

**MANAGEMENT OF IMPLEMENTATION OF THE CURRICULUM
ASSESSMENT POLICY STATEMENT FOR ENGLISH FIRST
ADDITIONAL LANGUAGE**

By

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DECLARATION OF ORIGINALITY

I, Tefo Francis Monyeke, declare that the dissertation “Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language (2019-2022)” submitted for the qualification Master in Education Management, at the University of the Free State, is my own independent work.

All the references that I have used have been indicated and acknowledged by means of complete references.

I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.

Signed by: Tefo Francis Monyeke



Date: 10 March 2023

DEDICATION

This study is dedicated to my parents: Khakhane Julius and Tselane Jeanette Monyeke. It is also a dedication to my first-born child Motsamai Monyeke – *Robala ka kgotso Mofokeng wa Mahwana Lehwana la Botlhalane, Mahwana eka dinku di nyoloha mokgwabong, Motho wa Mahase, o a hasa Rampewane. A hasa dikgomo, a hasa le batho, a qetella ka dipudumo naheng!* May you rest in peace in the glory of God. I also dedicate this work to my wife, Kekeletso Monyeke and my children, Thabang and Kutlwisiso Monyeke. With immense thanks and humility, I proclaim that your love and support were motivational and inspirational to me to aspire for education as a liberating weapon in these trying times. It is because of their unwavering support and faith in me that it is possible to complete the dissertation despite all challenges behind the inevitable academic journey this has been. I salute you all in sincerity, good people!

Kgotso! Pula! Nala, Bafokeng!

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ABSTRACT

The main goal of the Free State Department of Education is to provide improved quality education but in different ways from school to school and to each learner. The School Management Team has the mandate to manage and implement curriculum policy statement for English First Additional Language in schools. There is significant evidence that has emerged that primary schools underperform in the delivery of their mandatory core duties and responsibilities to manage and implement curriculum policy for English First Additional Language. In this context, educational management must focus on the efforts of teachers, learners, and stakeholders to guarantee quality education throughout the education system.

This study focused on the implementation of Curriculum Policy Statement (CAPS) for English FAL. The study drew from the collaborative leadership theory in exploring the accurate picture of collaborative leadership tactics in the discourse. Interpretivist paradigm research was also used in this study. Data was collected through the interviews, and used inductive thematic analysis technique to derive categories and patterns from the data.

Four SMT participants from three different schools were interviewed to determine perceptions of EFAL CAPS curriculum implementation for English FAL in primary schools. The results of this study also indicated that most of the SMTs in primary schools are not conversant about their roles and responsibilities in curriculum management. Some were unclear about what they should do in managing curriculum implementation. This study recommends that collaborative leadership management capacitates and develops individuals with the necessary attributes to manage curriculum implementation to achieve a common goal.

The study presented appropriate approaches to a school governance strategy that can be adopted by underperforming primary schools. This strategy helps increase parental influence over learning outcomes. The study is significant because learners from different

socioeconomic levels are still underperforming. Creating an effective teaching and learning environment is critical to educational leadership.

Keywords: curriculum, implementation, management, School Management Team (SMT), English First Additional Language (EFAL), reading, writing, teaching and learning, social justice, collaboration.

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ACRONYMS / ABBREVIATIONS

ANC	African National Congress
ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CCT	Curriculum Coverage Tool
CEA	Centre for Evaluation and Assessment
CiPELT	Certificate in Primary English Language Teaching
CLIP	Curriculum Leadership Impact Programme
DAAR	Drop All and Read
DEAR	Drop Everything and Read
DBE	Department of Basic Education
DH	Departmental Head
DoE	Department of Education
DP	Deputy Principal
DSD	Department of Social Development
EAL	English Additional Language
ECD	Early Childhood Development
ED	Education District
EEA	Employment of Educators Act
EEP	Education Enrichment Programmes
EFAL	English First Additional Language
EGRA	Early Graded Reading and Assessment

FAL	First Additional Language
FPE	Free Primary Education
FS	Free State
FSDoE	Free State Department of Education
HL	Home language
IEA	International Association for the Evaluation for Educational Achievement
IP	Intermediate Phase
LF/LP	Learner File/Learner Portfolio
LiTNUM	Literacy and Numeracy Programme
LoLT	Language of Learning and Teaching
LSC	Language Structures and Conventions
LTSM	Learning and Teaching Sources and Material
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaboration Trust
NGO	Non-government Organisation
NPA	National Protocol for Assessment Grades R-12
OBE	Outcome-based Education
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PIRLS	Progress in International Reading Literacy Study
POA	Programme of Assessment
PS	Primary School

PSRIP	Primary School Reading Improvement Programme
RNCS	Revised National Curriculum Statement
SA	South Africa
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SH	Subject Head
SMT	School Management Team
TIMSS	Trends in International Mathematics and Science Study
TP/TF	Teacher Portfolio/Teacher File
UNICEF	United Nations International Children's Emergency Fund
UP	University of Pretoria
UPE	Universal Primary Education
XD	Xhariep District

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION AND BACKGROUND

The primary objective of this discourse was to explore the management of implementing the EFAL curriculum in primary schools by School Management Teams (SMTs) in the Xhariep Education District of the Free State Province, in South Africa. The CAPS curriculum policy states categorically and clearly what should be taught and when what needs to be taught must be completed. All the topics to be taught are divided explicitly according to the different language skills mentioned in the policy. Also, the Employment of Educators Act 76 of 1998 stipulates the functions of educators. Under this Act, Personnel Administrative Measures (PAM) clarify the workload of SMTs, duties, and responsibilities (ELRC, 2003: C-62).

After the 1994 democratic elections, South Africa had to change its policy of National Education because the then educational policy was based on the apartheid system, which was unfair and unjust to most of its population. Most people were not benefiting from the then National Curriculum active during the apartheid era. During this era, education benefited only the minority when others were prepared to be dependent instead of being mentally liberal so that they could fight against poverty and hunger in the future. That is why Spaul (2019, 2015) postulated that schooling in South Africa was and is still becoming a poverty trap. The author also mentioned that equity in South African schools is a high price to pay.

Curriculum experts came together under the leadership of the ANC (current governing party) to restructure the National Curriculum that would serve all the people of South Africa fairly and justly, irrespective of colour, creed, gender, belief, and locality. This point of departure met severe challenges and obstacles because experts were to strike a balance between disadvantaged and well-off communities, with schools having contextual difficulties, especially those in most localities.

However, many committees were set up by National Education Ministry (Umugiraneza, Bansila & North, 2018; DBE, 2009) to address these challenges that were persistently erupting due to the damage brought by the then monotonous government.

Out of all these efforts of curriculum adjustments, alignments, and balancing to fit and serve the Nation, English in the national schools continues to be used as the official language of instruction. In most schools (except for those who use Afrikaans as the medium language of learning and teaching), all subjects from Grade 4 have been approved for instruction in English, except African Languages and other minority languages, in many schools of the surrounding communities. Since then, the Government has introduced a series of curriculum designs to effect a decent and quality education for all learners in the country (Umugiraneza et al., 2018).

This study attempted to show that SA has had many problems with public education. Other countries are also a bit like SA when it comes to literacy. However, their education is not as inconsistent as it is in SA. That is why this study attempted to explore what hinders SMTs from exercising their full responsibility when managing the implementation of English First Additional Language (EFAL) curriculum delivery and content coverage.

Although the CAPS policy is clear and prescriptive, primary school curriculum delivery and content coverage are still not reaching the heights intended regarding reading and writing with comprehension (DBE, 2020).

In trying to mitigate this dilemma, the Department has introduced a series of English programmes in collaboration with the British Council, Oxford, N'libali programmes, CiPELT, NECT programmes, DAAR/DEAR, and CLIP, to mention a few (DBE, 2021, 2019, 2016, 2013). These programmes aim to improve teachers' ability to deliver more engaging lessons in EFAL, SMTs' leading roles in curriculum monitoring and content control, and ultimately improve literacy rates and learner retention in South African schools. Other programmes like EGRA and LitNum were still in place long before, aimed at improving reading and writing in the foundation phase (Grades 1-3). PSRIP was introduced for primary schools starting from the foundation phase (Grades 1-6) by DBE, in collaboration with NECT; it also aimed at capacitating educators to improve their

reading skills so that they can help learners. These programmes aim to strengthen primary school writing, reading, and learning (DBE, 2019).

This study focused on CAPS curriculum implementation concerning EFAL in primary schools, how it is implemented and how SMTs at selected primary schools manage it.

In these schools of interest, where English is used as LoLT, previous reports of learner performance gained through systematic testing revealed unsatisfactory performance by learners concerning reading and writing with comprehension (Ginsburg, Archer, Barrera-Osorio, Lake, Vally, Wachter & Ulrick 2018; SEACMEQ, 2017; DBE, 2012, 2011; Ramatlapana & Makonye, 2012). This situation was confirmed when South Africa was placed among 50 out of 50 countries that participated in a systematic evaluation of literacy and mathematics, scoring an average of twenty-eight per cent (28%) for languages and thirty per cent (30%) for mathematics (SEACMEQ, 2017; DBE, 2012). South Africa has not shown any convincing improvement in other international learner performance rankings (DBE, 2017).

The quarterly reports from primary schools and district officials on learner performance and curriculum coverage management depicted a gnawing situation in ninety per cent (90%) of historically disadvantaged primary schools in South Africa (DBE, 2017). What caused concern was the inadequate content and topics covered before learners underwent an assessment to monitor teaching and learning. This should not happen because the curriculum policy (CAPS) requires that a particular volume of work be covered within a specified period; CAPS is directive and prescriptive to foster uniformity regarding its implementation.

