language skills the learners have acquired and need for social interaction with their peers, should be different from those needed to function in the formal academic language class. Schlebusch and Thobedi (2005) claim that learners seem to be more fluent in informal English communication than during cognitive English communication. Learners should be allowed to use informal English during discussions with other peers but when it comes to presenting the end product of the discussions, they should use formal English.

2.16 THE NCS EFAL CLASSROOM PRACTICE

The language skills of writing, reading, listening and speaking are needed by the EFAL learners in order to complete their task based activities. Learners are to be given the opportunity to be actively involved in task based activities such as problem solving, debates and discussions. EFAL educators need to encourage their learners to engage in activities that aim at improving their English language skills. They should apply a variety of teaching strategies to allow learners to demonstrate the learning they have mastered (Schlebusch, 2000).

Gibbons (1991) argues that proficiency in spoken language is essential if children are to achieve their potential at school. He furthers the argument by claiming that children learning English as a second language need many opportunities to use spoken language, and so oral language activities in the classroom are of special importance. Such situations provide learners an opportunity to develop their own language skills by using the language purposefully themselves. This could mean that it is through speaking that much learning occurs. Barnes (1992) suggests two categories which correspond to interactive and transactional talk which are a useful way to understand the role of classroom talk and using language for learning. Exploratory talk is where a speaker tries out ideas and develops understanding. It includes small group collaborative problem solving, brainstorming, pretending they are asking for directions, or requesting a hotel room. Presentational talk is when a speaker is prepared, has a topic and purpose and takes audience into account. Speaking activities in this category include sports reports, debating, storytelling and delivering oral messages. It is by using oral activities that an educator can stimulate and develop speaking skills, it is necessary that learners practice speaking informally, in small groups, as well as more formal and individually to address the whole class (Barnes 1992).

Judd et al (2009) states that first additional language students should be given practice in creating effective, natural language that communicates their intended message. In order to achieve the third Learning Outcome (LO) which is Writing and Presenting and which states that the learner is able to write and present for a wide range of purposes and audience using conventions and formats appropriate to diverse context (DoE, 2003), educators need to use a full range of texts which learners need to understand and produce in creative ways. Webber (2000) identifies two approaches to the teaching of writing, the process approach and the genre approach. The major theme in the process approach is that learners learn to write most effectively when they are encouraged to start with their own expressive language (Gibbons, 2002). In the process approach method to writing, learners explore a topic through writing, share their draft with the educator or each other and use what they have written to move over to the new ideas. Key to the process approach are planning before you write, drafting, revising and editing as you write and having a sense of your intended audience (Webber, 2000). The

process approach stages include; brainstorming where learners need to give or write random ideas. Putting your ideas in a mind map for planning purposes, writing a first draft, peer review where other learners should recheck and give others feedback on how they must write, editing for eliminating errors, revision which will be the response to the feedback provided by the peers or teachers and the witting of the final draft (Judd et al, 2009).

Gibbons (2002) claims that a significant challenge of school literacy is learning to write about, and reflect on, more than just personal experience. She argues that the genre theorists claim that factual writing is crucial to learning socially powerful forms of knowledge. The activities may include writing a report, procedure, recount a narrative and exposition. Gibbons (2002) has cited that Derewianka (1990) and other theorists involved in the genre movement in Australia have identified four stages –the Curriculum Cycle- through which a particular text type can be made explicit to students. These four stages of Curriculum Cycle are the following: building up the field, modeling the text type, joint construction and independent writing, and each stage has a particular teaching purpose.

Stage 1: Building knowledge of the topic

The main focus at this stage is primarily on the content of the topic with the aim of building up the background knowledge and learners are expected to collect information. This activity involves speaking, mostly in the mother tongue, reading more books to gather enough information and note-taking. At this stage learners are a long way from writing a text themselves.

Stage 2: Modeling the text

The main aim of the stage is for students to become familiar with the purpose, overall structure and linguistic features of the type of the text they are going to write. At this stage you have to introduce some language that the learners should use when writing the text. For example, if learners are to write a news paper report, they will need to know the structure of the text, punctuation marks involved and the tense.

Stage 3: Joint construction

At this stage the learners and the teacher write the text together so that the learners could see how the text is written. The main focus is on illustrating the process of writing a text considering both the language and the content. At this stage the teacher and the learners together discuss the overall structure of the text, suggest more appropriate vocabulary, consider alternative ways of wording and work on correcting grammar in the context of actual language use and at the point of need. The teacher encourages learners to focus on all aspects of writing. The stage should be teacher guided not teacher dominated. The teacher does not write her own text, her role is to take up ideas from learners.

Stage 4: Independent writing

This is a final stage when learners write their own texts individually or in pairs. By this time a considerable amount of scaffolding the learners has been done, they have developed knowledge background about the subject, are aware of the linguistic characteristics of the text type, and have jointly constructed a similar text. The preparation for writing will help ensure that they have knowledge and skills to be able to write their own texts with confidence.

Deducing from the above discussions about approaches to teaching writing, one can conclude that the current thinking which is reflected in the NCS draws on strengths of both approaches and the common ground between the two. The NCS LPG grade 10-12 (2005) puts an emphasis on the fact that learners should be given activities requiring writing frequently. Daily and weekly journals which are not assessed formally, are used to encourage writing. Learners should often be given the opportunity to write freely without an assessment requirement. In more formal writing, teachers are advised to assess a particular skill or sub-skill being dealt with during that particular stage of the process. Learners should be informed about the characteristics and requirements of different kinds of creative texts. Peers should also learn to edit one another's work as this interaction is an important part of the process of writing and improves own and

other's awareness of the process. The learner should take pride in a rounded complete product (NCA LPG, 2005:19).

Cunningham and Stanovich (2003) argue that in order to acquire an additional language such as English, learners need comprehensible input, which is to be exposed to English at a right level. Comprehensible input can either be written or spoken meaning that language can be acquired either by listening to spoken texts or by reading written texts. Most learners of EFAL do not get enough exposure to English, they do not have English speaking friends to talk to and the only time they are exposed to English is in the classroom. The other way they can be more exposed to English is through **extensive reading** when they will borrow books from the library and develop a love for reading.

Extensive reading means reading for pleasure and usually involves a book which one has chosen to read in one's own time and is always associated with fluency and positive attitude towards reading. It is important that the books the learners are reading are at an appropriate language level and must be both comprehensible and interesting so that learners could be motivated (Cunningham and Stanovich, 2003). Extensive reading improves a learner's vocabulary which is important for both language learning and reading.

Intensive reading is associated with reading comprehension exercises which are given to learners as short texts with questions which are designed to help them unpack the text in terms of its language, structure and meaning. It is aimed at building learners' analytical skills enabling them to make sense of the text. Teaching intensive reading should help learners to:

- understand the particular text they are reading
- develop good reading strategies for reading other texts (Gibbons,2003).

Gibbons (2003) suggests a useful way to think about using a text in your class is to divide the planning into three sections: what do you know before reading(Before-reading activities), what you and the learners will do while the reading is going on (During-reading activities) and what will you do after the book has been read (After-reading activities)

2.16.1 Before reading activities

They take into consideration the learner's prior knowledge about the text. Learners could be able to understand more linguistically challenging language because they will have some sense of overall meaning. The text that learners know can also serve the purpose of extending their linguistic abilities. They can be asked questions that will activate their knowledge about the topic. Before-reading activities provide a context in which the teacher can guide learners into understanding concepts and ideas in the text.

2.16.2 During reading activities

These activities should help learners understand the meaning of the text while they are reading it and to practice good reading strategies. Learners are mostly given questions that will guide them through the key ideas in the text while they were reading and will help them to focus their reading. The questions will also require learners to practice reading strategies such as reading slowly and carefully, scanning for information or dealing with unfamiliar words.

2.16.3 After reading activities

They are based on the assumption that the learners are already familiar with the text, and no longer have basic comprehension difficulties in reading it. The after reading activities should focus on helping learners to respond to the ideas in the text by being able to:

- give their own opinions about ideas, events or characters in the text;
- critically analyse the text;
- relate the ideas in the text to their own lives and experiences and
- use the text to stimulate their own creative or transactional writing.

The following are the different kinds of reading strategies and speeds for different kinds of reading tasks (Johnson 2001):

- **Skimming:** running the eye over a text very quickly to pick out headings and key words and get an overall sense of what is the text about.

- **Scanning:** run an eye over a text very quickly to look out for a particular information.
- **Predicting:** looking at the headings and illustrations to predict what a text might be about.

Rost (1991) claims that listening is primarily a thinking process-thinking about the meaning. He furthers his argument by saying that the teaching of listening is often assumed to happen in the process of teaching speaking where many teaching programmes and syllabuses refer to listening and speaking as a single unit. Gibbons (2002) alludes by claiming that in terms of second language learning, listening is a key to language development and understanding what is said in a particular situation helps to provide important models for language use. The process of listening involves the active construction of meaning.

Judd et al (2009) argues that there are many types of listening; listening for the general meaning of a message and sometimes for specific information. At times listening is a one-way process-listening to a lecturer or movie, at other times is a two way and involves both speaking and listening in a conversation. Gibbons (2002) assert the fact that listening depends on the listener's in the head knowledge about the world and about the structure of the language. This means listening like reading takes the learner's prior knowledge into consideration. Before listening to a passage, learners need to be asked what they know about the topic in order to remind them of their prior knowledge and should be asked general points on the passage. Another strategy for teaching listening is the use of radio programmes to teach EFAL. Radio programmes such as talk shows on current events that affect the young people and their world, provide opportunities for learners to provide language inputs and meaningful expressions in the EFAL classroom. Radio programmes may also prepare learners for authentic communication, as well as independent language enrichment in the environment outside the classroom.

In teaching grammar or language, educators should completely shift away from teaching in a grammar translation method of teaching grammar but adopt the Communicative Language Teaching (CLT) which sets out to teach communicative

competences by getting learners to communicate for real purposes in authentic situations (Johnson, 2001). In CLT, learners are taught to produce grammatically correct sentences which are appropriate to the social context. Judd et al (2009) assert that communicative language teaching employ activities that prepare learners for natural, appropriate additional language use outside the classroom. The goal is to train learners in language skills that enable them to function easily by themselves without their teacher. Teaching activities should provide opportunities for authentic communication with real audiences. This may involve learners to complete tasks that require them to communicate. These tasks may be set up so that learners have different information and need to share their information to complete the task. In these activities, grammar is taught as a language in action –as part of reading and writing-rather than as a separate exercise (Johnson, 2001). The teacher’s role when doing these activities is to present real language models to the learners, provide information, focus to the language forms being studied and allow learners to interact with each other by using language for natural communicative functions (Judd et al.2009).

Educators will have to use the whole texts and the learner’s own writing as a basis for grammar work. For example, if an educator notices that many learners have a problem with the past tense in their own writing, she needs to plan a lesson on the past tense that will be based on an example of errors in one of the learners’ writing. A newspaper article may be used in teaching the direct and reported speech. Educators should be able to use open-ended activities and more than one possible solution- that allow learners to experiment with language to develop oral and written fluency. Ayliff (2010) claims that the NCS EFAL is based on a communicative or meaning focused approach to language teaching. This method involves language educators having to direct their learners to the meaning of the discourse in the belief that the form, including the grammar, vocabulary, spelling and pronunciation will be acquired almost unconscious.

Learners need opportunities to practice language with one another and since most of them only use English at school, educators should try to engage learners with activities to boost their competence in the language. Educators could try conversational lessons between learners themselves and between them and the educator because such

conversations could be important since they require attentiveness and involvement on the part of learners. By involving in conversations, learners can practice new vocabulary and make their own contributions to the conversations. Such conversations should fulfill the learning by involving some of their experiences or something they are familiar with so that they can contribute in raising facts for discussion.

It is essential to understand the notion that the way educators know, think and implement the new curriculum is vital to their practice. An introduction of new approaches to teaching may require the holistic restructuring of the educators' mind-set and traditional classroom practices. The shift from a traditional content-based curriculum to the one based on pre-determined outcomes to be achieved, is a far reaching change. From my own observation, although the new curriculum requires new teaching approaches, educators in the EFAL classrooms are still holding on to the conservative teaching methods or when implementing the new curriculum, caught between covering the grammatical rules and making sense of the new curriculum by adding the Learning Outcomes (LOs) to the lesson.

2.17 SUMMARY

The chapter outlined the theoretical framework which will inform the study. The chapter described the philosophical underpinnings of language acquisition, second language acquisition and theories relating to curriculum implementation. The researcher also reviewed the South African language-in-Education policy and how the policy is perceived by many schools. Literature relating to teaching languages and the importance of language in the South African constitution had been reviewed. In the literature review, there had been great reference to the NCS policy documents which assisted the researcher into relating what the theorists had said and how they influenced in the crafting of the NCS. Literature concerning the time allocation for the EFAL, shift from the ESL to EFAL and how EFAL is supposed to be implemented in the grade 11 classes was explored. The following chapter discusses methodology that was adopted by the study to find answers to the research questions.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter departs from the literature review presented in chapter two and provides an overview of the research methodology that was selected for the study. It refers to the research approach, paradigm, methodology and methods of collecting data that was selected for the study. The research is identified as a case study and presents the sampling of schools identified and discusses the profiles of these schools.

3.2 RESEARCH APPROACH

The study was located in the qualitative approach and aimed at describing and understanding in a subjective manner the qualitative manner of a phenomenon (experiences of educators) rather than to explain it in terms of laws of cause and effect as adopted in quantitative research (Meyer, Moore & Viljoen, 1999). Qualitative research broadly defined means any kind of research that produces findings not arrived at by means of statistical procedures or means of quantification (Hoepfl, 1997). Denscombe (2005) argues that what actually separates qualitative research and gives it its distinctive identity is the fact that it has its own special approach to the collection and analysis of data, which marks it out as quite different from its quantitative counterpart. Suter (2006) alludes by emphasizing that qualitative research aims at explaining complex phenomena through verbal descriptions rather than testing hypothesis with numerical values. In this case, the study was not concerned about the number of educators but their experiences with teaching EFAL and the employment of qualitative research approach was imperative.

Qualitative research seeks to understand a phenomenon and uses the natural setting as the source of data. The researcher attempts to observe, describe and interpret settings as they are (Hoepfl, 1997). Siege (2006) also argues that the researcher works

from the assumption that reality is socially constructed and dynamic. According to Bogdan and Biklen (1998), qualitative research has actual settings as the direct source of data and the researcher is the key instrument. For that reason, the researcher was expected to spend time in the natural setting, (going to the selected schools and talking to the EFAL educators) so as to be able to understand the context in which the experiences happen.

That took place due to the descriptive nature of the qualitative research approach which does not take anything for granted. Bogdan and Biklen (1998) further affirm that qualitative researchers go to the particular setting under study because they are concerned with the context. According to Siege (2006), as opposed to quantitative research, in qualitative research, the study concludes with the hypothesis and not begins with the hypothesis. Qualitative researchers do not know answers from the outset of the study, they seek for the answers from the respondents who in this study were the EFAL Grade 11 educators and the meaning in the qualitative research approach takes shape as information is gathered. Key (1997) argues that some of the advantages of the qualitative research are that it produces more in-depth comprehensive information. It uses subjective information and participant observation to describe the context. It seeks the wide understanding of the entire situation. Through the interviews that were conducted during the study, respondents were allowed when answering an interview question to elaborate more on the asked question. Babbie and Moutton (2005) also allude by asserting that qualitative research attempts to view the world through the eyes (perspective) of the actors themselves. Participants (actors) in the study were the EFAL educators who were sharing their world of experiences in teaching the subject. Gary (2009) in that regard claims that qualitative research goes beyond giving a snap-shot or cross section of events and can show how and why things happen-also incorporating people's own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict.

Qualitative studies can be used in circumstances where relatively little is known about the phenomenon, or to gain new perspectives on the issues where much is already known (Gary,2009). The qualitative research approach was useful to the study in the

sense that not much is written about teaching NCS EFAL. For a long time in South Africa what was taught was ESL, but with the advent of the new democracy, the adoption of new Language in-Education Policy and the introduction of the new curriculum, ESL was replaced by EFAL. Little is written about teaching EFAL in the Further Education and Training (FET) band, which then gave the researcher an opportunity to write more on the subject so as to add to the body of knowledge.

3.3 RESEARCH PARADIGM

Gibbons and Sanderson (2002) claim that research paradigm refers to a framework of thinking which can be used by researchers when carrying out their research. This means researchers need to have a guiding philosophy which will make it possible to put in place principles that will systematically lead to valid steps towards examining of a phenomenon. The selected research paradigm served as a guiding philosophy for conducting the research. Mackenzie and Knippe (2006) assert that it is the choice of paradigm that sets down the intent, motivation and expectations for the research. In the study, it was in the researcher's knowledge interest which was to explore the experiences of educators with the implementation of NCS EFAL in Grade 11.

Mwiria and Wamuhlu (1995:114) cite Kuhn (1962) defining paradigm as "a set of interrelated assumptions about the social world that provide a philosophical and conceptual framework for the organized study of that world. This definition provides an anchorage that underpins a researcher's underlying logic and channels one's views to take on systematically well thought ways of viewing reality. Mertens (2005:7) claims that a paradigm is a way of looking at the world, it is composed of philosophical assumptions that guide or direct thinking and action. Ladson-Billings (2004) asserts that a choice of a paradigm is so crucial that it is tantamount to finding liberating steps without which a researcher would not be emancipated from the hegemony of ideological and cultural outlook. Becker and Bryman (2004) state that a paradigm is a collection of beliefs which are associated with a particular worldview about how scientific practice should take place.

Maxfield and Babbie, (2006:35) add an organizational dimension to the definition of a paradigm, when they profound it to be a fundamental model of schema that organizes our view of something. According to Maree (2007) a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world view. Cantrell (2006) identifies three basic research paradigms; positivism, interpretivist and critical science. Positivism is an approach to social science model of research to investigations of social phenomena and explanations of the social world (Denscombe, 2001). It views knowledge as hard, objective and tangible hence demands the researcher to play an observer role together with an allegiance to the methods of natural science (Cohen & Manion, 2000).Critical science or the critical approach, explores the social world, critiques it, and seeks to empower the individual to overcome problems in the social world. Critical science enables people to understand how society functions and methods by which unsatisfactory aspects can be changed (Denscombe, 2001)

Creswell (2003:9) argues that the interpretivist or constructivist research tends to rely on the participants' views of the situation being studied and recognizes the impact of the research of their own background and experiences. The study adopted the interpretivist research paradigm in that, it relied on the participants who are educators and dug deep into their experiences with teaching EFAL in the selected schools. The interpretivist paradigm allows investigation of the subject matter by the natural sciences where human beings can interpret the environment, their experiences and themselves (Hammersley, 1992). In the study, participants who were the EFAL educators were investigated on their experiences with teaching EFAL. The interpretivist approach stresses the way the people shape society. The social world is viewed as a social creation constructed in the minds of people and reinforced through their interaction with each other (Denscombe 2002). Given the interpretivist philosophy, it followed that the study interest was concerned with educators' beliefs, feelings and interpretations and shared how they experience teaching EFAL in their schools. According to Willis (2007) interpretivist favour qualitative methods of data collection such as interviews and observation because they are better ways of getting how humans interpret the world around them.

3.4 RESEARCH DESIGN

Gary (2009) describes research design as the overarching plan for the collection, measurement and analysis of data. A research design will describe the purpose of the given study and the kind of questions being addressed, the techniques to be used for collecting data approaches to selecting samples and how the data are going to be analyzed. Peter (2005) refers to research design as the glue that holds all the research elements in a research project together. Denzin and Lincoln (2005) view research design as the blue print for conducting the study. Hence, research design may be viewed as the manner in which the entire research process is planned and managed until its final stage of report writing because it provides guidelines and structure to the research process in order to prevent haphazard procedures. This meant that the logical plan allowed the researcher to navigate the way from the first point of the study to the end when presenting the findings and making recommendations.

Given the need for the educators to share their experiences in this type of research, it was vital to use a phenomenological case study. First, it was also appropriate to unpack the terms *phenomenology, case study and phenomenological case study*.

3.4.1 Phenomenological Case Study Design

3.4.1.1 Phenomenology

Cohen et.al. (2006) describe phenomenology as a theoretical point of view that advocates the study of direct experience taken at face value and one which sees behaviour as determined by the phenomena of experience, rather than by external, objective and physically described reality. Gary (2009) views phenomenology as exploring how people's taken for granted world is experienced and how structures of consciousness apprehend the world. Phenomenology is a reasoned enquiry that aims to discover the inherent essences of appearances (Steward and Mickunas, 1974:3). They further argue that, in phenomenology, "an appearance is anything of which one is conscious" and anything that appears to consciousness is deemed a legitimate area of philosophical investigation and thus researchable. According to Husserl an essence "is the entire or part of what the real individual as abstracted from its instantiations or

embodiments in real existence and as determined to be invariant amidst imaginative variations” (Steward and Mickunas, 1974:3).