Management of learning and teaching in the EFAL curriculum, through the CAPS policy, should be done by SMTs. Subject content and assessment processes are succinctly delimited by specific policies (DBE, 2019, 2011). The work is divided into the number of teaching and learning days per term, subdivided into two-week cycles, to be implemented nationwide to foster uniformity in schools. The trimmed assessment programme for EFAL during the COVID-19 pandemic also specified that learners should be assessed on specific work volume and assessment forms (DBE, 2021, 2020, 2019) in the term. The

fixed load of work that should be covered must be monitored and controlled by SMTs before and after the assessment in the form of item and error analysis (DBE, 2021).

1.2 STATEMENT OF THE PROBLEM

As a managerial structure, the SMT has significantly emerged to underperform in delivering their mandatory core duties and responsibilities due to ignorance of their graded power levels. Miscommunication and empowerment within the teaching and learning environment made learners the scapegoats, and teaching and learning processes became compromised.

Most learners in primary schools are still progressing to the subsequent grades, even though they struggle to read and write with comprehension (DBE, 2019; Mohapi & Netshitangani, 2017). Working in the curriculum section for 28 years made me realise something is wrong at primary schools, especially concerning reading and writing. I have observed how, at Provincial Languages Festivals (Grades 4-7), learners can hardly read and interpret with meaning what they have just read in book reviews, independent story reading and summaries. Their performance was even worse when they had to write an overview of what they had just read.

Several studies reviewed concur with this research problem (Maddock & Maroun, 2018; DBE, 2017; Mohapi & Netshitangani, 2017; Mullis & Martin, 2017; SEACMEQ, 2017). This shortcoming also manifested during South Africa's participation in systematic international tests and provincial results analysis done by primary schools. When different Education Districts issued item and error analysis reports, reading and writing were the significant causes of poor performance in learner achievement (DBE, 2017). Reading and Viewing skills take five hours in a two-week cycle, and Writing and Presentation skills are two hours, together with Listening and Speaking. Language Structures and Conventions take only one hour in a two-week cycle, which means it is only thirty minutes (30 minutes) per week.

This study explored how SMTs managed CAPS curriculum implementation of EFAL in selected primary schools.

1.3 PRELIMINARY LITERATURE REVIEW

The CAPS policy is prescriptive of what should be done by STMs in terms of curriculum implementation and management of content. The work should be monitored at least once after weeks 1-2 of cycle one and before weeks 3-4 of cycle two (CAPS, 2021, 2020). It directs that heads of departments must control teachers' lesson plans and annual teaching plans using a curriculum coverage tool and a curriculum tracker (DBE, 2021). SMTs are guided by newly developed tools, like Programme of Assessment (POA), pre- and post-moderation tools, lesson plans monitoring tools, school visit tools used by Subject Advisors (SA), National Subject Learner Attainment (NSLA), Provincial Subject Learner Attainment (PSLA), District Subject Learner Attainment (DSLTA), to mention a few (DBE, 2021) that are mandatory to be completed and reported on weekly, monthly, and quarterly. All these tools aim to track the curriculum and content coverage progressively and track learners' performance continuously. The instruments were developed nationally to create a uniform and harmonious implementation of national curriculum syllabi for all primary schools in the country.

According to Bertram and Christiansen (2020), a literature review takes the study into previous research by showing how it fits into a particular field; this is a discourse of the critical research that has previously been done in the field, which is being researched. The new study must relate to the research which came before it. The authors also clarify that all researchers are part of a broader research community, and as such, they extend the findings of other researchers (Bertram & Christiansen, 2020:13).

Furthermore, the South African Concise Oxford Dictionary (2005:676) defines literature as books and writings on a particular subject. A literature review concerns what other people have accomplished researching the topic or subject (Thomas, 2017:58). It is written material that may appear in books, articles, conference proceedings, websites, etc. This section illuminated the theoretical framework and this study's operational concepts and components.

Thomas (2017) also distinguishes between different kinds of sources: primary and secondary sources. A primary source is straight from the horse's mouth, meaning no other person has subsequently analysed or summarised it. A secondary source is a

reworking of usually many primary sources, either in analysis or summary (Thomas, 2017:58). This study used a primary source because interviews were used.

It was deemed prudent to establish empirical studies on CAPS curriculum implementation in selected primary schools to contextualise this study. The discussion articulated saw it essential that the following aspects of literature be highlighted.

Despite all these endeavours, DBE reports still showed that learners from many primary schools could not read and write logically – evident from results on international and regional systematic tests administered in Grades 3, 6 and 9 (DBE, 2021, 2012; SEACMEQ, 2017; PIRLS, 2017, 2008). The Centre for Evaluation and Assessment (CEA), at the University of Pretoria, under the auspices of the International Association for the Evaluation for Educational Achievement (IEA), conducted this research.

The National Development Plan 2030 is the Government's strategy to address poverty and differences in SA. It acknowledges the existence of shortcomings in the quality of school educational outcomes. It attributes it to capacity weaknesses in teaching, school management, and district support (DBE, 2017:8). It also points out accountability as a problematic area in the education system.

Mohapi and Netshitangani (2017) also stress the importance of curriculum management and implementation in ensuring learning and teaching. They asseverated and asserted that effective curriculum management and implementation are primary determinants of learner achievement.

Policymakers and curriculum designers have developed policies that benefit all South Africans to redress the past, wherein opportunities will underpin all curriculum areas (George, 2009).

This curriculum changes from one state to another, Makhwathana (2007:15) explains them as presenting 'South African educators with a challenging and significant paradigm shift'. In the same breath, so is Pepenene (2016: 26), who emphasizes the importance of Education Enrichment Programmes that pose severe challenges to educators when they are to be implemented.

Spaull (2015:34) explains that former white schools perform well even in this era. Most township primary schools are still lagging in inculcating the necessary numeracy and literacy skills that should be acquired.

1.4 INTRODUCTORY THEORETICAL FRAMEWORK FOR THE STUDY

The study drew from the collaborative leadership theory in exploring the accurate picture of collaborative leadership tactics in the discourse.

Collaborative leadership is a practice for getting organizational results through cooperative endeavours and shared intelligence (Meister & Willyerd, 2020 in Ang'ana & Kilika, 2022:52). This viewpoint believes in the ability of the team or group and that the collective intellect of the group is more significant than any individual in the group. As Hallinger and Heck (2010:656) put it, team-oriented or collaborative management refers to school-wide management applied by those in management roles, for example, the principals, deputy principals, department heads, together with others, educators, parents, non-teaching staff, learners, district, the Provincial Department, and the National Department. The authors go further by saying that collective leadership or collaborative leadership thus incorporates both official and unofficial leadership resources and conceptualises leadership as a structural property intended to improve school performance. The methodology, therefore, involves using authority by individuals to pursue others for their significant input and to work together towards their collective goal mutually. Ang'ana and Chimora (2021 in Carrington, Spina, Kimber, Spooner-Lane & Williams, 2022:52) mention that such commitments nurture an atmosphere of mutual ambitions, confidence between groups, and reciprocal respect, which is what makes collaborative management.

Research has shown that leadership has a direct impact on school performance and a significant indirect impact on learner performance (Hallinger & Heck, 2010; Robinson, Lloyd & Rowe, 2008; Leithwood & Jantzi, 2006; Bell, Bolam & Cubillo, 2003; Witziers, Bosker & Krüger, 2003; Hallinger & Heck, 1998; Bossert, Dwyer, Rowan & Lee, 1982). Hallinger and Heck (2010) note the research done by other academics who progressively

contend that school leadership accomplishes this influence by forming environments that create school capability for transformation and promote successful teaching and learning.

Leadership is obligated to effect change in schools for empowerment and development. School enhancement is an organised and continual determination intended to make changes that realise informative objectives more efficiently. It improves learner outcomes and reinforces the school's capability to make and endure further developments (Woods & Brighthouse, 2013 in Carrington et al., 2022). The management of curriculum implementation of EFAL needs a joint effort from the school's managers and teachers so that the set goals and expectations from the National Education Department, the 2030 Vision, are achieved and bear the expected results. Drawing from the nature of the phenomenon, I felt it necessary to draw from this theory, enhancing accountability and informing the impetus of the management position in the respective institution (Heck & Hallinger, 2010). This is in collaboration in respect of the school SMTs and the broader school community. The set goals could be achieved through effective consultations and the creation of necessary systems between the curriculum managers, teachers, and other stakeholders, including learners and labour forces.

Scholars have discovered a variety of management qualities and sometimes associate these with distinct management qualities, e.g., transformational or transactional (Carrington et al., 2022:152). Some of these qualities include being answerable, adaptable, compassionate, client-focused, collaborative, etc. (Griffiths, Roberts & Price, 2019 in Carrington et al., 2022). Fasso, Knight, and Purnell (2016, in Carrington et al., 2022:152) assert that whether or not managers embrace a collective methodology, collaboration is one trait and a reason that is crucial to school enhancement, as it can contribute to the extent to which managers create confidence among staff.

1.5 THE MAIN RESEARCH QUESTION

1.5.1 Main research question

How do Primary Schools manage the implementation of Curriculum Assessment Statement Policy for English First Additional Language?

The following sub-research questions were encapsulated. The sub-research questions are:

1. How can the importance of understanding the management of English First Additional Language CAPS curriculum implementation in primary schools be achieved?
2. Which key factors are important to the curriculum implementation management following CAPS policy requirements in the primary schools?
3. What challenges do SMTs face in managing English First Additional Language curriculum implementation in primary schools?
4. Which environment is conducive for the curriculum implementation management following CAPS policy requirements in the primary schools?
5. What are the success indicators to show the curriculum implementation management following CAPS policy requirements in the primary schools?

1.6 RESEARCH AIMS AND OBJECTIVES

1.6.1 Research aim

The study aims to explore how the implementation of the English First Additional Language curriculum is managed in primary schools by SMTs.

1.6.2 Research objectives

The following objectives led to the actualisation of the research aim, which has been espoused earlier:

1. To elucidate the importance of the management of English First Additional Language CAPS curriculum implementation in primary schools.
2. To highlight the key factors in the management of curriculum implementation management following CAPS policy requirements involved in primary schools.

3. To explore the challenges SMTs, face in the management of Curriculum Assessment Policy for English First Additional Language curriculum implementation in primary schools.
4. To discuss the environment conducive to the curriculum implementation management following CAPS policy requirements involved in the primary schools.
5. To show success factors for the management of the implementation of curriculum Assessment Policy (CAPS) requirements in primary schools.

1.7 RESEARCH PARADIGM

The interpretivism paradigm was adopted for this study. Interpretivism developed as an alternative view, and it was that the social world, which social scientists are interested in, is not straightforwardly perceivable because each of us constructs it differently (Thomas, 2017:110). Interpretivists believe that the world is not just out there; it is different for each of us, with words and events carrying different meanings in every case (Chowdhury, 2014).

The study adopted interpretivism as the lens for discussion. In this study, its relevance was that meanings emerged towards the end of the research process, whereby various phenomena were gathered and interpreted to make sense and meaning out of the data collected (Aliyu, 2014). It allowed me to use people's experiences, interpretations, knowledge, and meanings in drawing conclusions in the study. Methods of collecting data were also relevant to this approach.

Its relevance of choice for this study is discussed in-depth in Chapter 3.

1.7.1 Research approach

In this study, a qualitative research approach was used to describe and reveal the nature of certain situations, settings, processes, relationships, systems, or people. As Flick (2020: 135) asserts, qualitative research 'pays less attention to research designs and even less to controlling conditions by constructing specific designs, but it aims to build an

atmosphere in which the views of participants or the creating of social situations can be analysed and understood’.

Qualitative study is the genre of research that is understood to mean any type of research (Strauss & Corbin, 1998:10-11) that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons’ lives, lived experiences, behaviours, emotions, feelings, and organisational functioning and interactions between people. The interest in qualitative research has been growing continuously in the last few decades (Mayer, 2015).

The interpretation of data enabled me to gain new insights about a phenomenon and develop new theoretical perspectives (Aspers and Corte, 2019). It helped me to test assumptions’ validity and evaluate particular policies’ effectiveness (Thomas, 2017; Leedy & Ormrod, 2010). Qualitative research occurs during social interaction; it is naturalistic and relies on linguistic analysis and communication (Maree, 2016; Flick, 2015; Mnguni, 2013).

1.7.2 Research design

This study was designed to accommodate creativity, communication spaces, and enhanced engagements among the SMT members and myself to address the abovementioned problem. The study was conducted at three schools in the Education District in the Free State Province. The research comprised three discussion visits at schools.

Thomas (2010) defines a research design as the master plan of a research study, demonstrating how the study will be conducted. It displays how all the significant parts of the research study work together to address the research questions in which scientists use various methods and techniques in empirical research. The methods used vary according to the tasks they perform from methods and techniques of sampling to data-generating methods (Bilous, et al, 2018). Therefore, their application depends on the aims and objectives of the study, the nature of the phenomenon being investigated and the underlying theory or expectations of myself as the researcher.

Research design is the basic blueprint to follow in the research process. It communicates issue factors of logical discourse, espousing the research problem, the data generation strategy and the sample choice technique and is also about the research genre and strategical implications on methodology to come up with the credible aim and research purpose (USC Libraries, 2022).

Permission was sought to engage with the research participants through the Free State Department of Education (FS DoE) and the respective schools' principals. I had meetings with members of the SMT in the three participating schools in this study.

The techniques for selecting the population of the study, the sample for the study or study participants, and collecting and analysing data are defined in this section. The study used a qualitative research design to address research questions and sub-questions.

The research design is fully discussed in Chapter 3 of this study.

1.7.3 Population

Because this study aimed at exploring the management of EFAL curriculum implementation in schools, the study population were selected from schools in the Free State from the Education District, Xhariep Education District. Schools using EFAL as the language of teaching and learning were used as the population, and the sample of participants in this study was drawn from these schools' SMT members. The population consisted of SMTs of the Xhariep Education District primary schools in all three circuits: Mohokare, Kopanong and Letsemeng circuits.

As Kromrey (2006, in Flick, 2020:138-139) puts it, "the population is the mass of individuals, cases, events to which the statement of the study will refer, and which has to be delimited unambiguously beforehand with regards to the research question and the operationalization." A population is also defined as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the research results (Bertram & Christiansen, 2020, 2014).

1.7.4 Sampling and sample size

The sample for this study consisted of three primary schools using EFAL as the medium of instruction, three Departmental Heads of each school, three Deputy Principals, and three Principals. Due to limited time and monetary resources, this narrowed sample size selection was important in this discourse, as the main aim was to identify the problems and develop solutions. That is why the chosen size of participants' opinions is enough to use a code as part of the analysis framework. The individuals in this study were selected according to their relevance to the topic (Flick, 2020:115).

Sampling in qualitative research, as Bertram and Christiansen (2020:232) and Flick (2020:15) put it, is more focused on concrete cases where cases are selected in more formal ways. Thus, McCombes (2019) refers to sampling as the group of individuals who will participate in the study undertaken in a particular area.

The representatives in this study were purposively selected. As Bertram and Christiansen (2020:60) describe, Purposive sampling means the researcher makes specific choices about which people, groups or organisations to include in the sample (Flick, 2020:138). Interpretive paradigm uses this type of sampling method.

1.7.5 Research setting

This study focused on Xhariep Education District in the Free State Province. One primary school was selected for this study in each circuit (Mohokare Municipality, Kopanong Municipality and Letsemeng Municipality). For this research, the set comprised of schools from rural areas.

Lambert (2019:127) posits that for the operationalization of the study, geographical settings for the research need to be defined.

1.7.6 Research instrument and technique

The instruments used to collect data in this study are mentioned hereunder.

As it is mentioned by Bertram and Christiansen (2020:72), 'research generally relies on empirical information implying that it is based on data generation.

1.7.6.1 Unstructured interviews

This study used unstructured interviews to collect data. Interview data was recorded with permission granted by the participants. Notes were taken to allow the researcher to review the answers; additional questions were also asked at the end of the interview (Maree, 2014:94). After the interviews, the recorded data was transcribed for data analysis.

Thomas (2017:205) describes an unstructured interview as a conversation in Free Attitude Interviews. There is no predetermined format for the interview beyond the researcher's general interest. Maree (2014:93) also describes an open-ended or unstructured interview as a technique that takes the form of conversation with the intention that the researcher explores the participant's views, ideas, beliefs, and attitudes about the phenomena studied.

1.7.7 Data analysis

Qualitative analysis is a process of "continuous search for patterns and explication of their meanings" through progressive focusing, reflexive iteration and grounded interpretation, which aims to collect rich accounts of the phenomena studied and link them to literature (Punch & Oancea, 2014:219).

All data recorded digitally were transcribed (Maree, 2014). Audio tapes were transcribed verbatim, i.e., rewritten word-for-word. I arranged the data so that analysis was in such a way that facilitation thereof, was without difficulty or inaccuracy. All data were compared and organised into categories. The relationships of phenomena were identified. After the data were sorted and typed, the next step was to get to know it with succinct understanding by rereading it and listening to the tape-recorded data several times. This process, called "memoir" (Silverman, 2016), helped me to write down any impressions I

got as I went through the data. The primary analytic method of the interpretative researcher is constant comparison (Thomas, 2017:244-245). Constant comparison stands behind every technique in this paradigm. It involves going through your data repeatedly (the constant bit), comparing each element – phrase, sentence or paragraph – with all of the other elements (the comparative bit) (Thomas, 2017:245).

During this process - constant comparison - the researcher marked the data with codes – abbreviations, pseudonyms, marks, and colour names – that described their essential facets. Themes were created, capturing and summarising the research data's contents. These themes or categories, as Thomas (2017:245) interchangeably use the words, were crucial building blocks in data analysis. As the interpretative approach was employed in this study, the aim was to build and emerge with the meanings constructed by the participants (including me as the researcher) in their situations.

1.7.8 Ethical considerations

Ethics have been defined as a matter of principled sensitivity to the rights of others, and while the truth is good, respect for human dignity is better (Cavan, 1977 in Cohen et al., 2009: 58).

Before this study was undertaken, ethical clearance was requested from the University of the Free State Research Ethics Committee. Permission was requested from the Free State Department of Education Head of Department, the District Director and the principals of the schools that participated in the study.

I have provided participants with consent forms that thoroughly explained the conditions and terms of the research. Participants then signed the consent forms, indicating their voluntary agreement to participate in the research.

Participants' confidentiality was protected. Pseudonyms were used to retain the anonymity of schools and participants. Participants were informed that their participation was purely voluntary and was issued consent forms (Thomas, 2017; Babbie, 2014).

1.7.9 Value of this study

The study will benefit learners and stakeholders of the school, as learners' and SMT members' performance will improve. SMTs will experience a paradigm shift concerning management and curriculum implementation.

This study aimed to draw attention to the importance of sustaining a conducive environment for teaching and learning in primary schools and ways to manage the implementation of the EFAL curriculum under the auspices of the CAPS policy by SMTs. This study provides the SMT, together with the stakeholders in the Xhariep Education District, the opportunity to effectively manage the implementation of the EFAL curriculum in the teaching and learning environment to achieve the set national goals for reading and writing are concerned in primary schools.