Byrne (2011) claims that Husserl, argues that bracketing which is setting aside preconceived notions, enables one to objectively describe the phenomena under study. Bracketing assumes people can separate their personal knowledge from their life experiences. This means bracketing in the study helped the researcher to identify the essential experiences of Grade 11 EFAL educators from the selected schools free from the researcher’s prior experiences of being an EFAL Grade 11 educator. Wiersma (2000) adds to this by affirming that the phenomenological approach emphasizes that meaning of reality is in the eyes and the minds of the beholder, the way the individual being studied perceive their experience.

The citations above imply that phenomenology is the descriptive study of how individuals experience a phenomenon from their own perspectives. This was suitable for the study as it was concerned with the phenomena of experiences as perceived by the Grade 11EFAL educators themselves.

3.4.1.2 A case study

Gillham (2000) defines a case study as a unit of human activity embedded in the real world which can only be studied or understood in context. In this study, the cases that will be studied are six secondary schools. The school subject which is the EFAL in Grade 11 and the educators of the said subject within the schools constituted the units of each case. A case study is a specific instance that is frequently designed to illustrate a more general principle, it is the study of an instance in action. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles (Cohen et al. 2006).

Rule and John (2011) identify two broad categories of case study namely, intrinsic and instrumental case studies. They make a distinction between the two case studies explaining that the intrinsic case study’s focal point draws on the case because it in itself is interesting. An instrumental case study examines the case so as to explore a

broader issue in depth. In the study, an instrumental case study was taken up because the EFAL educators in Grade 11 in the Fort Beaufort Education District shed light on the issue of implementing NCS EFAL in their classrooms.

Thomas (2011) claims that the case study method is a kind of research that concentrates on one thing, looking at it in detail not seeking to generalize from it. When doing a case study, you are interested in that thing in itself as a whole. A case study is about a particular rather than the general. In this case, the study looked specifically at the experiences of educators who teach EFAL in Grade 11 not to other language teachers in general. Gary (2009) cites Yin (2003b) defining the case study as an empirical inquiry that investigate a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident. Case studies explore subjects and issues where relationships may be ambiguous or uncertain.

This approach was useful for the study because it was investigating on the experiences of educators with teaching EFAL which was introduced with the new curriculum, the NCS, and which saw educators who had been trained for three years in the old curriculum and had been teaching the subject for quite some time, being workshopped in the EFAL for only a week.

There are several advantages why interpretivists employ a case study design. Yin (2003:2) elicits that the case study method allows investigators to retain the holistic and meaningful characteristics of real life events such as individual life cycles and organizational and managerial processes. Since context is central to interpretive paradigms, Robson (1993) suggests that if the researcher's main concern is to understand what is happening in a specific context and if s/he can get access to cooperation from the people involved, then s/he must use a case study. Human behaviours, thoughts and feelings are partly determined by their context. In the case of the study, if the researcher wanted to understand people in their real life setting, if the researcher wanted the educators to share their experiences with teaching EFAL in Grade 11, then she must have visit the respondents- educators in the study- at the selected schools. Van Ransburg (2001:76) acknowledges that;

As interpretivist researchers, our design would reflect an interest in contextual meaning making rather than generalized rules. Instead of surveying large group, we would take a close look at individuals or small groups in naturalist settings using in-depth studies. Creswell (2003) also defines a case study design as an in –depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system. Babbie and Moutton (2005), postulate that a case study facilitates an intensive investigation of a single unit which can be an individual study, community studies, social group studies, studies of organizations and institutions, studies of events, roles and relationships and studies of countries and nations. The study sought to understand the experiences of EFAL grade 11 educators by enquiring on their day to day teaching of the subject.

Moutton (2004) affirm that case studies strive to portray what it is like to be in a particular situation to catch the close-up reality and thick description of participants' lived experiences of thoughts about, and feelings for, a situation enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles. The participants in the study (the EFAL Grade 11 educators) portrayed their lived experiences of teaching EFAL in Grade 11 to the researcher so that the researcher would have a clear understanding of the situation. The researcher adopted the case study because it allowed her to gather large amounts of data and also enabled her to get into greater depth and got more insight into the real dynamics of situations and people.

Despite the many strengths of the case study research design that are presented above, case studies also have limitations. Yin (2003), discusses two types of arguments against case study design. He firstly argues that case studies are often accused of lacking rigour. Secondly, Yin (2003:21), notes that too many times the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusion. In view of the above statement, the researcher did not exercise biasness of any nature that would influence the respondents as that would not yield valid and reliable results of the case to be studied. The researcher was guided in this weakness by adhering to ethical considerations.

Cohen et al. (2006), also confirms the view that although the case study research design has strengths, it also has perceived shortcomings, like the following;

- The results may not be generalized except where other readers / researchers see their application.
- They are not easily open to cross-checking; hence they may be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address reflexivity (Cohen et.al 2006:184)

3.4.1.3 Phenomenological case study

The phenomenological case study design fitted best with the research approach that was adopted in the study, in that the purpose was that of investigating experiences of teaching NCS EFAL in Grade 11. This allowed the researcher to understand the particular phenomenon (O' Leary, 2004) which was in this case, the experiences of educators with the implementation of NCS EFAL in Grade 11 classes. McCarthy (2006), supports the notion of carrying out an in-depth qualitative study in order to 'hear more' and understand the educators' experiences with the implementation of the NCS EFAL in Grade 11.

Phenomenological case study falls within the realm of qualitative research. This form of research collects soft data and the information collected is rich in description of people, places and conversations. The questions seek to gain an understanding of behaviour, thoughts and experiences from the participants own frame of reference (Bogdan & Biklen, 2006). The aforementioned characteristics of qualitative research were manifested within this phenomenological case study. Answers from educators, and the interview notes offered rich details of the experiences of educators' experiences with teaching EFAL in Grade 11.

The purpose of phenomenological research is to gain an accurate understanding of another's experience, to capture in –depth reflections by participants regarding their experience of an identified phenomenon (Creswell, 2007). A case study explores a phenomenon through one or more cases within a circumscribed setting or context.

Therefore, this study utilized a phenomenological case study to explore the following phenomenon: the experiences of educators with the implementation of NCS EFAL in Grade 11.

3.5 POPULATION, SAMPLE AND SAMPLING

3.5.1 Population

The population is the entire group in which we are interested and which we wish to describe or draw conclusions about (Briggs & Coleman, 2007). The population in a research context is any target group of individuals that has one or more characteristics in common that is of interest to the researcher for the purpose of gaining information and drawing conclusions (Best and Kahn 2003). Czaja and Blair (2005) concur with the above scholars by confirming that the population is a group or aggregation of elements that we wish to study, the group to which we want to generalize the results of the study.

The target population for the study was six Secondary Schools' NCS EFAL Grade 11 educators in the Fort Beaufort Education District. The population was chosen because the researcher works and stays in the district. She knows most of the educators and was more comfortable to conduct research on the home turf.

3.5.2 Sample

A sample is a small portion of the total set of objects, events or persons that comprise the subject of the study. Macmillan and Schumacher (1993:598) define the word sample as comprising a number of individuals selected from a population for study. It can be viewed as a subset of measurements drawn from a population in which the study is positioned (Denscombe, 2007). In concurring with the above claims, Thomas (2011:61) confirms that when thinking of the sample in research, the emphasis should be on it being a sample of something. It is a sample of a wider population (the total figure of all the people in whom you might be interested is called the population and the sample is the sample of this population). For the study, the researcher sampled six EFAL educators who teach in the Secondary Schools in the Fort Beaufort Education District.

3.5.3 Sampling

Sampling is the process of selecting a part of a group under study with the aim of selecting cases of the population which will provide the researcher with representative information about the population (Roussouw, 2003:109). The process of deciding on a particular sample for particular entities in a study is called sampling (Leedy & Ormrod, 2005). While there are a number of sampling strategies that can be used, Babbie and Moutton (2005) identify two types of sampling methods namely, probability sampling technique which are a primary method of selecting large representative samples for social science research and political polls; and the non-probability sampling technique which contains; reliance on available subjects, purposive, snowball and quota as the sampling strategies. For the current study, the researcher used non-probability sampling techniques employing purposive sampling.

As suggested by Cohen et.al (2006), a researcher should handpick respondents who are typically suitable for the research. Tashakkori and Teddlie (2003) acknowledge the importance of purposive sampling in a research when they proclaim that, a researcher purposely selects certain groups of people or individuals for their relevance to the issue being studied. Maxfield and Babbie (2006), describe purposive sample as a type of non-probability sample in which the researcher selects the units to be used in the study on the basis of one's judgment about which ones best suited to the research purpose. In trying to justify the choice of purposive sample for the study, (Lydall,2004) states that purposive sample is apt for a phenomenological study as it grants the researcher in-depth information of specific life experiences of participants. For the study, purposive sampling was employed for the selection of the six Grade 11 EFAL educators from the Secondary Schools as they were information rich sites that are reservoirs of first hand information about implementing NCS EFAL in their Grade 11 classes.

3.6 DATA COLLECTING INSTRUMENTS

In choosing the appropriate instruments, the researcher was guided by the nature of the research problem and the type of questions to be addressed. In addition, the choice of the paradigm and the research design also guided the researcher in adopting the

instruments that was considered relevant to collect data that addressed the key issues of the study.

3.6.1 Interviews

An interview is a face to face confrontation between the interviewer and the participant or a group of respondents (Wiersma, 2000). As a research instrument, an interview is unique in that it involves that collection of data through direct verbal interaction between individuals (Borg, Gall & Gall, 2003). Guba and Lincoln (2005) posit that interviews are used when it seems the members of the target population are unlikely to respond to a written survey, when the respondents may not answer difficult or sensitive questions unless an interviewer is at hand to encourage them, or when evaluators are not at all sure what is most important to potential respondents. The researcher arranged interview with the selected schools where she interviewed face to face Grade 11 NCS EFAL educators.

Cohen et.al (2000:268) advise that an interview may be used as the principal means of gathering information having direct bearing on the research objectives. Research that features multiplicity of views as well as strong subjectivity is premised in the qualitative domain (Rule & John, 2011). They further argue that the relevant focus comes by way of objectives and content intended to be covered. That is why Deem (2002) urges researchers to capture as much detail as possible during interview sessions. In the study, data was collected from the population who were Grade 11 EFAL educators through the use of interviews so as to gather as much information as possible on their experiences with the implementation of NCS EFAL in their Grade 11 classes.

The interview is a widely used tool to access people's experiences and their inner perceptions, attitudes and feelings of reality (Fontana & Frey, 2005). The basic interview is one of the most frequently used methods of data collection within the qualitative approach. Babbie and Moutton (2005) describe qualitative interviewing design as characterized by being flexible, iterative and continuous. Interview produce in-depth, insightful and detailed data that can be readily validated and that will most likely provide the sought-for understanding (Denscombe, 2005:189). When interviewing the EFAL

Grade 11 educators, they were expected to share their attitudes and feelings towards the subject they teach.

Gratton and Jones (2004) identify four categories of interviews namely; the structured, semi structured, focus group or group interviews and unstructured interviews. The study used semi-structured interviews as a primary strategy for data collection as it allowed respondents to express themselves at some length. Semi-structured interviews were based on an interview guide- a list of questions and topics that have to be covered (Bernard & Ryan 2010). Bernard and Ryan (2010) assert that the interviewer covers each topic by asking one or more questions and using a variety of probes (like “Tell me more about that”) and decides when the conversation on the topic has satisfied and has covered the research objectives. Nunan (2006) emphasizes that semi-structured interviews consist of specific and defined questions determined beforehand, yet at the same time allows some elaboration on the questions and answers.

The NCS EFAL educators were provided by the researcher with the prepared interview guide which contained questions and were expected to answer further than what was asked. The semi-structured interviews allowed the researcher to probe and clarify responses which was not clear. Semi-structured interviews also enabled the respondents to express their views freely and not confined by the drawn interview guide. The researcher was able to read facial expressions of the respondents through which she was able to probe more questions on their experiences with the implementation of the NCS EFAL in Grade 11.

3.7 MEASURES OF VALIDITY AND CREDIBILITY OF DATA

3.7.1 Validity

The concept of validity tells us whether an item measures or describes what it is supposed to measure or describe (Bell, 1999). Validity is an essential requirement in qualitative and quantitative research. Cohen et.al (2000:105) claim that in qualitative data, validity refers to truthfulness, depth, richness, scope, triangulation and objectivity. The issue of validity is important and is always related to the worthiness and quality of the research and the degree to which it can legitimately lay claim to an accurate

representation of the object or phenomenon under study (Thomson, 2008). How one ensures validity, particularly in qualitative, interpretive research is constantly open to debate and a range of different and contentious positions can be identified in the literature. Cohen and Manion (2000:107) suggests that validity in qualitative research replaces certainty with confidence in our results, and that as reality is independent of the claims made for it by the researchers; our accounts will only be representations of that reality rather than reproductions of it.

3.7.2 Credibility

Credibility in qualitative research is the concept equivalent to internal validity in the quantitative studies (Roussouw, 2003). Babbie and Moutton (2005), claim that credibility is achieved through the following procedures: prolonged engagement with data sources, persistent observation, adequate checking of the raw data with their sources and triangulation of data. Babbie and Moutton (2005) assert that triangulation is the best way to elicit the various and divergent constructions of reality that exist within the context of a study. It is used to collect information about different events and relationships from different points of view.

3.7.3 Member checking

Member checking entails paying respondents a second visit to cross check whether or not they agree with the information recorded during the interviews. This helps in authenticating the findings of the interview (Creswell, 2003). Maxwell (1997) defines member checking as the most effective way of eliminating the possibility of misrepresentation and misinterpretation of the voice. Merriman (1998) concur with the aforementioned claim by arguing that member checking is basically affording the respondents the chance to check (to approve or disapprove) particular aspects of the responses they provided. Guba and Lincoln (1989) are of the opinion that checks relating to the accuracy of data may take place on the spot in the course and at the end of the data collection dialogues.

This exercise was carried out and respondents confirmed their views and accuracy and interpretation of their views. It became important that the researcher ensures the

credibility and reliability of the data which was collected and that was done through member checking or feedback from participants. In member checking respondents were asked to edit, clarify, elaborate and at times delete their own words from the narratives if they were not comfortable.

3.8 ETHICAL CONSIDERATIONS

Champion (2005) explains the meaning of ethics as professional standards that prescribe normative behaviours of right and wrong as binding on researchers. The idea of ethics makes perfect sense because in the circumstances of taking a role of a participant anyone would expect to be treated with respect. Mertens (2005) discusses the issue of research ethics and points out that it is essential and important for research participants to be protected and decently treated. In order to do so, Mertens (2005) suggests that it is imperative to ensure that they get maximum benefits from the research in the spirit of giving back to the community in such gestures as ensuring access to results that can inform policy and improve practice. He also advocates for the respondents to be treated courteously as well as respectfully.

Cohen et al. (200:105) brings forth the issue of researcher code of conduct in a concise definition where they say *“ethics embody individual or communal codes of conduct based upon adherence to principles which may be explicit and codified or implicit and may be abstract and impersonal or concrete or personal”*. This definition gives a variety of situations but the underlying principle is that of honesty in all cases is not negotiable, it is important and will underpin all elements of this study. In conducting the study, the researcher observes the rights of the participants by seeking their permission before involving them in the research. The researcher promised the participants to observe all their rights including the right to withdraw from participating in the study at any stage and also observed the ethical considerations as stated by the university rules. Ethics that were also observed included, informed consent and confidentiality and anonymity.

3.8.1 Informed Consent

When carrying a research, it is important that a researcher should give respondents adequate information about the research that is relevant to their decisions to assist in the research and it should be in the language they are familiar with. The emphasis on informed consent arises from the fundamental democratic rights to freedom and self determination (Cohen et al., 2000). On the issue of informed consent, Barbou (2008), reasons that informed consent principles are based on the premise that consent is with complete enlightenment, exercised in a non-coercive situation by competent individuals. Thus there is a need to be upfront with participants if you are to involve them in a research. They have to be told the nature of the research, the nature of their involvement so that they have a realistic chance to choose participation or non-participation. The researcher was responsible for ensuring that participants completely understand the purpose, procedures and risks involved in the study. They fully understood what they were expected to do. Participants were told how they would benefit from the study.

3.8.2 Confidentiality and Anonymity

Drew et al. (2008) maintain that the two terms anonymity and confidentiality are closely related but different. Whereas anonymity means respondents' identities should be kept secret even to the researcher, confidentiality means that although the respondents' identities are known by the researcher, they should be kept secret from any other person and shielded from any possible exposure. In the study, to ensure participants' confidentiality and anonymity, the researcher used pseudonyms or codes the participants and disguised the research site. The researcher also avoided statements that could be linked to any individual.

3.9 DATA ANALYSIS PROCEDURES

Data analysis involves organizing raw data into a system that reveals the basic results from the research. Data should be arranged ordered and presented in some reasonable format that permits decision makers to quickly detect patterns in the data (Patton,

2002). Leedy and Ormrod (2005) suggest that in qualitative research, information obtained is organized in a chronological order, describing the daily life of the group, focusing on critical events that describe the story. In analyzing the data in the study, the researcher identified the categories where the data was clustered into meaningful groups or themes. Further to that, they claim that data analysis in qualitative research involves the following steps:

- 1) Organisational details about the case,
- 2) Categorisation of data,
- 3) Interpretation of single instances,
- 4) Identification of patterns and
- 5) Synthesis and generalization.

In the study, data was analysed by arranging it in a logical and chronological order. Categories that helped cluster the data into meaningful groups were identified. Since the researcher was not content with the steps as suggested by Leedy and Ormond (2005), she constantly went back to check whether she was on the right roadway.

3.10 SUMMARY

The chapter outlined the methodology that was adopted by the study. The interpretivist and the case study design were chosen as the researcher required to understand the experiences of the six educators sampled for the study with the implementation of the NCS EFAL in the Grade 11 classes. Data collecting instruments; interviews were also discussed. The chapter also included sample and sampling, measures of validity and credibility, ethical considerations and data collection procedures.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter focuses on the data analysis and presentation of the findings. The study endeavored to respond to the main research question which sought to investigate how educators implement the NCS EFAL Curriculum in selected Grade 11 classrooms in the Fort Beaufort Education District. The findings presented in this chapter are from data collected through interviews as discussed in chapter 3. Qualitative data was solicited from the research participants (EFAL educators) through semi-structured interviews and open ended questions. Data was recorded as field notes, and the analysis was undertaken using the same notes as there was no tape recorder used during the data collection process. The interviewed respondents were six EFAL educators teaching Grade 11. The field notes taken were also shown to the respondents to find out whether they were the true reflection of the information they shared with the researcher. This chapter starts by profiling the research participants in terms of gender, qualifications, experience and subject specialisation, so as to gain a sense of the general context necessary for the interpretation of the findings.

4.2 INFORMATION ABOUT THE SELECTED SCHOOLS

All the schools from which the research was conducted were the public schools in the rural areas of the Fort Beaufort District of Education, in the Nkonkobe Municipality in the Eastern Cape Province. In all the schools English is used as a Language of Learning and Teaching (LoLT) and English as a language is taught on First Additional Language basis.

All the schools were no-fee paying schools. According to the Norms and Standards for school funding, schools have been placed under Quintile 1,2,3,4 and 5 because of the condition of the school and relative poverty level (DoE, 2001). Quintile 1,2 and 3

schools mean that the school community is relatively poor as confirmed by the previous census and were thus exempted from paying school fees. Quintile 4 and 5 according to the rate of poverty are medium and high rated in terms of income (DoE,2000).

4.3 THE GENDER OF THE RESPONDENTS

Out of six respondents, four were females and two were males. The researcher saw it as important to assess the gender in order to establish whether gender has any bearing on the implementation of NCS EFAL.