1.8 CHAPTER SUMMARY AND CONCLUSION

The study attempted to clarify and build on what predecessors have done. However, this study tried to invent new knowledge and forge the existing one to help schools perform at their best. Experiences and problems encountered by all stakeholders were not ignored in attempting to pave a sustainable way forward.

This study intended that, ultimately, a solution to all problems and hindrances encountered by schools in accomplishing their mission and living their vision are minimised against all odds and to craft a smooth path towards success.

The following conclusions were pivotal: Phenomenology helped us understand the world by directly experiencing the phenomenon. I was able to engage directly with people who expressed their feelings, experiences, and meanings to phenomena around their environment and unique situations. Interpretivism, as a theoretical lens, involves interpreting elements of the study, thus allowing the integration of human interest into a study. The theory gave me access to reality constructed socially, using language, consciously shared meanings, and using instruments in deducting and constructing understanding and purpose of a phenomenon.

1.9 LAYOUT OF CHAPTERS

The structure of this research study is outlined in this way:

Chapter 1: Introduction and conceptual background

Chapter 2: Literature review and theoretical framework

Chapter 3: Research methodologies and research design.

Chapter 4: Data analysis and interpretation

Chapter 5 Discussion of findings, conclusion and recommendations of the study

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK FOR THE STUDY

2.1 INTRODUCTION

According to Bertram and Christiansen (2020:13), a literature review takes the study into previous research by showing how it fits into a particular field – a discourse of the critical research that has previously been done in the field which is being researched. The new study must relate to research which came before it. The authors also clarify that all researchers are part of a broader research community, and as such, they extend the findings of other researchers.

Furthermore, the South African Concise Oxford Dictionary (2005:676) defines literature as books and writings on a particular subject. A literature review concerns what other people have accomplished researching the topic or subject (Thomas, 2017:58). It is written material that may appear in books, articles, conference proceedings, websites, etc. This chapter focuses on a review of the existing literature on the curriculum status of South Africa since the birth of democracy in 1994. Also, it gives a detailed explanation of the chosen theoretical lens for this study. The research relies on managing the EFAL curriculum in selected primary schools. The literature review seeks to answer the concerns raised in the objectives and subsidiary questions.

2.2 HISTORICAL BACKGROUND OF THE SOUTH AFRICAN CURRICULUM

Since the birth of South Africa's democracy, the Government has introduced many curriculum designs, hoping to effect a decent and quality education for all learners in the Country (Umugiraneza, Bansila & North, 2018). In this Country, EFAL is used as a language of learning and teaching in most schools. As a result, this study focuses on the Curriculum Assessment Policy Statement curriculum implementation concerning (EFAL) in primary schools and how SMTs manage it at selected primary schools.

In these schools of interest, where EFAL is used as LoLT, previous reports of learner performance gained through systematic testing reveal unsatisfactory performance by learners regarding writing and reading with comprehension (NEEDU, 2017; DBE, 2012, 2011; Ramatlapana & Makonye, 2012). This view is also highlighted in the SEACMEQ Report (2017) and supported by Ginsburg et al. (2018). The situation was rubber-stamped when South Africa (SA) was placed among 50 out of 50 countries that participated in a systematic evaluation of literacy and mathematics when it scored an average of twenty-eight per cent (28%) for languages and thirty per cent (30%) for mathematics (SEACMEQ, 2017:9-10; DBE, 2012). DBE (2017) reiterates that SA has not shown any convincing improvement in other international learner performance rankings.

Thus Kathard, Ramma, Pascoe, Jordaan, Moonsamy, Wium, Du Plessis, Pottas, and Khan (2011), mentioned that Basic Education in SA faces a crisis as learners fail to achieve the necessary outcomes in the related areas of language and literacy.

The Minister of Basic Education, Angie M. Motshekga, categorically stated that in improving the performance and outcomes of the schooling system, the Department is continuing with “improvements in the fundamental quality of teaching and learning well before Grade 12” (DBE, 2018/2019). The former Deputy Minister, M.E. Sisulu also states that the Department increasingly prioritises interventions and policies to ensure improved quality of teaching and learning. Consequently, the implementation of accountability systems is also triggered.

According to Department, early grade literacy has been prioritised to respond to the concerns raised in the recent PIRLS report that found that most learners still have challenges with their cognitive literacy levels (DBE, 2018/2019; NEEDU, 2017; PIRLS, 2016).

South Africa’s move towards using universal or global languages, mainly English, as the language of learning and teaching in schools is not different from other international countries. During the colonial era, SA used English and Afrikaans as official languages. In the post-colonial era, English is enjoying the highest status in delivering curriculum in most schools, especially in townships and rural areas (Probyn, 2009). It continues to dominate the landscape at the centre of political, economic, and social power. Gal’s

(1989:346) observation holds true for South Africa that due to globalisation, the characteristic form of language change is that local languages are subordinated to “world language”. Critical discourse analysis (CDA) is proposed as an emancipatory research instrument that has the potential to destabilize the authoritarian discourses deep-rooted in educational policy agendas, thereby facilitating the linguistic and, by implication, conceptual reinstatement of inclusion as an idea that unambiguously advocates the protection of the human rights of children (Laisidou, 2008).

In the case of South Africa, evolving from complex political backgrounds, multiculturalism, and multilingualism, access to English as the medium of instruction in schools has been different, and differing contexts had a tremendous influence on academic performance concerned (Desai, 2016). The author also postulates that the successful acquisition of English and exposure to it vary vastly in different contexts. Therefore, the acquisition will require different approaches.

Desai (2016:343) says that what works for a ‘middle-class child in a former ‘White’ suburb will not necessarily work for a poor working-class child in a ‘township’.

Many researchers have resurfaced despondent flaws of the education system in many schools in SA, especially those with most African children (Christie, 2008; Fleisch, 2008; Kallaway, 1984). The sentiment is also purported by Prinsloo, Rogers and Harvey (2018:1) that despite large allocations in schooling after 1994, SA learner achievement still ‘remains poor’. These latter authors also argue that, despite considerable educational investments, achievement remains unchanged among South African pupils. Furthermore, they have pinpointed language as an influential factor, given the political history and multilingual context of South Africa.

These aggravating factors, linked with other learning challenges, are reflected in the inadequate reading performance of SA learners in national and international systematic tests (SAQMEC, ANA, TIMSS, and PIRLS). In EFAL, all tested grades performed under fifty per cent (50%) (Prinsloo et al., 2018).

SA Grade 5 learners in 2011 showed unremarkable improvement, as compared to 2006 results, and they performed below the International Centre Point (500), achieving an

average of 420 points (Howie, Van Staden, Tshele, Dowse & Zimmerman, 2012; Mullis et al., 2012 in Prinsloo et al., 2018).

Prinsloo et al. (2018) support sound first and additional language proficiency as paramount to the intangible competencies learners needs to learn thoroughly and further their academic achievements, particularly in English.

2.2.1 The Importance of managing the implementation of CAPS in English as First Additional Language in the primary schools

Teachers and learners depend heavily on the instructional language when mastering knowledge and undergoing assessment in any subject. For instance, Mathematics depends heavily on the potential to communicate with 'Mathematics-unique' words or terminology. Thus, phrases and abbreviations are essential for speaking, reading, and writing (Prinsloo et al., 2018:2).

Language proficiency has a direct influence on the expected level of achievement in the learning and teaching environment. Probyn (2001) posits that English is a tool which accelerates the transmission and studying of a subject matter. Research cites English as a language which confers chances like employment, economic prospects, and worldwide relations. Universally it is recognised as a noteworthy communicative and learning language. That is why, to a greater extent, if learners fail to learn in English, it may create many academic challenges. This lack of foundational skills will negatively impact learner performance in a language-based subject.

In the realm of education, language plays a significant role in learning and teaching (Chater & Christiansen, 2018; Prinsloo et al., 2018; Desai, 2016). Through language, pupils make sense of the input they receive in a learning environment from the educator and the learning and teaching sources and material (LTSM) (Chater & Christiansen, 2018). Through language, these pupils could convey their knowledge of what they have acquired from this input (Desai, 2016).

That is why Probyn (2008:207) posits that the linguistic ecologies of South African classrooms are 'embedded in complex local, national, and global linguistic ecologies', with far-reaching implications for access and equity in education.

Researchers such as Christie (2008), Fleisch (2008) and Kallaway (1984) have stated the sometimes hopeless and desperate failings of the education system in most schools in SA, in particular those serving African children. The CAPS policy requirements mentioned pertinent obstacles and contextual factors that contribute directly to the poor acquisition of needed linguistic skills to perform to an expected level.

To mention the least, they talk of overcrowded classrooms, poorly qualified teachers, resources, etc. Mohlabi-Tlaka, de Jager and Engelbrecht (2017), Zimmerman (2017), and Desai (2016) join the race by also mentioning that, despite the official termination of apartheid and the introduction of democracy, these stumbling hindrances are still gnawing.

Research has revealed that the CAPS policy orders both text-based and communicative approaches for EFAL and makes a layout of the text-based approach, incorporating several teaching instructions. This authentication is commanding as functioning degrees are given across the board (DBE, 2021, 2011; Rudwick, 2018; Mohlabi-Tlaka et al., 2017).

2.2.1.1 The purposes of the NCS Grades R-12

The NCS Grades R-12 pronounce the knowledge, skills and values worth learning in South African schools. The curriculum directs children to acquire and apply knowledge and skills in ways that are significant to their lives. It promotes knowledge in local contexts (NCS, 2011) while considering global imperatives. The NCS Grades R-12 serve a crucial role in the following:

- It endows learners, regardless of their social background, race, gender, physical ability, or intellectual ability, with the knowledge, skills, and values necessary for self-fulfilment and significant participation in society as citizens of an independent country.

- It accords access to higher education.
- It makes the transition of learners from educational institutions to the workplace smooth.
- It accords employers with a sufficient profile of learners' competencies.

2.2.1.2 The principles of NCS Grades R-12

The national curriculum is based on the following principles:

- In pursuit of social transformation, it ensures that the educational disparities of the past are redressed and that equal educational opportunities are provided for all sections of the population (NCS, 2021, 2011).
- It encourages a vigorous and critical approach to learning rather than rote and uncritical learning of given truths.
- It specifies the minimum standards of knowledge and skills to be achieved at each grade and achievable standards in all subjects.
- It shows each grade's progression in content and context from simple to complex levels.
- It infuses the principles and practices of social and environmental justice and human rights, as defined in the Constitution of the Republic of South Africa. The NCS Grades R-12 curriculum is as well sensitive to issues of diversity, such as poverty, inequality, race, gender, language, age, disability, religion, and greed (NCS, 2011:5).
- It acknowledges this country's rich history and heritage as important contributors to nurturing the values contained in the Constitution.
- It observes credible, quality, and efficient education comparable in quality, breadth, and depth to other countries.

2.2.1.3 The aims of NCS Grades R-12

As it is built on the democratic and constitutional ethos, the national curriculum aims at building learners capable of identifying and solving problems and making decisions using critical thinking. These learners will be able to work effectively as individuals and with others as team members. In their own space and the learning environment, they will be able to organise their work and manage themselves and their activities responsibly and effectively (NCS, 2011:5). As learners and life-long researchers, they will be able to collect, analyse, organise, and critically evaluate information presented to them or collected by themselves.

Morley and Rasool (1999:19) quote Vaizey (1961), explaining that we live in a time when knowledge is exploding. It is within this context that NCS Grades R-12 is aimed at building learners who can use science and technology effectively and critically, show responsibility towards the environment and health of others, and communicate effectively using visual, symbolic or language skills in various modes. e meanings are derived through social interaction with others. These meanings are managed and transformed through an interpretive process that people use to make sense of and handle the objects that constitute their social worlds (Blumer, 1969:2). Learners should be capable of understanding the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (NCS, 2011).

The importance of managing curriculum implementation in the teaching and learning environment is so crucial that the progression of learners to the next class or grade is driven by the number of topics and content completed during the assessment period as examinations and continuous assessment during the year in the form of formal and informal assessment.

The National Curriculum Statement (NCS) Document (2004:6) describes policy statements for learning and teaching. The statements clarify how teaching and learning must be done regarding objectives, outcomes, assessment standards, and teaching different learning cognitive skills. Thus, from the start of democracy (NCS, 2011:3), the national curriculum was built on the values that inspired the SA Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- Resolve the limits of the past and start a society grounded on democratic values, social justice, and underlying human rights.
- Improve the worth of all people's lives and set free each person's talent.
- Lay the details for a democratic and open society in which Government is established on the people's drive, and every citizen is equally protected by law.
- Figure a united and democratic South Africa, able to adopt its rightful spot as an independent state in the family of nations (NSC, 2011:3).

Education and curriculum are crucial phenomena that have an essential role in realising these aims. In 2000 the NCS was reviewed due to its implementation complications, and it was called the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002). However, the ongoing implementation challenges (NCS, 2011) prompted the Government to conduct another review in 2009, revising the RNCS for Grades R-9 of 2002 and the NCS Grades 10-12 of 2002 to produce the CAPS document.

In 2012, the two National Curriculum Statements, respectively, were combined into a single document, which was to be known as the National Curriculum Statement Grades R-12 (NCS, 2016; 2011). This new document (NCS for Grades R-12) was built on the previous curriculum. Still, it updated the latter documents to clarify what is to be taught and learnt on a term-by-term basis.

The new NCS Grades R-12 represents a policy statement for learning and teaching in SA schools and comprises the following (NCS, 2011:3):

- Curriculum and Assessment Policy Statement (CAPS) for all authorized subjects.
- National policy pertaining to the programme and promotion obligations of the National Curriculum Statement Grades R-12; and
- National Protocol for Assessment Grades R-12.

The NCS Grade R-12 stipulates policy on curriculum and assessment in the schooling sector (NCS, 2011). To improve the execution thereof, NCS was adjusted, with the adjustments coming into implementation in January 2012. Thus, a complete Curriculum and Assessment Policy document was developed for each subject to substitute Subject

Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12 (NCS, 2015, 2011).

2.2.2 The key elements in managing the implementation of EFAL in the primary schools

The following factors are pertinent to this aspect.

2.2.2.1 English as First Additional Language in learning and teaching

English seems to gain global attention when it comes to learning and teaching. In some countries, it has gradually been introduced and thus has become a compulsory subject in primary schools (Qi, 2016). Language proficiency is the primary factor influencing the performance of pupils with English, according to Demie (2018), as an additional language. Demie (2018:641) also argues that with this language as the language of instruction, pupils need to be 'fluent in English' to fully and effectively access the curriculum.

2.2.2.2 The international stance of English First Additional Language

For China, a multilingual country representing a complex linguistic society (Qi, 2016), its policymakers promoted English as the key to modernisation. The language has been strongly considered in military, political and economic spheres for nation-building at different intervals. It has official importance in both primary school education and society. However, although a compulsory subject, there are fewer English lessons than in Chinese and Mathematics, the other core subjects.

Dong and Simon (2010) mentioned that children in rural family settings in China can still not access the same educational resources as those born and bred in urban areas. This situation is like South Africa, whereby township and rural schools are less resourced than urban schools (NEEDU, 2017; Pitsoe, 2013; Spaull, 2013).

Qi's study (2016) indicates that early exposure to English learning, as an additional language, especially from kindergarten, relieves the pressure of learning English to improve academic performance. The students preferred to start English early as it benefited them and 'would be useful for their future' (Qi, 2016:7).

Other students felt that their experience of early learning English was very enjoyable. In contrast, others regarded that when learning it later in school, English was more 'as task completion' rather than a learning process (Qi, 2016:8).

In China, studying in quality secondary schools means more opportunities for entry to better universities. That is why English learning pressure is also directly related to the Tertiary Entrance Examinations (Gaokao) (Qi, 2016). In this examination, English is one of the three core subjects to be tested, and it is worth the same weight as Chinese and Mathematics. Thus, Cenoz and Lecumberri (1999) argued that the early introduction of a second language might have advantages on ultimate achievement but not on the acquisition rate. This means that young learners may achieve certain linguistic benefits, but whether the early introduction maintains its advantages over a more extended learning period is debatable (Chater & Christiansen, 2018).

Oxley, Cattani, Chondrogianni, White and De Cat (2019) posited that explicit vocabulary instruction and targeted oral language practice yields language gains for EAL learners, with a tendency for more considerable intervention gains in learners with the lowest initial exposure to a second language. Their study found that with a steadily increasing population of EAL children across England, schools must adapt to 'provide suitable provisions for pupils to access the curriculum' (Oxley et al., 2019:3).

In South Africa, historically, EAL pupils have underperformed in systematic tests across the globe in Reading, Writing and Mathematics compared to their monolingual English-speaking peers (Demie, 2018). Numerous studies have shown that children with EAL have an English vocabulary deficit (Oxley et al., 2019; Mahon & Crutchley, 2006), persisting until the end of primary school (Strand, Malmberg & Hall, 2015). That is why Howie et al. (2012) mentioned that, without strong reading literacy development, learners would battle to be successful in their educational progression throughout schooling, which

has terrible consequences for their prospects. Prestorious and Lephala (2011, in Zimmerman, 2017) point out that reading and writing must be central school activities.

Harvey and Prinsloo (2018) support the view that practical implementation of language policy in the classroom should extend teaching in the Home Language to six to eight years, with English as an additional subject throughout. They also mention that literacy teaching in the foundation phase, particularly comprehension skills, should receive more focus to foster additive bilingualism.

Recent studies by Demie and Lewis (2017) and Demie (2017, 2016, 2013) have shown that EAL pupils, who were fully fluent, achieved significantly higher scores in Key Stage 2 tests (KS2) and General Certificate of Secondary Education (GCSE) in an inner London Local Authority (LA). In their studies in a systematic review of language and literacy interventions in children and adolescents with English as an additional language in the UK, Oxley et al. (2019) concluded that explicit vocabulary instruction and targeted oral language practice yields language gains for EAL learners, and this would improve their reading and writing skills.

2.2.2.3 The continental stance of English First Additional Language

Kenya is a multi-ethnic nation, with more than 'forty-two (42) ethno-linguistic groups' living together (Kuppens, Ibrahim & Langer, 2018:8). This situation is similar to South Africa wherein more than 13 ethnic groups are living together, hence the rainbow nation. Kenya's education system is based on the 8-4-4 model introduced in 1985 (Wasanga, Ogle & Wambua, 2012). Eight years are spent in primary school, followed by four years, which are spent in secondary schooling. The last four years are spent in higher education. For progression to other levels, learners must pass national examinations at the end of each cycle (Mwaka et al., 2013 in Kuppens et al., 2018).

The educational policies in Kenya seek to foster a national identity and bridge ethnic divides. This national identity is depicted by pupils wearing a school uniform and receiving schooling in English and KiSwahili – although they can attend the first three years of primary school in their mother tongue (Wasanga et al., 2012 in Kuppens et al., 2018).

Schools also promote diversity through courses such as Peace (primary level) and Life Skills (secondary level) Education (Smith et al., 2016 in Kuppens et al., 2018).

Public schools are divided into four-tier hierarchies: National, Extra-County, County and District. This categorization is based on a regional quota and pupils' national exam scores. On the other hand, district schools (day schools) admit low-range achieving pupils from within the school district and national schools (on average boarding schools), attracting the best-performing pupils from all over the country. In contrast, Extra-County and County are average (Kuppens et al., 2018).