RESPONDENT	GENDER
EFALE 1	Female
EFALE 2	Female
EFALE 3	Male
EFALE 4	Female
EFALE 5	Male
EFALE 6	Female

Table 4-1: The table presenting the gender of the EFAL educators who were interviewed for the study

The researcher decided to conduct the investigation on how EFAL educators implement the NCS EFAL curriculum in grade 11 because there is a tendency by the department to pay too much attention to Grade 12 which is the exit class. Grade 11 is the buildup class to the Grade 12 which is the exit, which makes it equally important. The Spiral curriculum from which the NCS is designed, promotes the linkages between each

lesson as student spirals upwards a course of a study. With Spiral Curriculum, it is emphasized that as a new knowledge and skills are introduced in lessons, they reinforce what is already learnt and become related to all ready learned information (Downing, 1993). The researcher therefore yearned to investigate how educators implement the NCS EFAL Curriculum in Grade 11.

4.4 QUALIFICATIONS AND EXPERIENCES OF THE RESPONDENTS

South African Council for Educators (SACE) as well as the Norms and Standards for Educators (DoE) stipulate that for anyone to be considered a professionally qualified teacher in South Africa, one should either possess a Certificate in Education , Diploma in Education or a Bachelor of Education Degree. This professional certificate is attained after three or four years of training.

The qualifications and experiences of respondents were analysed. The motive behind was to verify whether they had been trained to teach EFAL in their respective institutions. Their experiences in teaching the subject assisted the researcher to know whether the educator started teaching ESL or EFAL. The researcher thought that this would provide valuable information with respect to gauging educators' understanding of the paradigm shift from ESL to EFAL. The table below shows results on professional qualifications of the EFAL educators interviewed:

NAME	QUALIFICATIONS	EXPERIENCE(in years)
EFALE 1	BA, HDE, and ACE (ELT)	13
EFALE 2	STD and BPed	21
EFALE 3	STD and BPed	20
EFALE 4	STD and ACE (ELT)	16
EFALE 5	STD, BPed and BEd Hons.	17
EFALE 6	BA,HDE, ACE (ELT) and BEd Hons.	13

Table 4-2: A summary of professional qualifications and years of experience of the respondents

The table above clearly illustrates the qualifications of EFAL educators who were interviewed for the study. All the respondents are qualified educators. Out of the six educators interviewed, four had Senior Teachers Diploma, meaning that they had been trained in a teacher college for a period of three years to teach at post-primary or high school. Two started with a Bachelor of Arts and had Higher Diploma in Education, which make them qualify as high school teachers. Three educators whose qualifications include the Advanced Certificate in Education, in English Language Teaching (ACE ELT) are the ones who had been trained in teaching the NCS EFAL. Also the experiences in teaching the language varies, with the most experienced educator having taught the subject for 21 years, and 13 years for the least experienced educators.

All EFAL educators who participated in the study were professionally qualified as required by the SACE and the South African government. This means all the interviewed educators were in a position to teach EFAL as they all possessed relevant qualifications.

4.5 SUBJECT SPECIALISATION OF THE RESPONDENTS

One of the key factors influencing quality curriculum implementation in schools is the qualification of educators in their areas of specialization. The manner in which one conducts his or her lessons depends on the knowledge one possesses in that field. It becomes easier for an individual educator to teach a subject where one is an expert compared to a subject where the educator lacks knowledge. In any subject where the educator may lack knowledge, teaching could be a challenge and might lead to the loss of confidence on the side of educator.

The researcher investigated the subject specialization of all the respondents and gathered that not all educators specialized in teaching FAL. Due to the differing circumstances in the schools, some educators found themselves obliged to teach ESL. Three educators stand firm in saying they were only trained to teach NATED 550, two were trained on both NATED 550 and NCS EFAL and one educator, EFALE 6 made the following comment when asked about her subject specialization:

“When I started teaching thirteen years ago, I was supposed to teach IsiXhosa, but due to the lack of English teachers at the school that time, the principal allocated English to me. I told him I did not specialize in English teaching and the answer I got from him was that a language teacher will always be a language teacher. I taught English from then, hoping that that was just temporarily. At the end of the year I got good results and the principal told me that he will never bother searching for the English teacher. That was how I got to teach English. When the new curriculum was introduced, I heard that a certain Institution of Higher Learning was offering a two year course on teaching the NCS EFAL, then I registered with them because I did not want to miss the chance of specializing in the new curriculum”.

EFALE1 was also an experienced educator although she only had six years in teaching EFAL, narrated her story by saying:

“At the University, I specialized in Afrikaans and English. I come from an Afrikaans speaking community away from this province. As I was studying at a nearby University, as students we had to go out for practice-teaching in the neighboring high schools. The principal of the school where I was doing my practice promised to give me work at the school the following year as the Afrikaans teacher. Because I still wanted to pursue with my studies, I grabbed the opportunity. At the school, I taught Afrikaans only until the year it was phased out. I felt, I have lost touch with the subject and all its dynamics. I then decided to register for the ACE ELT with a certain Institution for Higher Learning to keep abreast with the new developments in the subject”.

Some of the educators that were investigated by the researcher revealed that they were teaching other subjects in the GET band such as Technology, Social Sciences and Natural Sciences. The researcher did not see that as hindering their teaching of EFAL since in all the schools the LOLT is English. From the information gathered by the researcher, it could be concluded that in the schools investigated, the NCS EFAL is being taught by the educators who in one manner or the other have specialized in teaching the subject. That fact can impact positively in the implementation of NCS EFAL curriculum in the Grade 11 classrooms because (i) educators will be familiar with the NCS policy Document on EFAL, (ii) educators develop and implement the Work Schedules and Lesson Plans (iii) educators will be able to facilitate and monitor the progress of learners and provide support where it is required and (iv) educators will identify areas where there are content gaps.

4.6 EDUCATORS’ YEARS OF TEACHING THE SUBJECT

The experience of any educator in teaching the subject for a long time can either encourage the educator to resist change or, because he or she is tired of doing the same thing for many years can make it easier for him or her to accept and implement change. The experience of the educators was sought as had a direct bearing on the implementation of the NCS EFAL Curriculum. The researcher observed that the

experienced educators are conversant with syllabus interpretation. They felt that the Department of Education is to blame for changing their old teaching methods which were working for them.

EFALE 2 argued that:

When this NCS was introduced, hay sisi, I was devastated. I saw it coming when the Primary Schools were changing and fumbling not knowing what to do and how to do it. When the turn came to us, I was the one who blamed this government because I saw nothing wrong with the way we were teaching.

Adding to what EFALE 2 had argued, EFALE 3 emphasised that: we did best

This change to the new curriculum was done phase by phase. As an educator in the GET band, who was not even sure of what I was doing, started asking the questions on why the government was changing the curriculum when we were not ready. Today I'm labeled as one of the stubborn educators because of this government who forced us to change what we did best.

The less experienced educators said they knew nothing about the old methods of teaching and were not trained in teaching the old syllabus. They were happy with the new curriculum.

This is what EFALE 1 shared:

When the new curriculum was introduced in Grade 11, I was happy because I had not been teaching English for a long time. I had no headache, I was to be a new subject educator with the new curriculum.

EFALE 6 said:

Teaching after a year or two becomes boring. So to me, changing to the new curriculum meant taking on a new challenge. I was happy because as English educators, no one was to be an expert; we were all starting something new with no reference to the old curriculum.

The educators' years in teaching and in teaching the subject are clearly displayed in the following table:

NAME	TEACHING EXPERIENCE	EXPERIENCE IN TEACHING EFAL
EFALE 1	13	7
EFALE 2	21	7
EFALE 3	20	7
EFALE 4	16	7
EFALE 5	17	7
EFALE 6	13	7

Table 4-3: An illustration of EFAL educators' teaching experiences coupled with their experiences in teaching the NCS EFAL in Grade 11

The table above indicates that all educators teaching EFAL who were interviewed for the study had more than ten years teaching experience, also all having seven years in teaching the NCS EFAL in Grade 11. The researcher saw it proper to separate the teaching experiences into two categories due to the change of curriculum. All educators have the same number of years teaching EFAL but differ in teaching English because others were teaching ESL.

4.7 DELIVERY OF THE NCS EFAL CURRICULUM

It is common to find out that the teaching methods or approaches used by the educators in teaching one subject vary. That could be determined by a multiplicity of factors under

which the educators find themselves, for example; the competence of learners in that year, and what the educator wants to achieve. The curriculum delivery of EFAL will be dealt with under the following points;

1. Planning EFAL Lessons,
2. Approaches or teaching methods used by EFAL educators,
3. Assessment Methods and
4. Learner Participation.

Before embarking on interviewing the educators, the researcher casually enquired the respondents about their general perspective on teaching the NCS EFAL in Grade 11. Their responses showed their differing views on the subject. Some educators felt that the new curriculum brought about changes they were not acquainted to, for them it is challenging leaving them unsure of what they are doing in their classes and on the other hand, it boost the learners' confidence.

EFALE 2 had this to say:

“You know sisi, it is true that we will learn until we die. Although I find the new methods of teaching EFAL both interesting and challenging, I think I am learning afresh, I need to be positive. Looking at learners trying to find out solutions on their own is something new in my teaching. I believe it helps boost their confidence in what they are gaining. I don't know whether it is to guide them because when I see them struggling, I give them clues so that they can see the light. Again I did my teacher training on ESL that could be one of the reasons why I always find myself talking alone in the class as if I'm giving instructions”.

EFALE 3 expressed his feelings on the view by saying that;

“To be frank, I am not sure of what I am exactly doing, whether I teach ESL or EFAL but I teach the language because I have been teaching it for as long as I started teaching. I feel I could resist the old methods of teaching which I was comfortable in, but as an educator I know I have to be an agent of change. Yhoo! Hay hay! It is not easy but I try my best”.

Other EFAL educators said had no problem with the introduction of the NCS EFAL because they feel that teaching in your second year becomes boring because one has to repeat the pattern done the previous year. When the NCS EFAL was introduced they were excited by the change never anticipated the string of challenges and workload that will come with it.

EFALE 4 expressed her views by saying that:

Teaching NCS EFAL is exciting but comes with a lot of paper work adding to the workload it carries. I enjoy teaching it although it demands. EFAL is allocated much time but it seems it's not enough due to that workload. I wish the huge workload could be minimized.

EFALE 6 also perceived teaching NCS EFAL in the following manner:

I enjoy teaching because the monotony that we were used to was to change. I really enjoy the challenges it has brought and brings with new learners in my class. The new assessment methods and new genres bring forth life when teaching because they excite the learners and they become fully involved in their own learning.

So far the researcher has given the biographical information of the respondents so as to illuminate the educational qualifications, length of service and the manner in which each educator received or viewed the new curriculum. The next session will dwell on the actual experiences of the respondents in implementing the NCS AFAL in Grade 11.

4.7.1 Planning EFAL Lessons

The General Learning Programme Guidelines (LPG) for Languages Grade 10-12 (DoE,2005), which is a tool to plan sequential learning, teaching and assessment across Grades 10-12, recommends that the following pattern should be followed when planning teaching the NCS EFAL in the FET phase:

1. Subject Framework for Grades 10-12 is the syllabus for the entire phase. All educators teaching EFAL in the FET phase should meet and develop the Subject

Framework together. They need to design a structured and systematic plan that focuses on the conceptual progression of the key skills. There is no particular format to be followed when designing Subject Framework but the educators need to be considered:

- ❖ Clarifying the Learning Outcomes and Assessment Standard,
- ❖ Study the conceptual progression across all three grades,
- ❖ identify the content to be taught,
- ❖ identify three-year plan of assessment and
- ❖ identify possible Learning and Teaching Material (LTSM) (DoE, 2005).

2. The Work Schedule or the Year Plan could be drawn by an individual educator or a group of educators teaching in a particular grade. It is a second phase in the designing of the Learning Programme and outlines how the teaching and learning will happen in a grade over a period of one year. It should be drawn directly from the grade specific sections of the Subject Framework for Grades 10-12, and should show how all the LOs and Assessment Standards will be integrated, paced and assessed for a particular grade. The planning that is done in the Work Schedule should be guided by the following steps:

- ❖ package the content, in which the content and context discussed in the Subject Framework will be revisited and refined according to the skills, knowledge, attitudes and values that appear in each grouping of LOs and Assessment Standards,
- ❖ Sequencing the content, which will determine how the order in which the groupings of LOs and Assessment Standards will be presented in the particular grade.
- ❖ Pace the content-determines how much time will be spent in each grouping of the LOs and Assessment Standards in the particular grade.
- ❖ Review forms of assessment – in which the forms of assessment will be revisited and refined to address the skills, knowledge, attitudes and values.
- ❖ Review the LTSM- in which resources discussed will address the skills, knowledge, attitudes and values (DoE, 2005).

3. A Lesson Plan is the classroom planning that shows details of how each activity will be developed and how each item of content will be included during the year to achieve the intended LOs. Plans should be done in writing and filed and can be re-used and shared. The following planning process:

- ❖ Indicate the content, context, LOS and Assessment Standards, from the Work Schedule.
- ❖ Develop activities and select teaching methods or approaches,
- ❖ Consider diversity- address all learning barriers effectively
- ❖ Review assessment an resources-(LTSM) and
- ❖ Allocate time.

The information was sought on whether the educators were following the pattern of planning before going to teach. The data revealed that about the 50% of interviewed EFAL educators do not do planning at any level. This could be an indication that there might be a reason or challenge because if the educators are not planning, they will never have a guide as to what is to be taught, when to teach and how to assess. Those who were planning, did that in groups, last planned in 2008 and were using the Learning Programmes they all designed whilst they were studying ACE ELT at the Institution for Higher Learning.

EFALE 1,4 and 6 said that since they were trained in ACE ELT at the same institution, where much emphasis was put on designing Learning Programmes for EFAL, all did that and are still using it. They say that all they do is to change the dates and put on new ones because they claim that the subject matter, approaches and the activities for EFAL do not change. The researcher also found out that although the three educators stay far from each other, they make sure that before the January opening of each year, they meet and do the planning together- which is the changing of the dates and putting new ones using the pencil

EFALE 4 made known to the researcher that:

We do our planning as a group of three EFAL educators. The three of us were in the same Institution for Higher Learning. There, the issue of planning before going to

teach was much emphasised. What we do is to meet a week before the schools open in January and do our planning together which includes the approaches, subject matter and assessment activities.

Contrary to what the three educators, others claim they were not workshoped on planning but the Department expect them know and do planning. The department provided the educators with the lesson plans and pace setters and the educators use the pace setters instead of planning because they are clearer. All they do is to embark on teaching the three language papers.

EFALE 2 commented on planning by saying:

“In this Department of ours, who has ever taught us to plan?” No one. What they did was to stop us from doing the scheme of work book and left us with nothing. All they are expecting us to do is to attend their workshops where they do things they are not confident in. To show they do not care about the planning, you will never hear them asking about it even during their on-site visits. All they are concerned with is whether the learners are taught not the planning”.

EFALE 3 concurred with EFALE 2 by citing that:

The DoE has provided us with the working programs and the pace setters. So what I do is to rush and I think if I have finished the pace setter, I am done. The lesson plans they provided are only known by them because they are just confusing me. I cannot read and make sense out of them. I am fine with the pace setter really because all what I have to cover for a year is in my pace setter.

EFALE 5, shared the same sentiments with EFALE 2 and 3, and further gave his side of the story by sharing the following:

Yho! I don't wanna lie, I don't do planning, I am an old teacher who knows that, for a year I need to teach three papers. My goal each year is to make sure I cover all the three papers my learners have to write. Moreover, English is English it will never change; all I do is to make sure that whether I plan or not my learners understand what I teach and at the end of the day I get good quality results. My HOD gave me the lesson

plans provided by the DoE, but I never used them because I saw no reason to, they are there in my table drawers and neatly packed.

It became evident that educators who did not get the ACE (ELT) training do not do planning. They are experienced and believe they do better even if they do not follow what the Department requires. They say themselves that they were given the lesson plans by the DoE but could not use them because they were not easy to understand and they prefer pace setters as their guidelines. The situation prevailing in the studied area is of great concern because it could impact negatively on the implementation of NCS EFAL curriculum for Grade 11.

4.7.2 Assessment Methods used by the EFAL educators

Assessment is the term used to describe those actions for collecting information about what learners have learnt and should be an integral part of the learning process (DoE, 2005). It is important that teachers have a clear understanding of what they want to assess and be sure they communicate that understanding to their learners. Educators should at all times keep in mind that when assessing learners they have to do that together with them, not to them. What assessment could also encompass is the observation by the educators when learners are busy in their groups discussing, to make sure that there is equal participation and analysis of the activities done by the learners which includes tests and home works so as to verify whether learners have attained the necessary LOs of the lesson.

In the study, the researcher tried to find out whether the educators assess their learners according to the NCS EFAL requirements. The information gathered revealed mixed interpretations of assessment by the EFAL educators, leading to assessing the learners in whatever way the educator is comfortable in. Also their form of training on the NCS EFAL was blamed by most educators. There were others who tried the new methods but due to some challenges that came with them and the work load that they had to carry, decided to take the short way out.

When trying to solicit the information on whether the educators understand Assessment, EFAL educators gave their own interpretations of Assessment. To them Assessment

means; marking and allocating marks to the learners, Assessment is used as evidence on how learners have achieved, a stock used to measure the gaps in the teaching and learning process and one of the essential elements in the teaching and learning process.

On the subject of seeing Assessment as marking and allocating marks to the learners and of seeing how learners have achieved, EFALE 2 said:

To me assessment means the same thing as marking and allocating marks to the learners after completing a given activity whether is an essay or language classwork. By marking you show the learner how much she or he has grasped while you were teaching. It is after marking your learners that you as an educator know where have you fall short in your teaching. Getting higher marks to the learners also mean they are doing well and there is hope for a pass at the end of the year.

EFALE 5 confirmed the above argument by stating that:

After teaching every new thing, you need to give the learners some work to do whether in class or as a homework. In class you mark and give them marks where they have done right. This is what I call assessing the learners. In this way I get to know whether they have understood what they have been taught in class.

EFALE 1, although did not contradict the above statements or arguments viewed Assessment as occupying a significant role in the teaching and learning, emphasised that:

This is very sensitive and as educators need to take it as one of the essential elements of the teaching and learning. Assessment involves both learners and educators and is not meant to destroy the confidence of the learners. For it to be carried successfully both parties should be involved, meaning learners and educators. After teaching whatever you were teaching, ask the learners to do the activity, and the feedback from them helps me as their facilitator to become aware of the gaps that exist and I also become aware of the skills they have acquired.

On the concern of Assessment as a measure on whether the Assessment Standards had been achieved, the following information is the addition:

Assessment to me means taking a stock and measuring what I had been doing with the learners so that I can know whether I do achieve the assessment standards I have set for the learners. It also helps me measure where I fall behind.

The information solicited from the respondents reveal that EFAL educators have an overview of what Assessment is and as such practice it in their Grade 11 classrooms. It has also become evident that there is a different way of describing Assessment where others are entirely basing the assessment on marks whilst others view it as benefiting both educators and learners. There are various methods of Assessment that could be used by educators.

The following are the assessment methods which EFAL educators are expected to employ when assessing in the Grade 11 classroom;

1. Teacher Assessment. The educator is expected to assess the learners according to the given criteria in either group or individual work. During the writing process, learners are continuously assessed until they write a final product.
2. Self Assessment. Learners assess themselves against a given criteria. In a group after writing an essay, they share the essay, evaluate them and decide the one which will be presented.
3. Peer Assessment. Learners assess one another's performance against given criteria.
4. Group Assessment. Learners assess the performance of other learners within a group against given criteria (DoE, 2005).

Below is the table that displays the Assessment methods employed by the educators when implementing the NCS EFAL in Grade 11 classrooms.

TYPE OF ASS. NAME	TEACHER ASS.	SELF ASS.	PEER ASS	GROUP ASS
EFALE 1	✓	✓	✓	
EFALE 2	✓		-	
EFALE 3	✓			
EFALE 4	✓		✓	
EFALE 5	✓			
EFALE 6	✓	✓		

Table 4-4: An illustration of Assessment methods used by EFALE Grade 11 educators

Table 4.4 demonstrates that the teacher method is the most popular amongst all educators, 100% of respondents employ it. Three out of the six interviewed educators in the study also use the self assessment method. The study also reveals that only two educators use the peer assessment method.

EFAL educators gave different responses when asked on the Assessment methods they were using to implement EFAL in the Grade 11 classrooms. For the Teacher Assessment Method, they claim it as easy and what they are acquainted with, EFALE 2 who only uses the Teacher Assessment method responded by citing that:

It makes my work easier because for a long time I have been using it. Marking the learners help me see those who are fast and slow. It also helps me know how much have the learners grasped and where should I focus on.

EFALE 5 also echoed the same view adding that the marks are for the learners' year mark:

As an educator, I take full responsibility of everything happening in my classroom. The learning of the children depends on me that is why I have to mark their activities every time they finish. Using this method also helps me in collecting the marks for the year marks of the learners. At the end this is what I am paid for.

Although EFALE 1 does not dispute what both educators have argued, as a person who also uses the same method raised a different view about Teacher Assessment saying that the method helps in interaction with the learners and in so doing scaffold them:

What I like about this form is that, I interact directly with the learners. I do the facilitation of the learning process because in their groups, I am found. I guide them on each step of the way because the aim is not to ridicule them but to work with them and achieve the Assessment Standards we have set together. When I do that, it becomes easier for me to mark whatever we were doing, be it a poster or advert.

The data collected revealed that educators are convinced that Teacher Assessment Method is the easiest and can be used to determine whether learners have achieved the necessary Assessment Standards. It also helps the educators get the feel of what is happening in the groups and where they see the need to guide the learners, do so.

EFAL educators who use the Self Assessment methods argue on the importance of involving learners in their own learning so as to inculcate independence amongst the learners and boost confidence. They agree that when learners are involved in their learning they do not forget easily what they had been taught. Letting them assess themselves also instill the value of honesty and accepting when you are doing wrong, and the readiness to change.

On the premise of learner involvement, honesty and willingness to do the right thing, EFALE 4 shared the following:

It is important to share the rubric you are going to use when assessing the activity with the learners so that they know what will be expected of them. To me, Self Assessment

means a learner assesses his or her own achievement of the given Assessment Standards. It is where the learner needs to be honest and accept the defeat if she or he has done incorrectly. Learners should through Self Assessment acknowledge the mistakes they are doing during the learning process and be willing to give a try and make things the right way.

EFALE 6 also re-emphasised on the notion of learner involvement and honesty and added confidence and independence, saying that:

Self Assessment involves learners directly to their learning. Through it, they are able to see and acknowledge their mistakes. As we are preparing them for the world, they learn to acknowledge when having done something wrong and learn to correct it. When they see that they have mastered the activity given on their own, they become confident and want to do more on their own.

Contrary to what the above educators say about Self Assessment Method, EFALE 3 said that he was not using the method because he was not sure what it exactly entails and also he was not the training he received never included it.

I am not sure of what is required of the Self Assessment Method and as such don't want to confuse myself. Another thing is that the training I received through the workshops did not include these types of Assessment. To be frank, I don't know it.

The Peer Assessment method is viewed by the educators as instilling certain values, like honesty and independence to the learners. It also displays the importance of involving learners in their own learning.

Out of the six sampled educators, only two use the Peer Assessment for the following reasons; it builds trust and tolerance amongst the learners, promotes independent and constructive criticism, helps measure one's performance against his or her peers.

Concerning performance measurement amongst learners and constructive criticism, EFALE 1 said the following:

I view Peer Assessment as helping learners measure their performance against each other. It also gives them a chance to exchange views where they help each other when they discover their weak points without the interference of the teacher.

EFALE 4 who also uses the Peer Assessment also argues that it helps inculcate tolerance and promotes independence amongst the learners, saying that:

To me, Peer Assessment inculcate encourages trust amongst the learners in the class. It helps learners to be constructively critical of one another and promotes independence. You know what NCS says is that learners who have completed the FET phase should be independent and critical thinkers and should be tolerant of one another. That is where I aim at when I ask them to exchange their books with their peers so that they learn to help each other succeed. I really like that.

From the data collected, it became clear that educators who were using the Peer Assessment cited that lot of values could be inculcated when using it. They believe that it is one of the methods of Assessment that build the learners for the outside world and their future ahead.

The study indicates that educators are not using the Group Assessment Method which is one of the methods required by the NCS.

4.7.3 Approaches used to teach NCS EFAL

The researcher sought to establish strategies and teaching approaches used by the educators in teaching NCS EFAL in grade 11 since they are an important component on of the implementation of NCS EFAL curriculum in grade 11. It is this approach which determines students' successful interaction with the taught curriculum.

Approach Name	Text based	CLT	Co-operative
EFALE 1	•	✓	✓
EFALE 2	•	–	✓
EFALE 3	•	–	✓
EFALE 4	•	✓	✓
EFALE 5	•	–	✓
EFALE 6	•	✓	✓

Table 4-5: An illustration of the NCS EFAL teaching approaches that are used to teach the NCS EFAL

Table 4.4 above indicates that 100% of EFAL educators in Grade 11 use the text based approach. This includes written, oral, audio-visual and multimedia texts. The text – based approach enables learners to become competent, confident and critical readers. This approach involves reading viewing and analyzing texts to understand how they are produced and how they impact on the audience. This approach is informed by an understanding of how texts are constructed. In the text based approach different kinds of texts that follow different conventions in terms of structure, grammar and vocabulary are referred to as genres, for an example a structure of an advertisement is different from a friendly letter. In a text based approach learners are expected to understand and produce a range of different genres using format, layout, structure, grammar and register appropriately. (DOE, 2005).

The responses from the educators on using the text-based approach were showing that this approach was highly used and favoured by the EFAL educators in grade 11. To the EFAL educators using the Text based approach, it caters for even the slow learners,

allow learners analyse the genres, give learners opportunity to explore what they want to, teaches them skills on book or film reviews, encourages the use of common topics, learners enjoy learning, they are exposed to English usage, are able to explore diversity of cultures and use texts that they can relate to.

On the notion of catering for the slow learners, analysis, and film or book review, EFALE 2 jovially responded by saying:

Is the text based approach the one where an educator would assess learning using a radio or a movie or asking learners to draw posters? If that is the one, I love it because it gives even the slow-learning learner an opportunity to express him or herself using drawings in a poster or a card for mother's day. Again learners who like watching movies also get to learn analyzing films- taking out the main or starring actor, the theme, age appropriateness of the film when they are asked to do a film review orally or in writing. This approach suits me very well

EFALE 5 also responded in favour of the text based approach highlighting the exploration of what learners want to, bridging the gap between the fast and slow learners, using topics learners are familiar with, and saying:

I think text-based approach suits me, I must say, it's what I am using when teaching. Learners come up with what they want to explore and I take it from there as long as at the end they will write something and be confident to present it here in class. This approach makes learning even to those who don't catch quickly enjoyable, it feels like we are playing, for example the most common topics are sport, politics, - for the boys, girls are always on fashion and celebrities. It becomes easy to move from those topics they enjoy most to what as an educator, you were suppose to be teaching, for example cutting a picture of their favourite sport personality or celebrity could lead to the writing of a newspaper article, an essay on one's role model on a debate or interview. That's what I like about the approach.

EFALE 6 commented on using the Text based approach stressed the maximum usage of English and presentations in class, exploring diversity of cultures and texts they can relate to by saying:

As the language is not easy for our learners who only get to use the language inside the school premises and when they are out of school are going back to speaking their Xhosa, text based approach to me teaches them not to forget what they had been taught in class because it is what they encounter in their daily lives. They watch television and movies; they know the starring, theme, characters and whether or who is supposed to be watching the movie- in the text based approach language- that will be a film review. We can craft a dialogue where the father is warning his son about dangers of taking drugs and that could be written for assessment. Their culture is not looked down when they debate about lobola or circumcision. I can say in using the text based approach learners are given opportunity to explore texts that they can relate to or are their everyday lives.

Table 4.4 further indicates that 66% EFAL educators in Grade 11 use the Communicative Language Approach (CLT) when teach using EFAL. Only 34% do not use it or use alternative methods. The CLT meant to provide learners with opportunities to practice the language by interacting in practical situations. During this learning process, learners do make mistakes as part of learning. Mistakes could be the results of learning a new language skill. They should be given enough practice in class because they are unlikely to have enough exposure to language at home. In the CLT approach, it is important that learners should be given many opportunities to use language in class, meaning maximizing opportunities for learners to practice oral language skills using group or pair activities. The teacher is important in this approach because he or she is a source of language input. (DOE, 2005)

EFALE 3 and EFALE 5 stated clear that they do not know whether they are using the CLT when teaching because they believe in giving instructions that should be followed when speaking or using English. They are not sure , focus on grammatical rules and memorization.

EFALE 3 who is not sure of the CLT and also teaches grammar rules said:

I'm not sure about the CLT because I don't think I use it. I believe in teaching grammar instructions and make sure that the learners are not saying wrong things or speaking wrong English. If I teach direct and indirect speech learners should know the rules and give them six to ten sentences to change so that I know they understand.

There was no different from how EFALE 5 responded when asked about using CLT, he added memorization. This was his response:

I like it when children produce what they have been taught in class. I give the learners notes on grammar instruction and teach them to memorize other parts of the literature-drama which we are doing this year. Learners enjoy doing that and at the end they don't forget.

Contrary to what these educators say, EFALE 1,2,4, and 6 find the CLT improving learner confidence, English usage in the class, caters for learner mistakes and promotes use of texts familiar to the learners.

EFALE 1 who said is very fond of the CLT due to confident learners it shapes, allowing for learner mistakes, and supported using the approach by stating that:

Using CLT makes learners gain confidence in their use of English. When teaching using the CLT approaches you allow them to make mistakes whilst they are reading or speaking and through those mistakes, after being corrected they learn something new. The CLT allows me to give them more oral work so that they could practice more at school.

EFALE 2 confirmed the above argument by adding the utilizing texts familiar to the learners saying:

The approach came with the NCS meaning that it is new and totally different from the instructional one. The reason I use this one is that children practice to speak even though they make mistakes and are always now eager to even speak to me in English. In CLT learners are given opportunities express themselves in different kinds of new texts like film or book reviews, newspaper articles and advertisement. All these text are

not new to the learner, that's why it becomes easier for them to write or speak about them.

From what is revealed by the study, it is clear that there are other educators who at this point still use old methods of teaching. This could have a negative impact in the implementation of NCS EFAL in Grade 11. Other educators see the usefulness of the CLT that it benefits the learners most and employ them.

Table 4.4 also points out that although the cooperative teaching strategy is new, it is the most welcome because the research displays that 100% EFAL educators' use cooperative learning when implementing grade 11 NCS EFAL curriculum.

Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their also helping teammates learn that way creating an atmosphere of achievement. Cooperative efforts result in participants striving for mutual benefit so that all group members know that one's performance is mutually caused by oneself and one's team members (Kagan, 1994).

The following subjects came up as the reasons why EFAL educators embark on employing the cooperative learning in their classrooms; promotion of effective and quality learning, maximum learner participation, filling in the gaps between the strong and weak learners, promotes team work, communication, tolerance and respect and encourages information sharing amongst the learners.

The ideas of promoting effective and quality learning and maximum participation by the learners were made known to the researcher by EFALE 3, saying:

To me cooperative learning promotes effective and quality learning in the whole class or for all learners. Through cooperative learning, learners are given an opportunity to learn more being active themselves rather than simple watching and listening to me. To me really, I see cooperative learning as an active method.

EFALE 4 also claims that she uses, cooperative learning in her EFAL grade 11 classroom for filling in the gap between the weak and strong learners, make every learner responsible and accountable for her or his learning, said:

One reason for me choosing cooperative learning as one of the approach I use when teaching EFAL is that, I see it enhancing learning in a variety of ways. There is this feeling of gap between strong and weak learners. You should know that as an educator that when doing activity in class individually, slow learners usually give up easily when they get stuck. So, if I use cooperative learning approach always find out that strong learners explain and clarify grey areas to the weaker ones, at the same time they quickly identify their weak points. Every learner, weak or strong should contribute something in the group learn to account for his or her actions, like keeping quiet or being absent. In this manner, cooperative learning approach benefits all kinds of learners in my class.

As much as EFALE 6 agreed with all other educators she added the following points as some of the reasons she sees cooperative learning benefits learners, it promotes team work, tolerance and respect and helps in information sharing. This is what she said:

My strongest belief in using cooperative learning is that, as a language teacher, I know that language is a means of communication where learners from diversity of cultures could be able to express themselves. The NSC Policy Document states clear that we need to be sensitive on how we teach because we have a responsibility of producing learners who should be tolerant of each other – respecting each others' customs and traditions. As a result, to me through cooperative learning, learners get to share a lot including their cultures, also learning to respect each other's opinions- learning that in life people differ but need to tolerate one another.

From the above comments, it becomes clear that all educators with their different experiences see and use cooperative learning approach when teaching NCS EFAL in Grade 11. All those educators have common and different reasons as to why they use this approach. All the respondents agree that in cooperative learning, bright students

always complain about being held back by their own slow-learning teammates but they know for them to be successful as a team, they need to help them out by explaining the instructions and the given work or activity. Educators also report that cooperative learning help every learner to finish his or her work because they know all the members are counting on them- all learners then become motivated to do the work. By embarking on cooperative learning learners become active participants in their own learning. Educators facilitate the process of learning, guiding the learners where they encounter challenges. In activities like debates writing and presenting of dialogue, speech, identifying poetic devices from poems, film reviews and also essay writing is where educators commonly use cooperative learning. Educators also cite that as they go around the group in class they observe that learners learn the skills of conflict management wherein they know they have to differ in their points of view by trying to convince each other why each learner thinks his or her answer is correct. Learners even agree on presenting to the educator both answers so that the educator could mediate. The other point that EFAL educator agree on is that cooperative learning promotes individual accountability where each team member is required to outline solutions as individual before they meet as a team, then as a team they meet and consolidate their inputs and come up with one solution or answer to the project.

4.7.3.1 Success of the current approaches

According to the information solicited from EFAL educators through interviews, it become clear that with the approaches the educators use to implement EFAL in Grade 11 were succeeding in promoting multilingualism through reading, listening speaking and writing. The EFAL educators in Grade 11 were also open in referring to the challenges they encounter because of teaching an additional language, foreign to the learners. They say with the assistance of the approaches they employ in their classrooms, they are able to eliminate the challenges. It becomes apparent from the study that the most popular approaches educators use in teaching EFAL are the text based approach and the cooperative learning approach, and that few educators add the CLT in their list of their approaches. Each educator shared his or her experiences on the success of the approaches.

EFALE 6 who uses the text based, CLT and cooperative learning approaches justified her choice of three approaches by sharing the following reasons; inter-dependence of the approaches, promotion of communication in a second language, and the development of confidence in learners responded by saying:

You know, it works wonders for me to employ all three teaching methods when I teach English additional. To me all three approaches work hand in glove, they complement each other. Talking about the CLT all it is about is focusing on communication, one can say building communication skills to the second language speaker. When using CLT as your teaching method you give your learners opportunity to practice the language in real life situations, in the process their ability to speak or use language cultivates their confidence. When I say these approaches are interdependent I mean, I use the text based approach such as creating posters and presenting film or books review. When at the end they understand how the chosen text is constructed, they come to present it for everyone in class in English. They could make mistakes as they will try their best to communicate in English – CLT. Many times when employing or using the text based method to my learners in groups, that is when I then apply cooperative learning approach where the emphasis is on working and promoting active participation by all my learners.

EFALE 1 who is also using three approaches shared her experience by highlighting the use of texts familiar to learners, group work and learner participation, making the following comment:

Yho! As a novice educator in this subject, I felt obliged to test all approaches that could be used to help my learners acquire the language and most of all, be able to use it in real life situation. To me it occurred that the text based approach has a great potential as a starting point for a new educator. With it I discover that if the text or texts are the ones the learners can genuinely relate to, rich in ideas, then they provide good basis for the process of teaching and learning. I achieve all this by also making or formulating groups where learners of different abilities will be clustered with the hope of sharing views of given text and coming up with a single solution. That is how I get to use another approach which is cooperative learning.

At the end when the activity is completed and all group members have participated with the strong ones helping those weak and myself having to go around assisting where needed, I encourage them to take turns to present the work which they all own to their classmates strictly using English- CLT. I do this repeatedly so that I could see that my learners are confident in communicating on the foreign language. The climax is always when I take them to district language communication competitions and win.

EFALE 4 pointed out that all the new approaches are interdependent that is why she sees success in them citing that:

To me as language educator, you can't choose one approach over the other, one needs or in one way or the other is required to use all for the success of the implementation of NCS EFAL. I teach learners to try speaking English even during other periods since in our school English is LOLT- I monitor that during my periods which both require speaking English. Do you see that I have used the CLT approach? I also form groups in my classes where I then give them a text, for example reading comprehension based on dangers or drugs or substance abuse. As a group they need to make a poster containing different kinds of drugs – citing their advantages and disadvantages an each group to present their findings to the classmates. That is a combination of text based approach, cooperative learning approach and the CLT. To the learners, I have or been employing the combination of the three approaches, had been so successful because my learners become confident and although they are not perfect, they try to communicate sensible meaning in English.

EFALE 2 says that she is sure of using the text based approach because she always promotes writing, share the following:

In whatever I teach in class, I know it should be based on a text which learners will write at the end. I use a variety of texts which learners discuss in their groups and ultimately ask them to write something so that they can be assessed. I think I also use the CLT, though not sure of my frequency because I don't always allow learners to present in class. I am concerned about how they know the language in writing which I think helps them pass at the end of the year.

EFALE 3 also pointed out that is not sure about the CLT, but Cooperative Learning Approach succeed in bridging the gap between the weak and strong, declaring that:

Mna, I use the cooperative learning because it makes it easy for me to guide and facilitate the process of teaching and learning. What I like about cooperative learning is that each individual does something though is in a group. The group members which contain learners of different abilities are taught that for the success of their group, they need to work as a team. There is always a certain text that the learners in their group have to finish and after finishing that activity, they submit for marking.

EFALE 5 who also uses Text based Approach and Cooperative Learning believes the success of both approaches is highly evident in promoting respect of each other and team building, said:

I use groups in my class because group members are allowed to be actively involved in their own learning. I also like the idea of giving them a text and give few guidelines on how to go about doing the activity. I always monitor any conflict in the groups and make sure all learners participate. The mixed ability groups' work together where even the weak learners are valued members of the group who have an input in what the entire group is doing – they own the success of the group.

All interviewed EFAL educators were confident that the approaches they are using in implementing NCS EFAL were successful because the learners they produce are able to express themselves confidently using English. Even the ones, who thought they were not employing CLT, were in one way or the other using it when they allow learners in their groups to discuss the given texts and come in front of the class to present the finished product.

4.7.3.2 Challenges of the approaches

Having interviewed all the sampled educators, it became noticeable that, out of the three teaching approaches that were supposed to be used when implementing the NCS EFAL, the most popular was the cooperative and text based approaches. Some educators were not using the CLT in their EFAL classrooms. When asked on the

challenges of using CLT and its strong points educators using CLT commonly agreed that the CLT has both its weaknesses and strong points. The educators who were not employing the approach felt they had nothing to say about something they are not using and are not sure of. As one of the weaknesses they cited receiving learners who are below the expected standard of their grade, less participation of learners in class, challenge of the language and learners preferring to write than talking.

EFALE 1 shared her frustration by complaining about the learners who are not competent and end up being passive in class:

The fact that in the Grade 11 EFAL class I receive learners whose ability in communicating in English is below their grade, poses as a great challenge. CLT emphasizes on communicating and I receive learners who seem not to be able to express them properly. I know I have to spend the quarter of the year drilling them on speaking- giving them more speaking activities so that they can be able express themselves properly. This is really frustrating me because at this level, learners from Grade 10 should be able to communicate in English, which does not happen.

On the notion of language constraint and learners choosing to write, EFALE 4 shared the following experience:

Learners don't easily participate for fear of speaking English, and in the process making mistakes on the language they do not know. They say it straight that it is better for them to write down than speaking the language they know they will make mistakes in. Because I know what I want to achieve with employing the CLT, It becomes my every year duty to persuade the incoming learners to speaking English and show them that speaking is one of the skills they will need in their real life. It is not easy at all.

From what the EFAL educators see as weak points of using the CLT, the researcher can deduce that there is no link in the FET classes in the schools. This also means there is no proper subject planning by the educators in the FET band. Because the curriculum for EFAL is designed spirally in such a way that grade 10 should lay foundation for Grade 11 and grade 11 for Grade 12. This means what had been taught in Grade 10 should link with what the learner will receive in Grade 11.

Although the EFAL educators identified weaknesses in the CLT, they also saw the strong points of the approach. They all agree that when educator employs the CLT when teaching EFAL, learners learn more in a relaxed comfortable setting where they feel that what they think or say is very important.

EFAL 6 identified one of the strong points in using the CLT;

What I see in using the CLT is that, there is a maximum participation of learners especially when they are given a text or any activity they can relate to. Their everyday experience is considered because teaching it-from known to the unknown- forms the basis of the text which in most cases is discussed in their groups. So, it's easy to narrate what they know than having to learn a thing you will or has never seen. When they perform such tasks, you see them not struggling, they are relaxed and are enjoying what they are doing, the process of teaching and learning becomes conducive.