The English language in other countries is used as an official language and language of instruction. The majority of these countries are those that were former British colonies in Africa and Asia. After its independence in 1963, Kenya recognised education as a tool for fighting poverty, ignorance, and diseases. This followed the UDHR in 1948, which pronounced free and compulsory primary education as a fundamental human right (Loreman & Deppeler, 2001).

To achieve Universal Primary Education, the Kenyan Government declared its first free primary education in 1974. In 1978, fees were abolished in all public schools (Thompson & Ekundayo, 2010 in Wasanga, Ogle, & Wambua, 2012), leading to a high enrolment rate in public schools. Subsequently, this was affected by the Structural Adjustment Programs (SAP), which introduced a cost-sharing policy in 1988 (Thompson & Ekundayo, 2010 in Wasanga, Ogle, & Wambua, 2012). The policy required the parents to meet tuition costs, instructional materials, school activities and examination fees. Hence, many parents (particularly from low socioeconomic backgrounds and marginalised groups) could not meet the cost of education to sponsor their children in formal primary schools. They took their children to non-formal primary schools, cheaper than formal ones (Thompson & Ekundayo, 2010 in Wasanga, Ogle, & Wambua, 2012). The policy tremendously affected education standards and performance, hence the development of numerous non-formal primary schools.

In the teaching and learning process, the teacher's delivery capacity and the learner's receiving capacity play a crucial role in the learning language of instruction. In this instance, it is English skills (Murali, 2009).

The English language contributes to the general national goals of education in Kenya since it makes it possible for international cooperation. It is a compulsory subject in Kenya at all levels of education. It is also the most preferred language since it makes it easy to access higher learning, modern technology, and international communication (Hill, 2012).

However, non-formal primary school teachers in Kenya were recruited from the local areas and are more likely to have a higher level of commitment for lower salaries than those from other places (Thompson & Ekundayo, 2010 in Wasanga, Ogle & Wambua, 2012). The recruitment, training, and allocation of NFPS teachers and their performance in the English language have necessitated emphasis on a partnership to bridge the gap between the capacity of the government to finance education and the needs of the education sector (Li, Yang & Chen, 2016) implying that the performance in the English language requires the participation of Government, NGOs, parents and the community that are found in the localities (Thompson & Ekundayo, 2010 in Wasanga et al., 2012).

Moloi, Morobe and Urwick (2008), in their study of FPE in Lesotho, established that teachers' poor knowledge of the language of instruction (English), poor knowledge of content and pedagogy surfaced in the teaching of Mathematics with the deficiencies attributed partly to their training and partly to the situation in the schools, as teachers did keep pupils occupied throughout their lessons. The situation is also asserted by Moshoeshoe, Ardington and Piraino (2019).

In Lesotho, the system follows a 7-3-2-4 pattern. A learner spends seven years in primary education, three years in junior secondary, and two years in secondary education. In higher education, the child spends four years. Many primary schools in Lesotho (Moshoeshoe et al., 2019) are owned and controlled by different churches (80%). Non-religious, private schools constitute only one per cent (1%) and are not covered by Free Primary Education. Lesotho is also using English as an additional language in schools. The language is used in teaching and learning and is highly regarded as an official language in all spheres of governance.

2.2.3 The key factors of the English First Additional Language CAPS Policy Curriculum

The CAPS policy does not put aside the principle of inclusivity in the learning organisation. Inclusivity should be a central part of the organisation in planning and teaching at each school (NCS, 2021, 2016, 2011). To achieve this, teachers must have a sound understanding of how to recognise and address barriers to learning and how to plan for diversity. CAPS prescribes that in addressing barriers to learning, they should first be identified, and all relevant structures within the school community – teachers, District-Based support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres, must come to play so that the teaching and learning process can be nurtured and promoted to maximum level.

Thus, to address barriers in the classroom, teachers should use various curriculum differentiation strategies mentioned in DBE Guidelines for Inclusive Teaching and Learning (2010).

NCS Grades R-12 defines EFAL as a language, which is not a mother tongue to the learner, but which is used for certain communicative functions in a society, i.e., medium of learning and teaching in education (NCS, 2011:8). The curriculum provides strong support for those learners who use their first additional language as a language of learning and teaching. These learners should be able to use their home language and first additional language effectively and confidently for various purposes, including learning, by the end of Grade 9.

2.2.3.1 The nature and scope of the English First Additional Language curriculum in South Africa

The NCS (2011:8) defines First Additional Language as a “language which is not a mother tongue, but which is used for certain communicative functions in a society.” It also continues by saying it is a medium of learning and teaching in education. The policy also stipulates that these learners should be able to use their home language and first

additional language effectively and confidently for various purposes, among them is learning.

After the democratic elections, the national curriculum became the start of all the efforts executed by different stakeholders over a period of almost 27 years of democracy. At the beginning of democracy, the curriculum was built on the values enshrined in our Constitution (Act 108 of 1996).

That is why Badugela (2012:10) emphasised that with the new curriculum for a new dispensation, emphasis on learning content should be moved from memorising (rote learning) facts or content to demonstrating outcomes. The National Curriculum Statement was amended, and the changes were effected in 2012. A single CAPS document was made for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12 (CAPS, 2020, 2011).

The curriculum for languages in the CAPS policy is divided into four cognitive skills. The notional time for these skills differs from skill to skill. So is the notional time for each language. Where English is used as a medium of instruction, the notional time for it is more than an hour (CAPS, 2020, 2021; NCS, 2011).

The prescribed content and topics of the EFAL curriculum are evenly divided into four school calendar quarters. Every quarter has its own amount of work, which needs to be completed by the end of a quarter or before the administration of formal assessments or examinations (CAPS, 2020). This volume of work needs to be monitored, controlled and regulated by teachers, DHs, and DPs. The foot soldiers of curriculum control and monitoring are DHs. They are the ones who must ensure that teachers complete the set volume of work per term (CAPS, 2020; ELRC, 2003).

These Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and 10-12 are categorically straightforward on the teaching programmes for different content, topics, and lengths of texts. The allocation of time for each cognitive skill is specified. It also divides the work into two-week cycles of teaching and learning (DBE, 2021, 2020; NCS, 2011).

2.2.3.2 Implementation programme of English First Additional Language curriculum

The teaching plan indicates the minimum content to be covered every after two weeks per term (DBE, 2021). The sequence of the content listed in the plan is not prescribed, and the time given is an approximate indication of how long it could take to cover the content (CAPS, 2021; NECT, 2016). The teaching plan informs the work schedules, the teachers' textbooks, and other teaching resources to teach the content, using appropriate sequence and pace.

The prescribed text types to be taught every two-week cycle are specified in the teaching plan. They should be made from various contemporary stories, imaginative stories – adventure, science fiction, historical stories – biographies, and traditional stories – myths, legends, folklores, and fables (CAPS, 2021; NECT, 2016; DBE, 2011) that are available. The same applies to poems and plays.

The CAPS Policy (DBE, 2021) specifies what needs to be taught at a specific time. All skills should be addressed within the specified period. Under each skill, items are listed accordingly, and time allocation to those items differs from skill to skill. The general time for these skills to be treated is a two-week cycle.

2.2.3.3 How texts link together in the two-week cycle

Dissimilar text types are used as a foundation for scheming the two-week cycle (DBE, 2021, 2011). The assortment is grounded on how they connect to form a united component. For example, learners will listen to a story and then read it; after that, they will be asked to write a short oral description of a place or person (that will link to the story). They might also be requested to write a letter to a character in the story (DBE, 2011). The educator must choose a theme or topic for each two-week cycle, enabling the teacher to link the activities successfully. The basis behind this is to make it possible to reprocess vocabulary and linguistic structures in expressive contexts continuously.

2.2.3.4 How texts or activities are sequenced in the two-week cycle

There is no particular order in which the texts can be taught. A Listening and Speaking skill or activity is usually used to prepare learners for a reading or writing activity (DBE, 2011). Learners will engage with the different kinds of texts orally and in reading before being asked to write them. In most cases, the text to be listened to will be different and at a higher level than the one that learners will read because their listening skills are more developed than their reading skills.

2.2.3.5 The type of texts prescribed and recommended

The prearranged text types to be taught every two-week cycle are stated in the Annual Teaching Plan (ATP) per each grade (National Revised Teaching Plans for Grades 4-7, 2021-2023). However, selections may be made from various obtainable modern, creative, historical, and old-style stories (DBE, 2021, 2011). The same is true of poems and plays. Any additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle because it consolidates the First Additional Language learner's knowledge and understanding of the vocabulary and concepts related to the topic (DBE, 2011).

2.2.3.6 Number of key texts in a two-week cycle

In the early part of the year, there is typically only one text type or activity per two-week cycle. Later, there will be two and more texts (DBE, 2011). Learners will be exposed to numerous types of texts during the year.

2.2.3.7 Four skills of EFAL and notional times

According to NCS (2011), all languages are packaged into four learning skills: Listening and Speaking; Reading and Viewing; Writing and Presenting; Language Structures and Conventions. These skills are allocated different notional times based on weighting. Grade 4-6 Listening and Speaking is allocated two hours per two-week cycle. The second skill, Reading and Viewing in Grades 4 and 5, is allocated five hours per two-week cycle.

In Grade 6, it is allocated four hours in a two-week cycle. The third skill is Writing and Presenting, which is allocated two hours in a two-week cycle in Grades 4 and 5, and in Grade 6, it is three hours per two-week cycle. For the last skill, Language Structures and Conventions, all grades are allocated one hour per two-week cycle (NCS, 2021, 2020, 2011).