4.7.4 Learner participation

The NCS EFAL Policy document on Languages Grades 10-12, states that learners need the language skills of writing, reading, listening and speaking in order to complete their task based activities (DoE,2005). This new curriculum means that learners are to be awarded opportunity to be actively involved in the task based activities such as debates, essay writing, literature and a range of different oral texts. It becomes essential that educators need to choose teaching approaches that will encourage the learners to engage in activities that aim at improving their English language skills, and allow them to demonstrate such acquired skills or learning..

Responding on the question of learner involvement in the EFAL Grade 11 classroom, the following themes emerged; understanding the teaching approach, probing the inactive ones, involvement varies, knowing learner names, that learners need to be taught from the interesting topics that they could relate to and the use of learners' personal experiences when teaching them, allow them to discuss and present for the class. The educators were requested to share their general observation of the learner

participation in the EFAL Grade 11 classrooms. The educators responded by sharing their different responses concerning the learner participation:

EFALE 1 stated that learners need to understand the teaching approach first and that an educator should make all learners active:

Once they understand the approach, are comfortable in class, they become actively involved. Of course there will be those who are very shy and will never really participate. As a facilitator whilst I move around their rows, I try to establish whether the group is in full participation and if not, I poke those that I know are shy asking them informal questions related to the topic so that they could see that their input is as much important.

Regarding the issue of the varying involvement and knowing your learners' names, EFALE 2 shared the following:

Their involvement varies according to the three sections writing, listening and speaking. In most cases they fail the writing part. My learners won't speak unless you are called by their names but when you come with interesting topic that they could relate to; their lives as young people they participate actively in class. That is when I realise that it becomes important for an educator to know his or her learners' names and their competencies.

EFALE 6 experiences almost the same attitude from learners as EFALE 2 and said learners though they have a challenge in language, are trying their best especially when texts are about topics they can relate to, and their own experiences, they should be allowed time for discussion using their Home Language and present the end product in class using English.

Most of the time, they enjoy lessons that include what they can relate to in their group discussions, they know they are free to use their home language although the end product will be written in English. When presenting what they have prepared they become confident and their participation is maximum. I also like to start a lesson where they are given a chance to share their own experience, allowing them to speak aloud to

one another, listening to them agreeing and disagreeing until on their own they initiate a project that they need to embark on so that they could come with facts and the solution to what they saw as a challenge.

From the data presented above it can be concluded that educators try their level best to practice the new approaches to teach EFAL where they will require learners take charge of their learning with them as the facilitators of the process. Furthermore, on soliciting data from the respondents, two themes emerged; that of using interesting topics that learners could relate to and using the personal experience of learners when teaching. When further probed about whether the EFAL educators in Grade 11 consider or utilize the learners' own experiences as a fundamental and valuable resource of learning and teaching, there were mixed feelings. Other educators said that learner related topics make learners fully involve themselves in the process of learning whilst others argue that such topics not make them learn new knowledge and as a result they like focusing on unknown issues which they think help learners get new knowledge.

EFALE 3 was open how he feels about not using learner experience as a basic for his lesson citing that there is no point of teaching what learners already know by saying:

Can anyone tell me as to why should I teach something those children already know? What can they explore and gain from that? Hay, to me using their knowledge is not part of what I do in my teaching. If I give them homework, they must go and research and find new knowledge.

EFALE 5 also shared the same sentiment when it comes to using learner own experiences as learning resource.

To me what the learners already know or is their experience has nothing to do what I have to do in class, and how their experience can help them in learning is just not clear to me. That is why I just get confused when I read that learner experience is vital to their learning, I just wish some educator or subject advisor if she knows can school me through. The reason I teach those learner is for them to acquire new knowledge, that's all.

Contrary to what EFALE 3 and 5 feel about not using learner experiences in their EFAL classrooms, other educators revealed in the interviews that they welcome the use of learner experiences and can see that it works wonders for the learners.

EFALE 4 on using learner experience in classroom identified the advantage of easy lesson and sharing of ideas, said:

Using learner experience in starting or as a basis for my lesson, makes my lesson very simple. One thing you do is to ask them on what they think about any topic like for example Teenage Pregnancy. We are dealing with teenagers who in most of the time find themselves trapped in situations they think they know and end up falling pregnant. That is what learner could relate to – they know it better because some of them have babies left at home and the boys are already fathers. So, why can't they share ideas about it. This will definitely involve the boys who get those girls pregnant. Such lesson helps even those who have not been pregnant to use precautionary measures. They write and present at the end – they would do a poster, write a diary entry or any genre from that.

EFALE 1 takes the discussion further by fully agreeing with EFALE 4 adding that teaching using learners' experience boosts their confidence, promotes collaboration and help in warning others by saying that:

Yes, every time the learners engage in the activity they can relate to, they feel free to speak, confident and do the activity with enthusiasm. They got to work collaboratively in their group where they share their experiences individually and present the end product which they had all agreed upon. Their own experiences fit in all genres they are taught at school- language, transactional writing, poetry and drama.

While there is a contradiction from the educators on using the learners' own experiences as a basis for teaching new lesson, it becomes clear from the study that there is a lot that learners could learn from each other's experience and above all they participate fully in their own learning.

The study reveals that all interviewed EFAL educators agree that topics the learners could relate to make their teaching easier and more fruitful. They state that as they are using the text based approach which is one of the popular approaches to teaching EFAL, such topics the learners could relate to become useful for oral presentation, writing and listening.

EFALE 4 supported using the topics learners could relate to, singling out simpler lessons for the learners, their full participation and creativity by saying:

The new genres that came up with the introduction of the NCS EFAL teaching make it easier for the learners to use whatever they could relate to as a learning activity. Our learners could relate to a lot of things and could go to an extent of educating one another including their educators. Their exposure to multimedia is such a contributing factor. Teach them genres like advertisements, film reviews or anything traditional, they will surprise you by their participation, analysis and their creativity.

EFALE 5 sustained the aforementioned argument by adding that learners are comfortable, participate actively and responsible for their learning, stating that:

What I've discovered about using a text based approach when teaching, is that; the genres I teach are what the learners could relate to, making my work easier. When I teach the designing of posters, they know them and are the ones who bring in class the samples. I teach them using what the person has known and is holding with his or her hands and with them explain the features as they are looking on. I also let them watch a film together as a class so that at the end, I ask them to review it orally after guiding them on what to look for or do when one is reviewing a film. The clamour that usually happens because of their interaction with the text becomes an indication that they are enjoying the lesson and are taking full responsibility for their own learning.

There is a revelation by the study that there are different responses by EFAL educators on the issue of using learner own experience as a fundamental resource of learning. The most popular is that of using topics the learners could relate to. The data also revealed that all the interviewed educators who had been trained in the teaching of the EFAL, see using the learners' own experiences as worth employing when teaching.

All interviewed Grade 11 EFAL educators responded by sharing common views on how they provide opportunities for learners to apply their newly gained knowledge. EFAL educators stated that they give learners activities or tasks to perform. These tasks vary depending on the lesson taught, writing or oral form. The activities that they will perform will display how much have they understood in what they were learning.

EFALE 3 gave the following as an example of an activity where the learners could display what they have learnt:

For example, when teaching a newspaper report, you show them the structure, emphasising that it is different from other writings, how the direct speech is used in the newspaper report, how paragraphing differs from that of an essay and other features. As the lesson is continuing, in their hands they have the newspapers. Ask them to come up with any topic that they will write as their own newspaper articles. When the newspaper report a learner has done, contains all the feature required, it shows that a learner has understood and had been able to display the skill acquire.

EFALE 2 further added that what learners have learnt should be useful to their everyday lives:

In whatever you teach, at the end there should be a trace, in this case as an educator make sure that your learners have gained a skill that could one day help her or him years even after finishing high school. I will make an example of teaching LO 4 which is the Language and take as my example teaching punctuation marks. This is one lesson I do not miss at the beginning of the year when I welcome new Grade 11 learners. After teaching them punctuation marks and their functions, I bring along different kinds of readings, poems, drama, prescribed and non prescribed literature. I also even bring with me iDike Lethu newspaper which is a local newspaper written in IsiXhosa and allow them to read and instruct them to observe each punctuation mark because it means something.

Data presented above divulge that the EFAL educators engage their learners in a lot of different activities to demonstrate their understanding of the skills they had been taught

in their classrooms. Educators then become confident when they see such skills displayed that there is effective teaching and learning.

4.8 LEARNERS' LANGUAGE PROFICIENCY

Asked whether or not the English proficiency of the Grade 11 EFAL learners constrains or enable the teaching and learning of EFAL, Grade 11 EFAL educators responded by agreeing that according to their experience in teaching EFAL, language proficiency of their learner's poses as the greatest constraint to their language learning. Educators also identified the issue of environment, code switching and educators using isiXhosa instead of English as a LOLT. Although these educators agree that learning of EFAL is a constraint to the teaching and learning of EFAL, they also have in their classes those who are able to acquire the language and remain confident in using it even in other subjects. This in most cases is revealed by learners when they are being taught other subjects since their EFAL educators are also teaching other subjects and in their school English is used as LOLT.

EFALE 1 contributed by language, environment and code switching as challenges to language proficiency of learners saying:

Out of the class of 55 I will only have six learners who do not have a problem with using English. The bulk of my learners really have a problem and this is a really constraint when it comes to the teaching and learning of NCS EFAL in my Grade 11 class. With the NCS it would be easier if the learners were proficient. Even the approaches that we use require language proficiency. The majority of the learners are really handicapped by the environment. As an educator I must not lie, I want my learners to pass at the end of the year that makes me code switch so that I can reach all of them.

By emphasising on language, code switching and forgetfulness of learners, EFALE 4 also confirmed the above argument by saying:

Language is the greatest threat or challenge in my class. You have to know that I teach learners who are surrounded by villages, mountains and rivers. All I mean is that these learners are purely rural children who only get to use English when they are inside the

school premise, who knows what happens after leaving the school gate? When they arrived in Grade 11 they struggle to construct a simple sentence. You know, you can't give them a test after weekends or Mondays because they will do worse, make sure when you give them a test, it is only during the time they had been at school a day or two so that they could remember the language. As an EFAL educator, I tell you there are times you are forced to explain instructions or any kind of lesson in isiXhosa which they understand better.

On the same issue, EFALE 6 also had the same experience as other EFAL educators in the study and added the issue of educators using isiXhosa whilst the LOLT is English said:

The language is the challenge to most learners. This becomes evident when they struggle to understand instructions and mostly comprehension questions even though comprehension questions direct them on the paragraph to get the answer. Even during oral activities the challenge of language becomes prominent. This challenge I see could also be promoted by other educators who in their subjects teach in isiXhosa although the school LOLT is English. Again in content subjects grammatical rules are not the area of focus, the focus is only in content. That is why as an EFAL educator you will find learners complaining about your strictness when marking because you focus on every aspect of writing which content teachers do not do. Even myself, hay sisi I do code switching for the benefit of my learners, which helps them understand the subject matter.

The issue of language as a challenge to implementing EFAL in Grade 11 classrooms is viewed by all respondents as something that hinders the progress of language acquisition to the learners. EFAL educators are frank in admitting that they do code switching for the benefit of the learners.

4.9 THE USE OF THE CURRENT LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

All the EFAL educators in the study revealed that although they were provided with the new LTSM which comprises of the NCS Policy Document on Languages Grades 10-12, the Learning Programme Guide and the Assessment Policy Document, they were not using them because they find them hard to comprehend.

EFALE responded on using the NCS Policy Documents by saying that:

During the workshops we were given the policy documents which were meant to be used when implementing the NCS EFAL in our classrooms. They were packed in our workshop packages without being unpacked as to what is it that we have to do when we go back to our schools. As a result, I was so confused and told myself never to confuse myself more by trying to use them.

EFAL educators who received the ACE ELT training said were happy to use the Policy documents which help to guide them when planning, teaching and assessing the learners.

EFALE1, on using the NCS EFAL Policy documents had this to say:

For me, I think as an EFAL educator you need to have one copy because what you need to deliver in class lies in all the documents, including planning and assessment. Hay sisi! these policy documents should be your Bible and be consulted every time. For example before embarking on any lesson, it is wise to know the LO that you are doing, together with the Assessment Standards that you need to achieve. Plan your lessons guided by the LPG and the Assessment guidelines document, you won't go wrong.

When probed on whether the educators use the current LTSM as required in the NCS like television, radio's, and the researcher received mixed responses according to their locations. All educators agreed that they have the necessary LTSM in their schools. They use the LTSM for teaching the new genres like film review and for oral presentation.

EFALE 3 responded on the issue of using the LTSM by saying:

At school, I think we have all the necessary LTSM which is online with the new curriculum. I use the television when I am doing orals. That is where I assess their listening because I know learners have a tendency of looking at the pictures not listening or understanding exactly what is being said. I allow them to write down their notes as they are watching so that they could remember.

For the new genres, EFALE 2 who also uses television for conducting other lessons said:

At school we have both TV and the DVD player as LTSM which are required when teaching language in the NCS especially the new genres. I always use it when I teach film reviews which will at the end of the lesson be presented in class. I also ask them to bring the movies which they like most so that they can understand what I am teaching. I don't forget the text books where they read comprehension activities.

EFALE 4 who also uses both TV and DVD player says:

Although my school does not have electricity yet, the new curriculum – NCS requires school with all facilities including electricity so that there could be effective learning and teaching. Fortunately the village where we are now has electricity. As a school we have to buy electricity for the neighbour so that we can teach using those LTSM. The school also bought DVDs which were selected for film review and listening when doing oral. The learners enjoy watching movies but you need to time and again remind them that they are not just listening for fun.

From the above responses, it became clear that EFAL educators do oblige to the requirements of NCS by making use of audiovisual teaching aids and give learners exposure to different kinds of teaching approaches.

4.10 USING HOME LANGUAGE IN THE EFAL CLASSROOM

There is a consensus from all EFAL educators implementing NCS EFAL in Grade 11 that the usage of home language in their EFAL classrooms has a bearing on the teaching and learning of NCS EFAL. This was revealed during the interviews when the 100% of them agreed that they most of the time code switch when teaching EFAL in their classes for the benefit of their learners. They also pointed out that the environment from which the learners come from is purely isiXhosa dominated, so using their learner home language when teaching EFAL becomes inevitable. One of the EFAL educators, though she agreed that she code switches to isiXhosa sometimes felt that, that code switching is a waste of time because what is imperative is for the learners to acquire the second language.

EFALE 1 said that she does code switch though it is a waste of time for the acquisition of the second language:

The use of Home Language has a bearing when teaching English because most of the time as a teacher you find yourself code switching in order for the learners to understand what you are teaching. This I do, but do not like it at all because it reduces on the little time the learners have for mastering the language which is English. The more time could be allocated to teaching English, the more we will achieve (practice makes perfect) so why waste valuable time? This is the only time the learners will really speak English; the rest of the day is spent speaking their home languages.

EFALE 4 also condones the usage of learner's home language in the EFAL class citing that it benefits learners:

The use of home language in the English class become helpful because discussions in their respective groups are conducted using it. It then becomes easy for them to translate what they have discussed and understood to English. I let the learners discuss with the language they are comfortable with, which is IsiXhosa, and allow them to translate their discussions and be presented in English.

EFALE 6 confirms what EFALE 4 has said adding that it makes lessons easy and understandable, said the following:

The learners' Home Language really has a bearing because in each English sentence I speak I add one or two Xhosa words to make it easier and understandable to the learners. What learners do now when answering a question is when some does not know or could not think of the English word, writes in isiXhosa one and puts it in brackets. The learner knows or has his or her understanding of what is asked and has got an answer but lacks vocabulary. As a marker even at the marking centre we are told to give them the benefit of being handicapped by language, and we mark them which is also done by Afrikaans and Sesotho speaking learners.

The above inputs state it clear that in all EFAL classrooms there is a usage of learners' Home Language. Educators put it vividly that Home Language usage in their Grade 11 EFAL classroom assist learners in acquiring English when implementing the NCS EFAL. They state that although they are aware of the fact that the school environment is the first and last place where their learners are obliged to speak English, they allow them to speak or discuss in their groups using their Home Language. Again on the other hand, speaking Home Language in the EFAL classroom is seen as waste of time because learners need to know what they do not known by trying at all costs to speak whatever they have to in English. This statement by the EFAL educators is a sign that there is a usage of Home Languages in the EFAL classrooms which bears both positive and challenging impacts on learning the language.

4.11 MAKING TEACHING EFAL MORE EFFECTIVE

Respondents were asked what they think can be done to make the teaching of EFAL more effective. They had similar views on exposing learners to a variety of tasks that are relevant to their daily life experiences. They further claimed that it always works for learners to learn starting from the known to the complicated or unknown. Other emphasis was on motivating learners to use the language even at home, watching channels with movies that are done in English so that listening to English should not start and end during tuition at school. Other educators put the blame on the DOE for not

employing teachers who can only focus on teaching EFAL in the FET band only because some say due to Post Provisioning Norm (PPN) teachers are overloaded because some are redeployed to other schools, which then leave vacuums in other subjects which are ultimately taken by EFAL educators.

On exposing learners on their daily experiences, EFALE 2 suggests that:

For EFAL to be more effective to learners, as educators we need to expose learners to a variety of tasks that are relevant to their daily life experiences. It is very important to let them discuss what they do and know best so that in the process, they equip themselves with values. I like using examples like HIV / AIDS, teenage pregnancy and dangers of drug abuse because they know them and live with them every day. Such lessons help them realize that in whatever they are learning there is reality and the language is used all the time.

EFALE 6 confirmed what was suggested by EFALE 2 by emphasizing that learners need to be guided in their language learning, the DoE to in-service educators:

Take into consideration learners own experiences. Allow them to suggest what they need to be taught. As an educator in the new dispensation I have to guide or scaffold the learners on every step of the way so that I can see them reach for the stars, understand what they are taught. Again the DoE should take upon itself to make sure that EFAL educators are always keeping abreast with the dynamics of teaching the EFAL by conducting in service training at least once a year preferably at the beginning. Teaching EFAL involves language, transactional writing, literature and orals. New genres are introduced every time such as emails, film reviews, diary entries, procedures and many more which need educators to be sure of what they are doing when teaching them.

Although EFALE 4 doesn't dispute what EFALE 2 and 6 say about working or using learners' own experience so as to make teaching EFAL effective, she strongly blaming the DoE for the PPN and overload to the educators by saying:

Yhazi Miss, I get frustrated when talking about affective teaching and learning of English actually any other subject these days. Do you know how many are we, here in this school? How many subjects each one of us teach here? And then in such a situation where I am suppose to teach three subjects both in the FET and GET band, how could effective learning and teaching take place? On top of it all, I teach a language foreign to these children where I have to be spending more time but that doesn't happen. That is one thing I will never understand about the DoE, they want good results at the end of the year and at the beginning and during the year we have to face a monster of redeployment we want to play our part the vision we have is being killed by the DOE through this redeployment which leaves us with loads and loads of work. Language itself has a lot to cover, there are other subjects.

All educators agreed that EFAL learners in Grade 11 need to be motivated to learn the language at school and beyond school premises.

EFALE 5 elaborates by saying:

Today's EFAL learners are not motivated at all. To them English is the worst subject, they may even develop an attitude to anyone teaching it in saying this quite aware that it is not their language but a LOLT at the school. We need to devise strategies to motivate them to write, read, speak and listen to English. The new curriculum has come up with film studies or reviews diary entries and book reviews. I think these genres can help them express themselves without my interference of an educator. I think giving them a lot of these genres could motivate them and make their learning of English more effective.

EFALE 6 endorses the above discussion or suggestion on learner motivation by highlighting that:

There is a need for motivation to the learners so that they use English and also said. As educators we need to maximize the exposure to language learning in a form of writing reading and speaking. This could be done when EFAL educators stop code switching and in the staff meetings always ask other subject educators to use English when teaching.

4.12 TRAINING TO TEACH EFAL

It emerged from the study that the EFAL educators are passionate about their work but do need the assistance of the DoE to produce learners that are required by the NCS. Other Departmental policies pose a challenge to those educators and leave unbearable workload.

From the responses gathered from EFAL Grade 11 educators in accordance with their training to implement NCS EFAL, it became apparent that there were two types or forms of training the teachers. There was a group which was only trained for 1 week in the workshops conducted in various districts by the DoE and other group of educators who were trained at a certain Institution of Higher Learning for two years. The data also revealed that educators who were cascaded for only one week in those workshops came back confused more because they felt even the facilitators were not sure with what they were doing. The other group which went for two years training in NCS ACE (ELT) said they were confident and able to use new approaches to teaching EFAL with confidence. They also cited that the fact that they knew more about teaching or using new approach when teaching EFAL resulted in strained relations between them and their HODs who had little knowledge of the new approaches.

EFALE 2, 3, and 5 falls on group who only got NCS EFAL training from the DOE for duration of a week.

EFALE 2 said she received a crash course which left her confused:

Through a crash course, I will call it that way because when we were trained to NCS it seemed the facilitators were trying out something they never knew themselves. We had to miss school for about five days to be trained to change after more than fifteen years in the field, how did they think that could be possible? To be frank I just attended for the sake of just representing the school, not that I was gaining anything from that.

EFALE 5 shared the same sentiments with EFALE 2 emphasising on the confusion and not being confident cited that:

I was trained in a week's course or call it a workshop, imagine having been trained to teach ESL for three years, going to do practical in the school to real children and getting real exposure and teaching this subject for as long as I started my career. The DoE then came and wanted me to change overnight, all the hard earned experiences to be workshoped for a week and expected to do justice to the subject, hay khona. When I went back to school, back to reality I was confused also fearing to confuse even the learners, because just like our facilitators I was not sure or confident as someone coming from the training. I taught the learners what I thought was right.

EFALE 1, 4 and 6 represent the group of EFALE who though they also receive training from the DoE in a form of workshops were also trained to teach NCS EFAL from the Institution of High Learning. They all agree that teaching NCS EFAL after trained for two years had been a good experience.

The following is EFALE 1's response saying that the cascade from the DoE never helped her, it was only when she trained for the ACE (ELT) that she gained confidence, shared the following:

Put yourself in my shoes just once; the subject I used to teach is being phased out at school, I have to teach NCS EFAL from the very first year it was introduced. I had to attend a 5 days course on NCS EFAL which was so confusing because whenever we will ask questions from the facilitators they will tell us that the EFAL subject was new even to them. Those facilitators will read the manuals and could not go beyond that, I was frustrated I had to go back to school more confused than ever before. I heard about the Institution of Higher Learning which was offering the course ACE ELT and it wanted to train educators from our district and I applied and registered. It was then that I felt I was in a real training because the lecturers exposed us from planning new approaches to teach EFAL, new assessment methods, with each of us having all the necessary documents that are required by the NCS EFAL. From there it became much easier for me to teach the NCS.

EFALE 6 who had also been trained for two years from the same institution as EFALE 1 alluded by emphasizing that she got her dignity and confidence as an educator and was sure of what she was doing in class:

The two year experience I got from that Institution of Higher Learning on how to implement NCS AFAL brought back my dignity as an educator. It was a total opposite of the 5 days workshop where NCS EFAL was introduced by the DoE. All that was left after training was for all those educators to go around helping others, starting from the subject advisors on how to teach NCS EFAL. I started becoming confident when I teach. What made me happy was that for the first time I was trained to teach English. From then I was able to change my teaching approaches and apply new ways of assessing.

From the information solicited by the researcher, two streams of EFAL educators are found. Those who were trained for a week only were not sure of what they were doing in their EFAL classrooms which is a challenge more to the second still language learners. Those who were trained in the ACE (ELT) became confident and sure of what they were teaching.

The researcher probed further enquiring on the relations between the two groups of educators at school and especially with their heads of departments who had to supervise their work. Responses revealed that there were clashes, and despising of the HODs by the subject teachers, tensions at school concerning the supervision which was helped by the change of attitude.

As an HOD, EFALE 2, experiences the clashes and being undermined by the subject teacher until she asked for assistance from him, responded by saying:

At first we were clashing with the junior teacher whose work I have to supervise because he felt he knows the subject more than I do. There was a tendency of being undermined by him but I was his HOD and still is. I decided to class visit him and through that I learnt how the new curriculum could be implemented and how I could be assisted in adopting new ways of teaching the new curriculum. I also asked him to coach all EFAL educators even from GET band that helped me to ease the tension.

EFALE 3 who is also an HOD in his school also echoed the same challenges as EFALE2 when he had to supervise junior educator's work citing tensions between the two until he changed the attitude and joined them:

I don't want to get back there again in my life, where a junior teacher will teach me to show my work to him because he knows. I know nothing about what I am supervising. Such were trying times in my profession where the principal had to intervene. As the teacher was visited by the monitoring team from where he was learning ELT or NCS EFAL teaching, the principal advised me to join them as their facilitators will show them how to use new teaching approaches in their EFAL classrooms. I think that helped to expose me to what I was to supervise and moreover how I need to use the new teaching approach. The teacher's negative attitude gradually changed.

The researcher probed the same question to the educators who were not the HOD's on their relationship with their seniors or school supervisors, they cited that there were tensions, resistance carelessness on supervising and to others the training was for the betterment of their schools.

EFALE 1 who had no problem with the supervisor and saw her training as benefiting all EFAL educators in her school, said:

The minute I was in for ELT training, I knew the school at large will benefit. Every time I came from contact sessions I would share all what we did with my colleagues and the HOD. I also made it a point that whenever the lectures visit I will invite them to join and learn how the new approaches to teaching should be tackled. To be frank there were no tensions everyone was benefiting for the sake of our school and learners.

Contrary to what EFALE 1 said about the relationship with the HOD, EFAL 6 shared a totally different experience full of tension, resistance for change and carelessness by the supervisor, shared the following:

Yho, I am saying my HOD is an old lady who got bored and resisted even going to the 5 day workshops. That created more tensions especially when I registered for the two year course of teaching NCS EFAL – which is the ELT. The situation become so tense

that she would not even bother to come when I invited her to join me when the lecturers or the team from where I was training come to supervise my work. I don't know what was on her mind really. All I would ask from her is to release the other educators in the GET to join and learn. The problem would then be when she had to supervise my work and I notice her carelessness that there were times where I had to defend what I had been teaching and how.

The responses from the two educator components involved in the study reveal that there were tensions between the educators who had to supervise the work of the educators who were trained on teaching NCS EFAL. It is also revealed that some old educators who are the HODs wanted to learn the new ways and change whilst there were those who resisted change.

4.13 DIFFERENCES BETWEEN ESL AND EFAL

Asked about the differences if there are any between the ESL and EFAL, educators who had taught both ESL and EFAL agreed that the two are opposite. Respondents are of the same opinion that ESL was designed for a Black child, focused on teaching grammatical rules, dictating, memorisation and passive learners whereas EFAL puts emphasis on the language usage, analysing and cooperative learning.

EFALE 3 on answering disclosed the use of grammar rules with no learned participation and was meant for the Blacks, also is fond of the NCS Assessment methods:

In ESL you teach the rules of grammar where learners do not even participate except for the teacher who will only tell them what to do, even to recite without understanding. Remember that ESL was only meant for black children to only be able to speak the basic English, not use it in analyzing or being creative. That s why I found it challenging for me to adopt a new way of teaching having spent so many years doing one thing which I even thought was the best for our children. Now with new EFAL I am told that I have to allow learners to use the language for their everyday activities bearing in mind that their own experiences could help in their development of the language, in this case English. Although I am a learner myself everyday in this NCS EFAL teaches I'm being

fascinated by how assessment is carried out what I have to teach and how I have to achieve the assessment standards, which were not there when I taught ESL.

With regard to dictation and memorisation EFALE 2 supported the above argument by stating that:

As a teacher who has taught English in both worlds, I can tell you that there is a big difference between ESL ad EFAL. When teaching ESL you were supposed to stick on making learners passive in their own education by dictating to them a set of rules they need to master for them to be able to know the subject. Recitations were the order of the day, even if the pupils did not understand. In teaching ESL we would be hasty to finish up the prescribed syllabus without taking note of how much learners understand or are able to use the language for their own benefit. Now with this OBE NCS thing, Yho!! I wish I could turn back the clock and be young again. The way teaching is approached is very impressive. Look at what learners are taught for transaction writing obituary, diary entry, dialogue, expository essays things that were not there before. From the list I have given you the learners can express themselves in English sharing their own life experiences. What I also love about the NCS EFAL is what is called cooperative learning where children do work as a group not as individuals like what was happening with ESL.

The reflection from the respondents on the comparison between ESL and EFAL shows that the two are different. Those who were used to teaching ESL would have to change for the benefit of the learners.

4.14 HOW TEACHING ESL AFFECTS EFAL TEACHING

When the researcher enquired further on how the teaching of ESL affects teaching of EFAL, once more educators who had a long service in teaching ESL than teaching EFAL were the ones shared their experiences. All educators who had taught ESL did not hide that when the NCS EFAL was introduced they did not throw away all their experience in teaching the subject, they knew there will be days when they will have to

go and dig up their weapons and polish them so that they use them during the dry season.

EFALE 5 made it clear that teaching EFAL is affected by his long experience on teaching ESL bringing forth his fear to cope with the new curriculum. He was open in revealing that he took his ESL experience with him making the following statement:

To be honest, it was not easy for me to change ESL to EFAL. I was always fearing how I was to cope with the new curriculum and whether my more than ten years in the field will not affect the new thing. I have learnt through my years of teaching that once you practice or change your attitude towards the new approaches you love them and wish to do them always. There are times especially when teaching literature that I go back to a telling method which I used when I was teaching ESL. That is when I know I have to explain something on my own without involving learners. It is at a later stage that I ask them to look for what I had been teaching to see if they did understand. It then becomes clear that there are times the old methods work in the new curriculum.

On the same issue, EFALE 3 shared his classroom experiences where he resisted the change and later adopted the new cooperative learning approach, saying that:

Miss, I am amongst those who resisted the new curriculum because I never thought I will be able to be teaching it as I did when I taught ESL. To me, most of my teaching life had been spent teaching ESL, as a result I still need learners who will recite a paragraph or two from Romeo and Juliet but with the help of their junior teachers who are young and always willing to assist I tell myself to leave my ESL telling method and try involve my learners to participate as much in the class. I like the cooperative approach where I see learners helping each other in doing the activities which could pose a challenge to others.

The data presented above shows that NCS EFAL educator who had been teaching ESL for a long time find themselves going back to the old methods of teaching. It becomes clear from those respondents that they do that so as to verify certain points to the learners or want to make sure that learners understand. The researcher also found out that educators especially those who had been teaching English for a long time

though become reluctant to change later see the new approaches to teaching EFAL as worthwhile and learner benefiting.

4.15 SUMMARY

Data collected revealed that the introduction of the NCS EFAL was met with both negative and positive attitudes from the educators. The implementation of NCS EFAL in Grade 11 classrooms seems to have challenges. The data gathered revealed that some Grade 11 EFAL educators were not adequately trained whilst others received two year training. It is revealed that the junior educators were the ones who were keen to be educated in the new curriculum which then created tension between them and their HODs who were to supervise them yet not knowing what to look for. That kind of working situation could have negative impact on the implementation of NCS EFAL in Grade 11. The solicited information also exposed bearings the Home Language has when teaching EFAL in Grade 11. The fact that it is a well developed language for learners helps them during their discussions in their respective groups although they translate their presentation. The researcher also established that in most cases new approaches, the text based, CLT and cooperative learning are commonly used by educators when implementing NCS EFAL in Grade 11. Moreover a good high percentage of interviewed EFAL educators agree that, the use of learners own experience in the curriculum benefits the learners more in acquiring the language and participating in learning. The following chapter will discuss findings of the study.

CHAPTER 5

DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

Data for the study was presented and analysed in chapter 4. The purpose of this chapter is to provide a discussion based on the findings and results the data presented in the previous chapter. The discussion is centred on the themes that formed the cornerstone of the study. The experiences of educators with implementing NCS EFAL will be discussed under the following themes: the capacity of EFAL educators (their qualifications, subject specialisation, and training in preparation for the implementation of the NCS EFAL), differences between teaching ESL and NCS EFAL and its effects, delivery of NCS EFAL (role of the Home Language, planning, approaches to teach EFAL, assessment methods and learner participation) and the supervision of the EFAL assessment tasks.

5.2 EDUCATOR CAPACITY

Educators form one of the solid components determining quality education. Goodwin (2010) makes it known that in the design of training programme, it is critical to pay attention to the level of teachers' knowledge of relevant subject areas and teaching experience. When courses fail to take teachers' level of knowledge into account, implementation of the reform will be hampered. This means that the EFAL educators are viewed as the ones who are the key in implementing the EFAL curriculum. As curriculum implementers, educators need to be more knowledgeable on issues of curriculum like, new approaches, planning and the interpretation.

Rogan and Grayson (2010) cite the teacher's content knowledge and training as some of the factors which influence whether teachers change and how fast they change. This means that if educators are well trained to do their job, they will be able to welcome any change aiming at enhancing the teaching of their subjects. The empirical evidence

conducted by Bajah (1991) indicated that well trained teachers are better able to understand the complex structure of their curriculum, while this could be confusing for the under qualified teachers.

In the study, educator capacity is characterised by educator training, qualifications and their experiences. The aforementioned characteristics of the EFAL educators will be discussed below.

5.2.1 Professional qualifications of the EFAL educators

Teachers can play an important role in fostering an environmental consciousness in the society; therefore more efforts are needed to sharpen their skills (Tania, 2004). On the same notion, Khurshid (2008) emphasises that qualifications of the teacher play an important role in teaching because a trained teacher can teach better than an untrained teacher. He further argues that a trained teacher knows well how to teach effectively and that there is a direct relationship between the qualification of a teacher and the performance of the students. It was against this background that the researcher saw as imperative for the study to include the educators' qualifications.

The current study reveals that all EFAL educator respondents were professionally qualified to teach EFAL as they all had relevant diplomas and teaching degrees (see page 93, Table 4.2). In the study conducted by The American Association of Physics Teachers in (2009), it was revealed that, ideally, a qualified teacher will have learned basic content knowledge through methods of enquiry which they could use to guide students to understand the contents of the subject. Rogan and Grayson (2003) concur with the above statement by pointing out that the teacher's level of training have an effect on the implementation of any programme. They also maintain that the level of training and the teacher's content knowledge can influence how fast they change. All of the educators in the study have specialised in English hence they have the relevant content knowledge and skills to teach the subject.

5.2.2 Subject Specialisation

The goal of teaching is to assist students in developing intellectual resources to enable them to participate in the major domains of human thought and inquiry (Goodlad 1984).

This means that teaching learners a subject matter involves more than a delivery of the facts and information, and that their understanding entails being able to use intellectual ideas and skills to gain control over their everyday real world challenges. Teachers' subject matter knowledge should influence their efforts to help students learn the subject matter, should be able to explain why it is worth knowing and how it relates to other subjects. (Wilson,1988).Rogan and Grayson (2003) concur with the above arguments and stress that the teacher's own background, training and level of confidence and their commitment can affect the implementation of the programme. In their theory of implementation they emphasise that schools with non-specialist teachers might find it difficult to implement the designed programme.

The study found out that all educators who taught EFAL had specialised in the subject. This makes it easy for the educators to impart relevant knowledge and skills to the learners. The success of the implementation of the NCS EFAL curriculum could be achieved by these specialised educators as they also have to be dedicated to the execution of their duties, for them to produce good results.

The study also discloses that there are two types of teacher training received by the respondents. There were educators trained before the NCS was introduced, for ESL NATTED 550; and those trained in both the ESL NATTED 550 syllabus and the NCS EFAL. The study also found out that amongst the interviewed EFAL educators there were those who were Subject Heads of Department (HOD) whose responsibility was to supervise the work of other EFAL educators. That became a cause of concern in some schools, as revealed by the study, because some HODs were not trained in the NCS EFAL, yet had to supervise those who were NCS EFAL orientated. In some schools that were never a problem since the educators wanted to assist their HODs with the new curriculum.

5.2.3 Educators' experience

The experience of educators in teaching the NCS EFAL forms the foundation of the study. It then became essential for the researcher to explore EFAL educators' experiences with teaching the subject.Wolters and Daughtery (2007) argue that

teachers in their first year of teaching reported significantly low self-efficiency for instructional practice and classroom management than did teachers with more experience. They further argue that there is always a relationship between the experience of teachers and the subject matter. According to Richards (2011) experienced teachers are able to develop routines that enable them to perform effortlessly in a variety of situations with different kinds of children. They are willing to depart from their established procedures and use their own solutions, are able to improvise and have a wide repertoire of routines and strategies that they can call upon.

The study found out that interviewed educators were not beginners as they had many years of teaching ESL and all have seven years of teaching EFAL. The experiences of EFAL educators in the study were on line with Fullan's (2001) implementation of change model where he states that it is the experienced teacher who is able to use the relevant teaching methods in class, understand the interests and learning needs of the students and the content as well as the use of the relevant material. The fact that the majority of the educator respondents were highly experienced in teaching EFAL at Grade 11 could assist them with the broad knowledge of the subject matter. Kareem, Bing, Jusoff, Awang and Yunus (2011) emphasise that the teacher serves as a resource and an agent, developing curriculum in committees, implementing it in the classroom and evaluating it as a teaching team. Hence it is a teacher through his or her experience who has to translate curriculum to practice. This means that educators with many years of teaching EFAL w[ould find it easy for them to interpret the curriculum.

The study has also found out that the educator respondents have taught the same Grade 11 for a long time. In most cases, Ross (2001) claims that such educators are perceived to be conversant with numerous teaching approaches as well as the interpretation of the curriculum. However, Fullan (1994) argues that the curriculum implementation involves changes in behaviours and beliefs which are essential in making sense of the new practices. Educators with a lot of experience in the same subject and grade may resist change because they are comfortable in teaching in the same way (Ross, 2001). Additionally, the study made known that although the educators

have more than ten to twenty years' experience in teaching the subject, all are equal in years of teaching NCS EFAL.

5.2.4 Training of EFAL educators

The study looked at the training of the EFAL educators generally and for the implementation of the NCS EFAL curriculum. That was carried out so as to assess whether the educators were trained for the implementation of the new EFAL curriculum. McLaughlin (2002) is of the opinion that all successful curriculum change projects depend on implementation strategies that include effective staff training. Professional development is an essential part of improving school performance. This development has to be conducted within the school environment and it has to consider both the interests of the education system, personal and individual needs of the teachers (Coolahan, 2004). In the study conducted by Flutter (2007), it was discovered that many innovations were not successfully implemented because teachers never fully understood the nature of change. This means that EFAL educators have to be trained and workshops be organised so that teachers could always be developed so as to keep abreast with their subjects and that they be ready for the implementation of the NCS EFAL in their Grade 11 classrooms.

Euler and Sloan(1998) are of the opinion that implementation involves participation, ownership and development of professional identities. Contrary to the above argument, the study found out that all EFAL educators received a five days' training in a form of a workshop before implementing the NCS EFAL. All the educators felt that the training was not adequate because they could not understand the curriculum. They felt they will be unable to change from what they had been doing for many years to something they are not sure of what lied ahead of them. The attitude displayed by the educators contradicts with Fullan (1994) where he argues that curriculum implementation involves changes in behaviour, and beliefs and involves the process of learning. The cascading of the Grade 11 EFAL educators could have a negative effect on the performance of the Grade 12 learners. This is due to the fact that the NCS EFAL Policy Document is structured in a spiral curriculum model which sees Grade 11 as a build-up class from a lower level to the highest level in the phase which is Grade 12.

The Report of the Task Team for the Review of the NCS (2009) made it known that the teacher hearings and submissions were unanimous in suggesting that current teacher development policies to support the curriculum were often too generic and superficial and did not provide the need support to teachers. They made it clear that addressing the need to upgrade teachers' skills would not be appropriate with a 'one size fits all' approach. Rogan and Grayson (2003) emphasise that if teachers lack professional development programmes or in-service training, they might find it difficult to implement the desired programme. This means the cascading of EFAL educators jeopardised the implementation of the NCS EFAL curriculum and the learners' skills to acquire the second language.

It also emerged from the study that other EFAL educators, apart from being workshopped, received comprehensive two year training on teaching NCS EFAL. That was in agreement with the argument by Stufflebean and Shinkfield (1996) that staff development strategies should be included in the effective implementation plans since teachers who will be in the centre of implementing the new curriculum will need to be equipped to adjust their classroom teaching approaches according to the requirements of the new curriculum. Labane (2009) sustains the argument by emphasising that these strategies can include equipping teachers with general planning skills, how to manage group learners, using diagnostic tests and counseling learners. It became clear from the study that this group of EFAL educators complies with the requirements of the new curriculum. This was evident from the approaches they are using (Refer to Table 4.4 p111) which were the new approaches to teach NCS EFAL.