The fourth skill (LSC) is integrated within the time allocation of the four language skills. It is argued that this skill is used across all skills because when the child speaks, reads, and writes, it uses language structures and conventions. Work-integrated learning (WIL) is an activity with inherent risks, different from those that occur with on-campus learning experiences (Fleming, 2018). Therefore, there is no need for this skill to be allocated more time (DBE, 2020, 2011). Thinking and Reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, Reading and Viewing, and Writing and Presenting (NCS, 2011).

2.2.3.7.1 Listening and Speaking

Listening and Speaking are the basis of learning in all subjects. Learners collect and synthesise information, construct knowledge, solve problems, and express their ideas and opinions. This situation is best described by language acquisition theorists who argue that from a language-as-skill perspective, children gradually broaden sets of nouns and verbs by reproducing what they hear and speak respectively (Theakston, Ibbotson, Freudenthal, Lieven & Tomasello, 2015; Tomasello, 2003). Chater and Christiansen (2016) say that learners will gradually accumulate a richer set of linguistic constructions, where each construction (Chater & Christiansen, 2018) is viewed not as an abstract conjecture about language structure but as a procedure for mapping between sound and meaning.

Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. In IP, First Additional Language learners will use Listening and Speaking skills to interact and negotiate to mean. They will build on skills developed in the Foundation Phase (NCS, 2011:9) to carry on more

sustained conversations, discussions and short oral presentations. Learners' spoken language must still be scaffolded – modelled, and supported – with vocabulary and sentence frames. Every learner needs to be allowed to speak in English, bearing in mind that learners will progress at different paces.

It also requires that the teaching time include daily practice activities of short Listening and Speaking and longer focused activities throughout the week (CAPS, 2021).

2.2.3.7.2 Reading and Viewing

Reading and Viewing skills are 'central to successful learning across the curriculum' (NCS, 2021:4, 2011:10). The skills help learners to develop proficiency in reading and viewing a wide range of literary and non-literary texts and visual texts. Through classroom and independent reading, learners become critical and creative thinkers, which are other principles of NCS's aims.

Reading skills will help learners using English as LoLT in the Intermediate Phase starting from Grade 4. They will use English in almost their subjects and require high literacy levels. To achieve this, learners must be presented with many different types of texts written in English to acquire a lot of vocabulary and sight words, enabling them to communicate, write, and speak fluently and efficiently.

The Grade 4 learners will have to be presented with guided group reading and independent/pair reading methods, thereby gradually getting learners to do more independent reading. The independent reading stipulated in the teaching plans must be accommodated within the time allocated for reading (NCS, 2011).

Learners must be introduced to various comprehension activities to ensure they understand what they read. There are reading processes that are stipulated and stated in the teaching plans that need to be practised and followed during the teaching of these skills:

- Predicting
- Pre-reading

- Reading
- Post-reading

Learners must master these reading practices to understand what they are reading with comprehension. These processes will help learners to be able to answer comprehension texts, which is one of the assessment tasks in this phase.

2.2.3.7.3 Writing and Presentation

One of the powerful instruments in successful communication is writing. It allows learners to construct and communicate thoughts and ideas coherently and convincingly. This skill will enable learners to “communicate functionally and creatively” (DBE, 2021, 2020).

Appropriately scaffolded writing produces competent, versatile writers who can use their skills to develop and present appropriate written, visual and multi-media texts for various purposes (NCS, 2011). In the Intermediate Phase, FAL learners will need careful support and guidance to develop the skills of producing sustained written texts.

This skill forces learners to think about grammar, spelling, and punctuation to present coherent, logical, and acceptable work, helping to process the language, speeding up language acquisition and increasing accuracy. Chater and Christiansen (2018) explain that the child’s challenge, according to the language-as-skill perspective, is a practical phenomenon and not a theoretical thing. They further explain that language is connected to psychological learning and processing mechanisms. Common memory and processing restrictions across individuals will be expected to govern linguistic and non-linguistic tasks (Kidd, Donelley & Christiansen, 2018 in Chater & Christiansen, 2018). Christiansen and Chater (2016) explained that foreign languages could be seen as culturally evolved systems shaped by the brain’s ability to learn, collect and process sequential material.

Learners can also write various creative and informational texts using different writing frames as support and gradually learn to write particular text types independently. They will learn to employ the writing process:

- Pre-writing

- Drafting
- Review
- Editing
- Publication/presenting.

2.2.3.7.4 Language Structures and Conventions

All other three skills' foundation and basis are on a good knowledge of vocabulary and grammar. This skill needs learners to know how Language Structures and Conventions are used, thus developing a shared language for talking about language to evaluate their own and other texts critically in terms of meaning, effectiveness, and accuracy.

Learners will use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts and to see how a text and its context are related. By interacting with various texts, learners will extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions (NSC, 2011).

The table below shows all the skills and the notional time allocated to each skill.

Table 2.1: Time allocation for First Additional Language in the Curriculum

Skills	Time Allocation per Two-week Cycle (Hours)		
	Grade 4	Grade 5	Grade 6
1. Listening and Speaking (oral)	2 hours	2 hours	2 hours
2. Reading and viewing	5 hours	5 hours	4 hours
3. Writing and presenting	2 hours	2 hours	3 hours
4. Language Structures and Conventions	1 hour	1 hour	1 hour

	<p>*Language Structures and Conventions and their practice are combined within the time allocation of four skills. There is also time distribution for formal practice. Thinking and reasoning skills are integrated into the skills and approaches necessary for Listening and Speaking, Reading and Viewing, and Writing and Presenting.</p>
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(Source: NCS, 2011).

Learners will discover ‘how language is used’ (NCS, 2011:12). This skill should be taught in context with other language skills when trained and developed. The teaching plans contain a list of LSC (items) that should be covered in each grade.

2.3 CHALLENGES IN MANAGING THE IMPLEMENTATION OF THE EFAL CURRICULUM

As Bertels (2003:478) describes, change is the process of analysing the past to bring about present actions required for the future. It involves moving from a present state, through a transitional state, to a future desired state. The focus of change is to introduce an innovation that produces something better, which is why implementing a CAPS curriculum is essential.

2.3.1 Leadership and management in the implementation of the EFAL curriculum

As the school's leading body, the SMT should lead the implementation of the CAPS curriculum. The principal, as the manager and head of the institution and an instructional leader (Hoy & Miskel, 2008:40), is supposed to lead the implementation of the new curriculum in a school. The role and responsibilities of the principal, amongst others, are to lead and delegate to others the responsibilities to promote growth in a teaching and learning environment.

As Hoadley, Christie and Ward (2009 in Naicker, Grant & Pillay, 2016:1) indicate, South African schooling has undergone vigorous changes in the post-apartheid period owing to changes in legislation that regulate education. Even after excellent policy interventions to improve the quality of teaching in this country (Naicker et al., 2016:1), as the authors put it, the output of the public schooling system continues to remain uneven. Naicker et al. (2016) and Maringe, Masinire and Nkambule (2015) researched leadership practice in performing disadvantaged schools to uncover leadership networks and leaders' day-to-day practices within highly functional, disadvantaged schools and how they influence school success. They concluded that such a nuanced understanding of leadership practice might potentially motivate leaders of underperforming schools to reproduce the practices of these resilient schools to improve their performance in managing and monitoring learning and teaching in their schools. This would ultimately enhance the turnover of the country's quantity and quality of human capital (Naicker et al., 2016:1).

Leadership and management in the schools seem to impose serious challenges as far as the curriculum implementation of EFAL is concerned. In most cases, schools operate with skeletal staff due to learner teacher ratio. There are situations whereby a teacher is appointed to manage languages in the school without knowing the content of such a subject. In most primary schools, a departmental head controls many subjects they do not know. In many cases, this causes the DH to perform managerial duties, not at the level expected, as compared to secondary schools, whereby specialisation is a prerequisite to a managerial post.

Leadership is connected closely with management. Grant (2009 in Naicker et al., 2016) views them as practices that complement each other and are needed for a school to prosper. In schools where planning, organising, controlling, and coordination are everyday practices, learners' performance and teachers' morale are enhanced and boosted. The distribution of institutional power and authority effectuates the levels of operation, and the level of performance at different graded levels of positions is enhanced. As the leading figure, the principal is expected to unleash some instructions to maximise the performance of the subordinates, from the deputy principal down to learners. If not practised well, it makes it difficult for the departmental head, as a

curriculum specialist, to manage and monitor the implementation of content delivery in the classroom and the monitoring thereof after teaching and learning would have taken place. Failing to implement the monitoring and controlling tools for curriculum and content coverage would have devastating consequences because the content load is measured based on time frames for teaching and learning during the two-week cycle.

Maringe et al. (2015:364) attest that many schools and communities in South Africa face the problem of multiple destitution. Multiple destitution refers to the diverse influence of various signs of poverty on the quality of people's livelihoods (Maringe et al., 2015). The authors even mention a lack of policy clarities that speak directly to the working of schools faced with this multiple hardship. These depriving factors include socioeconomic factors, resources (human and material), employment, living environment, and health deprivation. Schools with these depriving factors hardly perform beyond expected levels in a teaching and learning environment.

2.3.2 Departmental Head as a learning area specialist

For the departmental head to effectively manage and monitor the implementation of the EFAL curriculum, the person must have the required level of knowledge and skills for that subject (ELRC, 2003:C-52). According to South Africa's Education Labour Relations Council (ELRC, 2003), The School Management Team (SMT) is responsible for successful implementation of school curriculum. To manage the EFAL curriculum, the departmental head should have majored in English at the tertiary level to capacitate the teacher and guide those who need it during the implementation phase of the EFAL curriculum in the classroom. Learning programmes should be mediated, interpreted and designed to merge the kind of learners they are intended for; managed and monitored during the teaching and learning process; research topics given during the implementation of some learning skills; provide pastoral care to those who require emotional support and psychological support (Killen, 2007:366-367); and assess using appropriate formats and tools after the teaching and learning process would have taken place (Brumer, 1969).