The study also revealed that HODs could not monitor and give support to the EFAL educators. This could have a negative impact on the implementation of the NCS EFAL curriculum as the HODs will not know exactly what to look for when they monitor the work of the educators as they are not NCS compliant.

5.3 IMPLEMENTING THE NCS EFAL CURRICULUM

The NCS EFAL in the FET band trust its learning outcomes to provide for levels of language proficiency that meet the threshold levels necessary for effective learning

across the curriculum and put equal emphasis on the skills of listening, speaking, reading and writing. Over the three years the learners are expected to be competent in both the written and oral modes of at least two official languages (DoE, 2003). It becomes the duty of educators to assist the learners into acquiring all the necessary English language skills in order to use the language to communicate in a competent way and in most cases be able to learn all subjects through this medium. Implementation of the EFAL curriculum finds expression in the roles played both by educators and learners, where educators make use of different approaches to assist the learner achieve the learning outcomes. In this regard, Christie (1999) states that the curriculum places demands on educators to develop comprehensive planning, use new approaches to teaching and administer assessment and keep the learner records. Van der Horst and Mac Donald, (1997) agree with the above statement by stressing that curriculum delivery in the new approach lies with the learning programme which entails curriculum processes such as instructional planning, assessment, new teaching methods and learner participation.

5.3.1 Training of EFAL to implement NCS EFAL in Grade 11

The implementation of NCS EFAL finds expression in the roles played by both educators and learners. EFAL educators should make use of different approaches to assist the learners achieve learning objectives. According to Stufflebeam and Shinkfield (1986) staff development strategies should be included in the effective implementation plans, since teachers who will be in the centre of implementing the new curriculum will need to be equipped to adjust to their classroom teaching methods according to the requirements of the new curriculum. Christie (1999) confirms that it is necessary to train educators for the successful implementation of the new curriculum. A case study of Curriculum Reform and Implementation in Indonesia (1994) confirmed that the key to getting teachers committed to an innovation is to enhance their knowledge of the programme. The report further says that teachers have to be trained and workshops have to be organised for professional development.

It emerged from the study that in the Fort Beaufort District of Education, there were two groups of EFAL educators; those who were cascaded during the DoE workshops and

the educators who went for a comprehensive training in implementing the NCS EFAL from the Institution of Higher Learning. The study reveals that the group of educators who received workshop training came back to their schools confused and not sure about what they were supposed to teach. They resorted to teaching English with the same old methods that were not NCS compliant. The response by these teachers is confirmed by the study conducted by Flutter (2007) where it was found out that many innovations were not successfully implemented because teachers never fully understood the nature of change.

The study also revealed that the other group of educators received two year training in the ACE ELT at a certain Institution of Higher Learning. Those educators could interpret, plan and use the NCS EFAL teaching approaches with confidence. This is in line with the argument carried on by McLaughlin (2000) stating that all successful curriculum change projects depend on implementation strategies that include effective staff training.

5.3.2 Differences between ESL and EFAL

According to Buthelezi (2000) the apartheid education was designed to mould both Black and White children into apartheid citizens with values appropriate to their society. Furthering the argument, Buthelezi cites that Black children were exposed to a curriculum that taught them how to carry instructions and be subordinate citizens. Prinsloo (2006) also emphasises that apartheid education policy conflated language with ethnicity or race. The study reveals that EFAL educators agree that there is a difference between ESL and EFAL even on how to teach the subjects. They state that the difference between the ESL and EFAL is that ESL was only meant to teach basic communicating skills only focusing on grammatical rules. The EFAL focuses on language usage allowing learners to discuss and analyse given texts. This is in agreement with the argument brought forward by Heugh et al. (eds) (1995) that in the apartheid Department of Education and Training, an early switch to English by African language speaker combined with the poor teaching resulted in students developing basic interpersonal skills in English not the cognitive academic language proficiency skills needed to deal with the advanced levels of literacy. The paradigm shift in the new

language curriculum, takes a communicative language teaching approach to second language teaching which encompasses the skill of using language appropriately in actual communicative events in order to achieve specific purposes (Wildsmith-Cromarty, 2000).

5.3.3 Planning EFAL lessons

The NCS EFAL LPG (2005) views planning beforehand as the utmost necessity in order for any task to be performed successfully. This means that educators should regard lessons as tasks to be fulfilled and should be planned thoroughly. That notion is emphasised by Van der Horst and Mac Donald (1997) when maintaining that one should not think of teaching as presentation only, on the contrary, presentation is preceded by planning and preparing the lesson. During the planning phase, the educator needs to ask herself or himself the following question: What do I want my learners to know, understand, appreciate and be able to do? (Jacobsen, Eggen, and Kauchak, 1999).

The study found out that some of the educator respondents were not planning for their teaching. They state it clear that when they were workshopped, planning never became part of the Department programme. In that manner they felt they could not do something they were never trained in. Since they are concerned with finishing the syllabus, they make use of the pace setters that were provided by the DoE as their guidelines. Also, the educators revealed that they were provided by the lesson plans by the Department. They do not use the lesson plans because they argue that they are experienced educators who know what to teach and their good results always prove that, and also cannot make sense of the lesson plans. This was in line with the recommendations of the Task Team for the Review of the NCS (2009:29) in that:

The three levels of planning must be rationalised and duplication in the process must be addressed. Each teacher should have a single Teacher File for this purpose. The teacher file should consist of an annual work schedule, assessment plan, formal assessment tasks and memoranda, textbook to be used and a record of each learner's marks per formal assessment task. Planning should indicate sequence, pace and

coverage and teachers should be encouraged to use good textbooks and teacher guides for planning purposes. At school, the teacher developed year plans and assessment plans need to be consolidated to form a comprehensive year plan for the school. There must be no duplication of administrative work.

It also emerged from the study that there is another group of educators who were trained to teach NCS EFAL from a certain Institution of Higher Learning. Such educators were trained in doing all phases of learning. They always come together before the opening of the schools to do the planning together. Jacobsen et al (1999) argue that research evidence supports the value of planning because the actions the educators take in the classroom are influence by the plans they make. They further argue that a well-planned lesson provides both confidence and security to the educator.

5.3.4 Approaches to teaching the NCS EFAL

Van der Horst and Mac Donald (1997) describe teaching approaches as the means by which the educators attempt to attain the desired learning outcomes. It is the way educators organise and use teaching techniques, subject matter to attain desired learning outcomes. The new approach to learning under the NCS is on the Outcomes-Based approach to teaching which requires learner-centredness, as the learner is orientated towards reaching the desired outcome at the end of a lesson or phase in a Learning Area. Educators are advised to use a wide range of texts which will allow learners to explore personal, national and global issues and construct developing knowledge of the world (DoE, 2003).

The study revealed that three types of teaching approaches are employed by the educator respondents when implementing NCS EFAL in their Grade 11 classrooms namely; text-based approach, communicative language teaching and the cooperative learning. In addition to that, the studies made known that the text-based and cooperative teaching approaches were commonly used by all EFAL educators (Refer to Table 4.4 p 111).

- 1) The text-based approach is employed by the educators because it allows learners to express themselves using drawings, give them a chance to analyse films, are given

the opportunity to explore what they want, allows learners to present in front of other learners and learners are awarded a chance to use the foreign language to express what they encounter in their daily lives.

- 2) Cooperative learning approach is another commonly used teaching approach because educators argue that it gives learners full participation in class. It also caters for the slow learner who has to be given an opportunity to express his or her views in the group. Again cooperative learning is seen by the EFAL educators as instilling the value of tolerance and accountability among the learners.

The findings of the study were that some EFAL educators who received comprehensive training in teaching the NCS EFAL were also using the CLT approach in their EFAL classrooms due to the fact that the CLT allows learners to use language more in class. It also gives learners opportunity to learn the language by making mistakes which together with the educator will be rectified, in so doing enabling the learner to learn more of the language. The educators argue that employing the CLT when teaching means your learners are given more oral activities.

5.3.4.1 Success of the current approaches

According to Fullan (1993) school is the centre of innovation and changes and those who have to implement the educational changes are the teachers in the public education system. Teachers have to adopt new ideologies and implement them in their teaching since they are the ones also responsible for passing on the changes through their teaching to the students who are the future citizens the government is concerned to educate (Kennedy, 1996).

The study found out that the most popular teaching approaches employed by the EFAL educators were the cooperative learning and the text based approach, and the others who received comprehensive training in NCS teaching, added the CLT to their approaches. They also agree that when employing the CLT approach, learners learn in a more relaxed and comfortable setting because they feel what they think or say is important. Those who thought they were not employing the CLT did so but were not aware of that in the sense that in their EFAL classrooms they were advocating for the

maximum usage of English by the learners. The study also revealed that the teaching approaches were used interchangeably by the educators. EFAL educator respondents agree that the new NCS teaching approaches are successful in that the desired learning outcomes are achieved and learners are able to express themselves using English confidently.

5.3.4.2 Challenges of the current approaches

On the theory of curriculum implementation, Thomas (1994) is of the notion that the complexity of curriculum implementation process makes predictions of success risky. Further arguing, in spite of that, it makes it very profitable for the curriculum developers to actively engage in this elusive process of supporting implementation. Kennedy sustains the argument by bringing forth the notion that teachers require training in the skills required and the physical resources to implement the changes. They also need time and space to try them out and adapt them to their situation. This means that if curriculum implementation is not supported, in this instance by making sure that all EFAL educators were well prepared for the new curriculum, trained in all aspects, the EFAL curriculum was deemed to have challenges.

The study revealed that not all educators were employing all the new teaching approaches. That placed the educators in a position where they would be required by the Department to implement a curriculum they were not sure of. The one week workshops that were organized by the Department left the educators confused and they resolved on using their old methods of teaching which not NCS compliant were. The Department neither made a follow up to check whether the new curriculum was understood by everyone before the implementation date nor organise in-service training for the educators.

5.3.5 Assessment methods used by the EFAL educators

The LPG (2005) explains methods of assessment as referring to who carries out the assessment. Assessment methods in EFAL include teacher assessment, self-assessment, peer assessment and group assessment. The findings of the study reveal that the teacher assessment method is the most commonly used by all EFAL educator

respondents saying that the method helps them interact with the learners and are through it, are able to scaffold the learners.

The study also reveals that two out of six interviewed EFAL educators employ self-assessment in their classes because they believe it learners are directly involved in their own learning and help them acknowledge their mistakes. The finding of the study also made known that again two out of six interviewed educators use peer assessment method in their EFAL Grade 11 classes because it helps inculcate the values of tolerance, and promotes independence. They believe that peer assessment is the one that moulds learners for the outside world.

5.3.6 Learner Participation

The NCS through the Outcomes-Based principle dictates that learners should play a particular role during teaching and learning. The DoE (2005) states it clear that the OBE aims at promoting the values not only for the sake of personal development but also to ensure that a national identity is built. The kind of learner that is envisaged by the NCS is the one who will accordingly be imbued with the values and act in the interest of society based on respect for democracy, equality, human dignity and social justice. Steyn and Wikinson (1998) also confirm the above argument by explaining that unlike in the traditional approach to teaching, learners are at the centre of teaching and learning, and that learners take responsibility for their own learning as a result high expectations are placed on them to learn successfully. This also means that the roles of learners are changed from being passive to being active participants in the teaching and learning.

Lim (1992) argue that there is a linkage between classroom participation and academic achievement of the student. When students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class. That participation means taking of initiative and activities triggering cognitive processes. That is contrary to the research findings of the study which reveal that learners become reluctant to participate in class and educators are compelled to call them by their names. Some learners undergo a silent period that is considered to be a natural part of second language acquisition and may be beneficial to the second language learning

process (Ellis, 1999). Katz (1996) cites that encouraging students to speak or respond in the second language is a challenge many teachers face. Taking the argument further, Katz again says that the students experience extreme anxiety generated simply by the thought of asking a question in class using a foreign language. Song (1994) emphasises the above point by arguing that students' low language proficiency, anxiety and lack of language practice might be the key factors in the passiveness of a student.

Cummins (2000) emphasises the importance of an interactive classroom, a classroom which is not teacher centred and where there is a scope for genuine dialogue between learners themselves and between the educator and learners. Also, the study established that learners participate actively in the EFAL classes when teaching about interesting topics that they can relate to and in lessons where they share their personal experience, as. It also emerged from the study that other EFAL educators saw no need to use learners' experiences when teaching EFAL because that meant there is no newly gained knowledge. This is in line with the claims made by Cullingford (1995) that it becomes important to know what the learners prefer in order to use that information as a point of departure in teaching. The things that learners like also contribute to the effectiveness of the learning process in the class.

The study found out that EFAL educators in Grade 11 provide opportunities for learners to apply their newly gained knowledge by engaging them in a variety of activities that will display how much they have understood. The findings of the study concur with what Brunner (1986) suggested, about the idea of scaffolding where learners will receive a kind of assistance by someone more knowledgeable. Once the learner has been scaffolded by the more knowledgeable other, in this context, educator, the scaffolding can be partially removed and learners could be able to accomplish their goals on their own.

The study also revealed that learners are able to demonstrate their language proficiency in other subjects which are taught in English. This was disclosed by the EFAL educators who happen to be teaching other subjects using English as LoLT. The findings of the study reveal that in the EFAL Grade 11 classrooms, educators code switch for the benefit of the learners, so that learners could understand and fully participate during

teaching. The environment where the schools are located require the EFAL educators to explain what they are teaching in the learners' Home Language so that they understand although they will be expected to present the end product using English. EFAL educators made known to the researcher that because they understand the environment from where the learners come, they do not give them tests on Mondays because they know that learners forget and had not been using English in their homes, the best way is to give them tests during the week when they had been at school. In his input hypothesis, Krashen (1982) suggests that the learner will acquire the new language structures that are beyond their existing level of understanding if they are given more material to read and extra linguistic support such as visual aids and gestures to make more meaning. He further argues speaking slowly to help learners understand the meaning of the text and communication should contain language that is familiar. Ellis (1998) agrees with Krashen and adds that teachers should try to assist students to understand the meaning not to reproduce it. What is revealed by the study is that the EFAL educators do code switch to isiXhosa which is the learners' Home Language so that learners understand what they are taught although the end product will be in the EFAL.

5.4 THE USE OF THE CURRENT LEARNING AND TEACHING SUPPORT MATERIAL (LTSM) IN IMPLEMENTING THE NCS EFAL

For any curriculum implementation to be carried effectively, educators need adequate instructional resource materials which include textbooks, teaching aids and stationery which need to be supplied on time. According to Mji and Makgato (2006) student perform well if there are adequate resources with regard to classrooms, libraries, textbooks and relevant curriculum. A confirmation Rogan and Grayson (2003) emphasise that the shortage of materials is an important factor in the implementation of a programme and the capacity of teachers can be affected by that. The study made known that the EFAL educators have all the NCS EFAL documents that were meant for the implementation of the curriculum. The documents are Languages Policy document for Grades 10-12, the Learning Programme Guidelines and the Assessment Guidelines document.

Those curriculum material guidelines can play an important role in the implementation of a new curriculum as they could clarify for teachers the implications of innovations and how they can be implemented. They should provide clear guidelines about how lessons should be executed, as well as having a clear direction on how to go about implementing the new curriculum (Stronkhorst and van den Akker, 2006). The study revealed that although the educators have the documents, some of them are unable to use because they are not conversant with them in addition to being difficult to interpret. The failure of educators to use these documents could result in them teaching incorrect subject matter and would therefore impact negatively on the implementation of the NCS EFAL.

The findings of the study also reveal that all the respondents are using the current LTSM which comprises of audio-visual aids when implementing EFAL in their grade 11 classrooms. The educators use the audio-visual aids when they are doing oral presentation and film review.

5.5 HOW THE EXPERIENCE OF TEACHING ESL AFFECTS EFAL TEACHING

Blignaut (2008) argues that an individual's prior knowledge, experience and beliefs about how the world works serve as a lens influencing what the individual notices and subsequently interprets. The findings of the study reveal that teaching EFAL by the experienced ESL educators is affected because such educators knew that their experience as subject teachers will be required. Finding themselves not confident with teaching using the new approaches, they resorted to their old teaching methods. The findings concur with the argument by Spillane (2006) that teachers' prior beliefs and practice can pose challenges not only because teachers are unwilling to adapt to new policies, but also because their existing subjective knowledge may interfere with their ability to interpret and implement a reform in ways consistent with policy maker's intent.

5.6 MAKING THE IMPLEMENTATION OF THE NCS EFAL MORE EFFECTIVE

The findings of the study reveal that to make the implementation of NCS EFAL in Grade 11 classroom, learners should be exposed to a variety of tasks relevant to their daily life experiences. This concurs with what the DoE (2005) argues that learner's interaction with the text and the learning of literacy skills are to take place in a natural way in real life contexts, so that learners can produce and practice the target language by communicating for social or practical purposes.

It also emerged from the study that EFAL learners should be motivated to use English even out of school.

The study also disclosed that EFAL educators have other subjects to teach due to the staff shortage caused by the Post Provisioning Norm Policy (PPN). They believe that teaching EFAL which has three papers to write, is a challenge on its own, it then becomes worse when adding other subjects to teach.

5.7 SUPERVISING AND MONITORING NCS EFAL IN GRADE 11

According to Hargreaves (1998) the power base of administrator is organisational authority and that of the supervisor is expert knowledge. With regard to the study, the HODs are primarily the experts as they are subject specific individuals. The DoE (2000) stipulates that among the roles of school management including the HODs is the selection and ordering of the LTSM, coordinating the work of teachers in the subject and managing the activities of teachers in the subject. It further states that the HOD is to familiarise teachers with the curriculum documents (the NCS EFAL Policy documents) and the interpretation thereof, ensuring that teachers develop and implement the work schedule, and lesson plans as well as monitor the progress of teachers and provide support where required. The HODs have to identify arrears which need training or further development and have to conduct regular meetings with teachers in the subject (DoE, 2000). The point of view by the DoE is in accordance with the views of Jenkins,

Graaf and Miglioretti (2009) who maintain that monitoring involves visiting classrooms, observing teachers at work and providing feedback.

English and Larson (1996) say that efficient management of curriculum implementation also implies attending to aspects of monitoring, assessment of the implementation progress and provision of regular feedback to the implementers. Fullan (2001) and Hargreaves (2001) see monitoring as a form of potential action research conducted by both the SMT and teachers, provided that the implementation process is informed by their daily and contextual experiences.

The findings of the study refute the afore mentioned arguments because those NCS EFAL educators who were interviewed in the study and happened to be subject HODs were never trained on what or how to supervise the new curriculum. The study reveals that in some schools there were strained relations between the educators who went for the two year training on ACE ELT and other EFAL educators who received their training through workshops, and also who happened to be their supervisors or HODs. Their failure to execute their roles as subject supervisors could be blamed squarely on the lack of training by the DoE on their new roles. Those educators never got any kind of support from the DoE but were expected to know the requirements of the new curriculum.

5.8 SUMMARY

The findings in the chapter reflect that the schools in the Fort Beaufort District of Education lack the capacity to support the implementation of the NCS EFAL in Grade 11 classrooms. The implementation of NCS EFAL in Grade 11 classes encounters challenges which could negatively affect the performance and the proficiency of the learners on their second language which is English. Such challenges include; experienced English educators who found it hard to change to the new curriculum, inadequate training of the educators, EFAL educators who were overloaded with other subjects due to the PPN, the absence of proper supervision and monitoring by the subject HODs and the lack of support from the DoE. The findings reveal that as a result of non-use of the NCS EFAL Policy documents, educators were unable to employ the

new teaching approaches, thus the planned curriculum became different from the one implemented. The study also revealed that there was no proper monitoring by the HODs because they were never given training on what and how to supervise the implementation of NCS EFAL. What transpired were the strained relations between the HODs and the educators who were trained in the ACE ELT. The study further established that the EFAL educators were teaching other subjects which then became an overload. Also the findings of the study reveal that the DoE never gave necessary support to the educators on the new curriculum.

The next chapter provides a summary of the study, the major conclusions that were drawn from the study as well as some recommendations that could be adopted by the policy makers in an effort to address the problems facing implementation of the NCS EFAL curriculum in the Grade 11 classrooms in the Fort Beaufort District of Education.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter draws together the key elements of the study, lessons learnt from the study and reflects on the processes of conducting this research. It begins by summarizing the research process, research findings, draws conclusions, and make recommendations for the NCS EFAL policy, EFAL educators and for further research. It concludes by reflecting on the new insights shed by the findings of this research, and looks back on what could have been done differently to improve or enhance the quality of this research.

6.2 SUMMARY OF KEY IDEAS

The present study was concerned with the investigation on how the NCS EFAL is implemented by the Grade 11 educators in their classrooms. The study made use of the following ideas to explore the implementation of the NCS EFAL Grade 11 curriculum;

1. The training of EFAL educators,
2. Implementing the NCS EFAL curriculum,
3. The use of the current EFAL LTSM,
4. How the experience of teaching ESL affects EFAL teaching,
5. Making the implementation of the NCS EFAL more effective and
6. Supervising and monitoring NCS EFAL in Grade 11.

To achieve this, qualitative research approach was employed with the aims of describing and understanding in a subjective manner the experiences of educators with the implementation of the NCS EFAL in Grade 11 classrooms. Bogdan and Biklen (1998) see qualitative research as having actual settings as a direct source of data and the researcher as the key instrument. It is for this reason that spent more time in the

natural setting, going to schools and talking to the EFAL educators so as to be able to understand the context in which the experiences with the NCS EFAL happen. Siege (2006) argues that qualitative researchers do not know the answers from the outset of the study, they seek answers from the respondents who in the study were the EFAL Grade 11 educators, and the meaning in the qualitative research approach takes shape as the information is gathered. According to Key (1997) claims that some of the advantages of the qualitative research method are that it produces more in-depth comprehensive information, using subjective information and participant observation to describe the context seeking the wider understanding of the entire situation. Through the interviews that were conducted in the study, the respondents were when answering the interview question to elaborate more on the asked question.

This research method has assisted the researcher in seeking answers and views on the implementation of the NCS EFAL in Grade 11 from different educators. The choice of respondents was influenced by their engagement with the studied phenomenon, and their opinions were therefore sought. The strength of the qualitative research method in the study was that, it was useful in the study in the sense that not much is written about the experiences of EFAL educators implementing the NCS EFAL in Grade 11 classrooms, which then has given the researcher the opportunity to write more on the subject.

The researcher was able to distribute interview questions to the EFAL educators in the Fort Beaufort Education District. The interviews that the researcher employed as instruments allowed the respondents to share their experiences, opinions and perceptions freely on issues of implementing the NCS EFAL curriculum in Grade 11. During the interviews the researcher was able to come across the EFAL educators who also happened to be the EFAL subject HODs or supervisors. This method afforded the researcher with the opportunity to dig deeper with regard to the respondents' employment of the new teaching approaches, planning, usefulness of NCS EFAL and the participation of learners during the lesson. It was through deeper probing that the researcher found out from the respondents that due to their many years of teaching ESL, they can make a difference between teaching ESL and EFAL and that their

greatest experience in teaching ESL affects teaching EFAL. When the EFAL educators felt not confident or confused with how to teach NCS EFAL, they resorted to their old methods of teaching because they claim they had been teaching the subject for a long time. Educators also shared that the major difference between ESL and EFAL is that EFAL requires educators to employ three planning phases, use new teaching approaches (text-based, cooperative learning and the CLT) and use the new LTSM which were not there in the ESL.

The methodology could be said was generally appropriate in that it accomplished the desired results. The interviews conducted to the EFAL Grade 11 educators, gave the researcher a true picture of the implementation of the NCS EFAL in the Fort Beaufort District of Education Secondary Schools. Below are the findings of the study.

6.3 SUMMARY OF THE FINDINGS

6.3.1 Training of educators

It is the requirement of the Department of Basic Education that all educators in the South African schools should at least have a three year education diploma obtained from a teacher training college, the Secondary Teachers' diploma (STD) or a four year professional degree obtained from a university. It is also allowed that some educators to initially qualify for academic degrees then later study towards a one or two year professional diploma in order to qualify as an educator. All these qualifications are accepted as professional qualifications for South African Secondary Schools. The findings of the study revealed that all EFAL educators were professionally qualified to teach EFAL as they had relevant diplomas and teaching degrees. That indicates that they have relevant knowledge of the subject content they are teaching.

6.3.2 Subject specialization

It is an advantage of any educator to specialize in a certain subject because that could assist him or her to be conversant with the content of that particular subject, also making the educator more confident in delivering the lessons to the learners. The study found out that all educators who taught EFAL specialized in the subject. This means

that learners were taught by educators who had degrees and diplomas relevant to the subject content in EFAL. Those EFAL educators also have other subjects to teach which then poses a challenge in that they experience overload and as a result don't have enough time to assist learners with the acquisition of their second language.

6.3.3 Experience of EFAL educators

The findings of the study were that the majority of educators had more than 10 years of teaching experience. Fullan (1991) and Rogan and Grayson (2003) argue that it is the experienced teacher who is able to use the relevant teaching methods in class, understand the interest and learning needs of the learners together with the content and the use of the relevant material. The study also made known that there were EFAL educators who had a long service record of teaching EFAL, although this experience was primarily in the old ESL syllabus. All interviewed educators had the same experience of teaching the NCS EFAL.

6.3.4 Implementing the NCS EFAL Curriculum

6.3.4.1 Training of EFAL educators to implement the NCS EFAL in Grade 11

It is the finding of the study that all EFAL educators were professionally qualified and that the training the study refers to is the workshop trainings that were organized by the DoE to prepare the educators for the implementation of the new curriculum. The study found out that educators were trained using the cascade model in which workshops of one week were conducted by the departmental officials who had little knowledge of what they were doing. It also emerged from the study that there is a group of EFAL educators who went for comprehensive training in teaching the NCS EFAL (ACE ELT) in one Institution of Higher Learning. The fact that there are two groups of EFAL educators trained differently could have great effects on the understanding and the implementation of the EFAL curriculum in Grade 11 classrooms.

6.3.4.2 Differences between ESL and EFAL

The study establishes that due to educators' experience in teaching both ESL and EFAL, they agree that there is a difference between the two. The study reveal that the

difference between ESL and EFAL is that ESL was meant to teach the Basic Interpersonal Language Skills that only emphasized the teaching of grammatical rules, while in EFAL the emphasis is on Cognitive Academic Language Proficiency which allows learners to develop more skills in English language proficiency. Educators who were cascaded did not bother about employing new teaching approaches different from those employed in ESL. However, those who were trained in ACE ELT knew that they have to follow three steps of planning, employ new teaching approaches and use different assessment methods which are on line with the NCS EFAL in Grade 11.

6.3.4.3 Planning

The study found out that some of the EFAL educator respondents were not doing any planning in all three planning stages as stipulated in the LPG. The reason that these educators give is that the DoE never trained them in planning. They were only provided by the DoE with the Lesson Plans but could not understand them and ended up not using them. The educators were using pace setters which were provided by the DoE to guide them. This omission could lead to the poor delivery of EFAL lessons by these educators because planning guides the individual educator in the lesson presentation. The study also made known that the other group of educators who were trained in ACE ELT were doing their planning annually.

6.3.4.4 NCS EAFL teaching approaches

The study found out that the new EFAL teaching approaches such as: text based, communicative language approach and cooperative learning were known to the EFAL educators. The study also revealed that the most commonly used approaches are the text based approach and cooperative learning. The study further establishes that the CLT which provides learners with opportunities to practice language is used by the educators who received comprehensive ACE ELT training. The study also made known that the approaches that the educators were employing to implement the NCS EFAL in Grade 11 classrooms were successful because learners were able to speak, read, write, present and analyze literature using the target language. It also emerged from the study that EFAL educators- particularly those who were employing the CLT – that they

are encountering challenges with the approaches in that learners coming from Grade 10 are below expected standard of Grade 11.

6.3.4.5 Assessment Methods

The study reveal that there are three assessment methods that are used by the EFAL Grade 11 educators namely; Teacher, Self and Peer Assessment Methods. It also emerged from the study that all EFAL educator respondents employ the Teacher Assessment method because it is a direct interaction between the learners and the educators and it also assist educators to scaffold the learners. Teacher Assessment method involves marking learners' books, which then becomes the most known method which had been used even before the introduction of the NCS. The study also established that Self-Assessment method is used by fifty per cent of the interviewed educators. They strongly believe that Self-Assessment method encourages learner involvement, independence, confidence and promotes the value of honesty in the learners. The other educators who do not employ the Self-Assessment method argue that the confusion they had after the NCS EFAL workshops made them not know or not able to understand that kind of assessment.

The findings of the study further establish that one third of the educator respondents employ Peer Assessment in their Grade 11 EFAL classrooms because it allows for the constructive criticism, encourages independence and critical thinking and also instills the value of tolerance amongst each other. It is essential for the EFAL educators in Grade 11 to be acquainted with the different Assessment Methods so that they can be able to use them interchangeably so as to accommodate all different kinds of learners.

6.3.4.6 Learner participation

The findings of the study reveal that Grade 11 learners participate in the EFAL classroom when they are comfortable with the approach being employed by the educator. The study also established that learner involvement varies according to what is being taught in the lesson- speaking, writing, reading or listening. The study further reveals that learners respond or participate in class when they are called by their names. This indicates that it is important for the educators to know the names of the

learners in the class. In addition, it emerged from the study that the EFAL educators in Grade 11 experience maximum learner participation and creativity when the lesson is about interesting topics that the learners could relate to, and also, if the lesson is about learners personal experiences. For learners to acquire the language, they need to use it frequently or practice it as much as they can. Allowing them to use it on the topics that interest them and on sharing their own experiences could be giving them an opportunity to know the language and use it more.

6.3.5 The use of current LTSM

It emerged from the study that all EFAL educator respondents were in possession of all the NCS EFAL documents that were meant for the implementation of NCS EFAL in Grade 11, namely; the Languages Policy Document for Grades 10-12, the Learning Programme Guidelines and the Assessment Guidelines document. The study moreover reveals that although the educators have the documents, some are not using them because they are unable to interpret what is inside. This could be due to the fact that such educators were only trained in the workshops which left them not sure of what the new curriculum expected of them. In addition the findings of the study reveal that all educator respondents are using the current EFAL LTSM which comprises of audio-visual aids in their Grade 11 classrooms.

6.3.6 How the experience of teaching ESL affects EFAL teaching

The study established that teaching EFAL by the experienced ESL educators is affected because such educators knew the ESL content clearly and also knew that their experience will be needed in the implementation of the new curriculum. Ross (2001) argues that teachers with a lot of experience in teaching the same subject and grade may resist change because they are comfortable in teaching the same aspects in the same way. Ross's argument is confirmed by the findings of the study which reveal that on finding themselves uncomfortable with the new teaching approaches, the experienced educators resorted to their old teaching methods saying teaching English will always be the same.

6.3.7 Making implementation of the NCS EFAL more effective

The study reveals that it becomes easier for the learners to participate in any class activity with the target language when they share their daily life experiences. The study further found out that learners could speak more English if they could be given interesting topics that they could relate to. It also emerged from the study that learners due to their demographical environment, only speak English when at school and after school, they stop and use their Home Language. They need to be motivated to use English out of school and even watch English movies. The study also establishes that EFAL educators are overloaded with teaching other subjects due to the staff shortage in their respective schools. That hinders the opportunity of those educators of giving learners enough time to learn the language.

6.3.8 Supervising or monitoring NCS EFAL in Grade 11

The findings of the study made known that some of the EFAL educators who were interviewed happened to be HODs or subject supervisors. The study reveal that those educators were not trained on monitoring or supervising the full and accurate implementation of the NCS EFAL in Grade 11. Lack of knowledge on the supervision and monitoring of NCS EFAL resulted in strained relations between the EFAL educators who were trained in ACE ELT, and the supervisors who were trained in workshops that left them confused. The fact that the educators who had to supervise the progress on the implementation of the NCS EFAL in Grade 11 poses a challenge to the entire curriculum as the HODs will not know what exactly to look for when they monitor the process.

6.4 CONCLUSIONS

It has emerged from the study that in Fort Beaufort District of Education there are:

- Two groups of NCS EFAL educators, namely: (1) those who received training through the workshops organized by the DoE and (2) educators who went for comprehensive training in ACE ELT which was meant to train EFAL educators for the implementation of the new curriculum.

- In addition, the study further revealed that the imbalance in the training of NCS EFAL educators for the implementation of EFAL in Grade 11 had negative consequences concerning the process of teaching and learning.
- The educators who only received training through the workshops, found it hard to implement the NCS EFAL in their Grade 11 classrooms because they could not be able to interpret the NCS EFAL documents which were the requirements of the NCS EFAL. The fact that they were not conversant those documents led them to maintaining their old methods of teaching.
- Those educators relied on the pace setters that were provided by the department, which served as the only support given by the DoE for the implementation of the new curriculum.
- It can also be concluded that the imbalance in training of EFAL educators to implement the NCS EFAL in Grade 11 often leads to tensions or strained relations between the educators and their HODs who are supposed to supervise the effective implementation of the new curriculum. This calls for the rigorous and continuous training to be offered to the EFAL educators, HoDs and subject advisors with clarified concepts and the provision of relevant resources. At all times, there should be conducive teaching and learning atmosphere where learners take full charge of their own learning , in so doing , instilling values and shaping learners for the world after completion of the school or FET phase.

6.5 RECOMMENDATIONS

The study had been engaging on how the NCS EFAL curriculum is implemented by the educators in Grade 11 classrooms in the Fort Beaufort Education District. The recommendations are divided into four parts namely; NCS EFAL policy, EFAL Subject Advisory Service, EFAL educators and those for further investigation.

6.5.1 EFAL NCS Policy

Most of the challenges emanated from the fact that the policy makers fail to consider classroom realities such as environment where the school is located. What is intended by the policy makers is made unachievable by classroom realities. Policy guidelines and terminology should be made clear for every educator so that what is intended by the curriculum could be what is implemented by Grade 11 EFAL educators.

6.5.2 EFAL Subject Advisory Service

The DoE should assume responsibility for conducting workshops and retraining EFAL educators on the implementation of the NCS EFAL. Subject Advisors should make sure that there is unvarying or uniformity in the training of EFAL educators before the implementation of the curriculum. Subject Advisors should give constant support to the EFAL educators by being more visible in the schools, giving valuable guidelines that could assist EFAL educators with the implementation of the curriculum. The DoE should introduce annual in-service teacher training at the beginning of each academic year so that EFAL educators could always keep abreast with the dynamics or developments of the subject. The in-service courses will also assist those educators who trained long ago and were confused by the cascading training received from the workshops. In addition, the in-service workshops should be conducted for the HODs as instructional leaders so as to clarify what and how the educators implementing the NCS EFAL should be supported, monitored and supervised.

6.5.3 EFAL educators

In order for the EFAL educators to obtain professional growth or development, they require good programmes to reskill them and increase their knowledge by addressing demands of the new curriculum. Educators should be afforded time to develop and understand approaches to teaching EFAL, planning and EFAL assessment methods through in-service teacher training. They need to develop positive attitudes towards EFAL and should stimulate the process of teaching and learning the target language- EFAL- inside and outside the EFAL classroom.

6.5.4 Issues for further investigation

All learners should have the opportunity to learn in their Home Language as stipulated in the Language –in-education policy. Research should shed more light on :

- The impact of Home Language (enablers and constrainers) in teaching and learning of EFAL,
- The transfer from Home Language teaching to the learning: implications,
- Promotion of bilingualism through inclusive language activities
- The bearing that the Post Provisioning Norm (PPN), and the teaching loads of EFAL educators have on EFAL teaching.

6.6 REFLECTION

The following are the aspects that the researcher could have done differently in order to enhance the quality of this research:

- Add other grades, Grade 10-12 to observe the development of learners from grade to grade. That could be on line with the spiral design of the NCS EFAL curriculum and could accomplish the description of the Spiral Curriculum as argued by Bruner (1996) that, it is a curriculum in which students repeat the study of a subject at different grade levels in each grade at a higher level.
- The research approach that could be employed could add quantitative approach in that it could be equally imperative to estimate the number of schools which have ACE ELT trained educators.
- In addition, in sampling the researcher could add; (1) learners who will display evidence on language development, (2) HODs who had to monitor the implementation of NCS EFAL in their respective schools and (3) Subject Advisors who represent the DoE and have an obligation of training educators and visiting schools ensuring the proper implementation of the new curriculum, recording and giving support to the EFAL educators on challenges they encounter with the implementation of NCS EFAL.

- Data collection instruments could include focus group where the researcher will interview Grade 11 learners to compare the learners' and educators' experiences with the implementation of the NCS EFAL.

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APPENDICES

Appendix A: A Letter of Request for Permission to Conduct Research

*Teaching and Learning Centre
Teaching Development Unit*

*Office 5102
Henderson Hall
Alice Campus*

*Tel: 049 602 2704
Fax: 086 626 6986
Email: nkanki@ufh.ac.za*



TO:

District Education Officer
The Department of Basic Education
Fort Beaufort Education District

26 November 2011

Dear Sir/Madam

REQUEST FOR PERMISSION CONDUCT RESEARCH

Ms Shirley Besman is carrying out her research in fulfillment of the requirements for the degree of Master of Education at the University of Fort Hare. The research is an investigation into educators' experiences with the implementation of grade 11 NCS English First Additional Language in selected schools in the Fort Beaufort Education District.

In terms of this research she needs to interview, solicit and harness the experiences of NCS EFAL educators in the district. It would be appreciated if she could be given access to educators in the district/schools to carry out this research.

Any further help canvassed would be appreciated. Ms Besman would be happy and willing to share the outcomes of this research with the district office.

Dr. M.J.J. Nkanki

M.J.J. Nkanki 26/11/2011
Research Supervisor, and
Manager (Alice)
Teaching and Learning Centre

Appendix B: Permission Letter from the District Office

Appendix B: Permission Letter from the District Office



FORT BEAUFORT DISTRICT
CAPE COLLEGE BUILDING * Hualdtown Road * Fort Beaufort * Private Bag X2041 * FORT BEAUFORT * 5720 * REPUBLIC OF SOUTH AFRICA * Tel: +27 46 646 7804 Fax: +27 46 6462703 * Website: info@ededu.ec.gov.za * Date: 09 March 2012*

TO WHOM IT MAY CONCERN

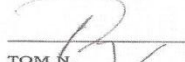
Dear Sir / Madam

This serves to inform you that the bearer of this letter Ms Shirley Besman (student no 8915260) has been granted permission to conduct an academic research towards the completion of a Masters Programme in Education. She is doing her studies with the University of Fort Hare. The research she will be conducting entails using our institutions of learning as the terrain of her studies .

It is my fervent wish that she be afforded the space she needs as well as all the support necessary for her studies.

Your cooperation regarding the matter will at all times be highly appreciated.

Yours in Service


TOM N.
ACTING DISTRICT DIRECTOR

building blocks for growth



Appendix C: Interview Questions for EFAL Grade 11 Educators

Main question 1: What are your experiences with regard to the NCS EFAL approaches to teaching and learning?

Probing questions:

1. Which approaches do you most often use when teaching EFAL?
2. How successful are your current approaches to the teaching and learning of EFAL?
3. What can you cite as challenges you encounter with teaching EFAL using the Communicative Language Teaching (CLT) approach, and what do you think are the strong points on using this approach?
4. How would you describe the learner involvement in the EFAL classroom?
5. Do you consider or utilize the learners' own experiences as a fundamental and valuable resource of learning and teaching? Elaborate.
6. How do you provide opportunities for your learners to apply their newly gained knowledge?
7. Does the English proficiency of your learners enable or constrain the teaching and learning of NCS EFAL?
8. Do you think the usage of Home Language in your EFAL classroom has a bearing on the teaching and learning of NCS EFAL?
9. What do you think can be done to make the teaching of EFAL more effective?

Main question 2: What are your experiences with regard to the Grade 11 NCS EFAL curriculum implementation?

Probing questions:

1. How was the NCS EFAL introduced to you?
2. What differences can you cite (if there are any) between ESL and EFAL?
3. How has teaching nated ESL affected your EFAL teaching?

Appendix D: Consent letter

NAME OF APPLICANT

<<Approved

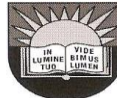
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Ethics Human 2011

OFFICE USE ONLY

Ref:

Date:



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding IMPLEMENTATION OF NCS EFPA (GRADE II) We are interested in finding out more about EXPERIENCES OF EFPA EDUCATORS..... We are carrying out this research to help THE DEPARTMENT OF EDUCATION..... (adapt for individual projects)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around (X?) minutes (*this is to be tested through a pilot*). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to

Document approved by UREC: 11 August 2011, V01

NAME OF APPLICANT

Ethics Human 2011

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OFFICE USE ONLY

Ref:	Date:
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answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

CONSENT

I hereby agree to participate in research regarding EEPAW NCS IMPLEMENTATION I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

[Signature]
Signature of participant

Date: 2012-04-09

I hereby agree to the tape recording of my participation in the study

.....
Signature of participant

Date:.....