In many schools, SMT is constituted by teachers who do not know the subject they manage. Because of the scarcity of specialists in the subject, it is taken for granted that if you are a teacher, you can manage and control EFAL because it is a language of teaching and learning in South African tertiary institutions. However, this is not the case because the EFAL curriculum is based on empirically chosen topics and content (CAPS, 2021).

2.3.3 The impact of COVID-19 on the teaching and learning environment

The pandemic has created a massive disruption in the teaching and learning environment. Since late March 2020, schools have been closed very long. This resulted in the loss of tuition time, and many grades were not attended due to the closure of schools by the Government. The eruption of the pandemic has brought, according to Pokhrel and Chhetri (2021:133), far-reaching changes in all aspects of our lives. Face-to-face teaching and learning were suspended for a very long time, and when the schools reopened in June and July 2020, the content of each grade was revised and trimmed to meet the available time by then. This led to the situation that formal assessment was abandoned in June 2020, in the Foundation Phase, and Grades 4-6.

This disruption created a content and curriculum completion gap for the specified time during normal teaching days. Content losses in all subjects were specified, and recovery programmes were drawn, which were to be implemented and monitored by SMTs.

In schools, learners started to attend on different days and weeks. Due to health hazards, the attendance format created another gap because learners could not participate for full weeks. Still having the backlog of curriculum completion before the pandemic has added another problem to our system.

2.4 THE CONDUCIVE ENVIRONMENT TO IMPLEMENT THE EFAL CURRICULUM

A safe and orderly environment allows uncompromised attention to curriculum monitoring and implementation fundamentals. Discipline and good behaviour will follow when

learners feel safe and secure in a teaching and learning environment. Ultimately teaching and learning become effective, and the results improve (Maringe et al., 2015; Mouton et al., 2013:33). When leadership is centred around a team approach within the SMT, and showing evidenced courage, empathy, adaptability and flexibility, preparedness to work with all stakeholders, teaching and learning will bear positive results. The authoritarian discourses embedded in educational policy programmes, thereby accelerating the linguistic and, by consequence, conceptual restoration of inclusion as a perception that unequivocally supports the safeguard of the human rights of children (Laisidou, 2008).

When SMT develops a culture of concern and aspiration to improve the life chances of learners in totality, teaching and learning in that environment glow. When SMT develops empathetic and community-oriented leadership, stakeholders become attracted. Curriculum monitoring and management will suffice the vision and mission of the school, thereby embracing the principles and goals of the CAPS policy (Mbokazi, 2013 in Maringe et al., 2015:368).

Schools are mandated to carry this out because they are based in communities wherein the ethos and cultures that society is to be protected and lived. SMT needs to create harmonious working relations with surrounding communities. This principle enhances the chances that external funders and sponsors adopt the school to improve their resource packages and the viability of competitiveness with other schools. A strong community focus also builds an inseparable bond between the school population and surrounding communities. Fostering a strong relationship with the Department of Education at both district and provincial levels will put the school in an advantageous position because all the resources needed for support will be accessible through different personnel in different directorates.

Dealing with a high teacher-learner ratio will create a conducive environment for teaching and learning because educators will have enough time to attend to each individual learner who is lagging. Schools with poor teaching and learning equipment, with no particular teaching and learning facilities, are constantly struggling to reach the Department's set targets, making them liable to be put on an underperforming list.

Addressing the question of feminism can create an environment wherein biases, negativism, and culture stereotyping (Phori, 2016) are eradicated within the teaching and learning environment instilling the spirit of Ubuntu, which is one of the principles governing the public institutions for service delivery, without any fear or favour.

2.5 SUCCESS FACTORS IN MANAGING THE IMPLEMENTATION OF THE EFAL CURRICULUM

Maringe et al. (2015) make mention of factors which advance success against all the odds. To suffice the National Statement, teachers and learners must demonstrate some of the core skills when regarded to have successfully managed to implement and acquire the set National Curriculum Statement goals in the teaching and learning environment (NCS, 2011; ELRC, 2003:C-53). Hereunder, some of these core skills are discussed.

2.5.1 Knowledge of the Curriculum coverage tool

Curriculum coverage tools were developed to make it easier for all involved in the teaching and learning of EFAL to monitor and control what should be taught in specified times and periods (CAPS, 2021, 2020; NECT, 2016). These tools indicate what should be conducted within a specified time of a two-week cycle. The items are listed below each skill. In terms of school reform, teacher effectiveness is assured with learner progress with little or no regard for the challenges that they are currently facing (Rahimi, and Riasati, 2011). Teachers have the distinctive capability to be driver of Social Justice Literacies in the English Classroom (Tapper, 2013). However, teachers must navigate relationships and interactions within the classroom environment.

The monitor or controller has a space where they tick whether the item has been treated and when it was completed (DBE, 2021, 2020). Ultimately, the controller must commend and quantify the items treated against what should have been covered at a specified time. The percentage will clearly indicate what needs to be recovered the next time before starting a new topic or teaching new content. It helps the teacher draw a recovery

programme for untaught items. Teaching and learning of English First Additional language do not promote monolingualism. English is the medium of instruction for almost all the subjects in primary education section. It lays foundation for the teaching and learning of other subjects.

2.5.2 Mastering the programme of assessment for EFAL

Every skill must be informally and formally assessed (DBE, 2021, 2020). The number of informal and formal activities is clearly stated at the end of each week. Caring attitude in education and in the educator, relationship is especially important as this is the students' first confrontation with the significant values and essence of their schoolwork load (Kalfoss and Owe, 2010).

Total marks for recorded or formal tasks are stated, as how many formal assignments must be written per term and forms of assessment tasks per term. For instance, in total, there must be one formal task for skill one per term, one or two task[s] for skill three, 3 (in terms one and three) and four (in terms two and four) questions for skill four. All these formal tasks will differ in total marks (DBE, 2021).

The setting of these tasks is specified and directed by an assessment policy. An assessment policy also clarifies their quality of them (DBE, 2020, 2011).

When learners perform beyond the set national, provincial and district benchmarks and targets, the SMT of that particular school is succeeding in managing and monitoring the EFAL curriculum. Learners would be able to write and read with comprehension. Hytten and Bettez (2011) claim that there are a number of knowledge bases essential for actual, effective unbiased teaching that supports the learning of all children. The mastery of all four learning skills, after they would have been taught during the phase progression in intermediate grades, will be the achievement of what was supposed to be done by SMTs, namely that they are the overseers and managers of curriculum delivery in their respective teaching and learning institutions, as their duties and responsibilities are outlined in the Employment of Educators Act 76 of 1998. Each member's roles and

responsibilities are outlined and stated in this Act. Thus, justice needs to be done to learners by all stakeholders to achieve the set goals of CAPS and redress the past.

2.5.3 Learners as critical thinkers and problem solvers

A learner who acquired critical thinking skills espouses the following abilities: the ability for analysis; enhanced interpretation skills; the ability to delve into inference-making; enhanced sense of explanation; self-driven; broad-mindedness; and problem-solving skills (Tomaszewski, 2022).

The National Curriculum Statement Grades R-12 (2011) aims to produce learners who can identify and solve problems and make decisions using critical and creative thinking. When teaching and learning EFAL, and a learner can be in a position to do this, it is believed the system has achieved its goals. It can thus be concluded that mastering writing and reading skills help learners to perform well in other subjects other than in one language. If the English curriculum is well managed and monitored in a learning environment, other English subjects will be more accessible for learners to compete fluently. Social contexts in which learning occurs are often associated with poor systems of social support. This may be because experiences of hardship involve parents or caregivers, or due to loss of support related to the parental death, divorce, or transfer (Fleming, 2018). Education needs to promote in learners critical thinking and social practices for communal and national development (Mahlomaholo, 2011).

In a developed oral skill process, learners are expected to work effectively as individuals and with others as team members, using language to express themselves. This builds positive confidence and self-esteem in the learner's personality. Maternal education is also normally associated with improved knowledge and subsequently improved child academic performance (Equity for children, 2013). Increasingly countries around the world are promoting forms of "critical" citizenship in the planned curricula of schools (Johnson, and Morris, 2010).

2.5.4 Learners acquiring conflict management and good decision-making skills

Conflict management denotes identifying and managing conflict with emotional intelligence for fairness through social justice (people Hum Technology, 2022).

In the latter context, subject mastery is supposed to enable learners to organise and manage themselves and their activities responsibly and effectively, contextualising conflict management skills as an inherent tool of everyday life. Therefore, it can further be argued that learners can use the skill to survive many walks in their daily routines. The other important document learners must keep is a diary study which is a longitudinal method that allows self-reporting of specific aspects of users' natural behaviours and thoughts during learning (Singh, and Malhotra, 2013).

2.5.5 Performance in the systematic evaluation and standard tests

The systemic evaluation process monitors and assesses the achievement of set goals in an education system (DoE, n.d.). In light of the above analogy, it can be concluded that learner performance can be evaluated in the context of learning and teaching experience.

The English language is used as a medium of instruction in many primary schools in South Africa, particularly in Grades 3, 6 and 9 (DBE, 2009). The foremost single volume authority on the English language, the Oxford Dictionary of English is at the forefront of language research, focusing on English as it is used today (Stevenson, 2013). It is informed by the most up-to-date evidence from the largest language research programme in the world, including the two-billion-word Oxford English Corpus. The Provincial Departments, in some instances, also set standard papers for different grades in the system. Subject Advisors, Professional Learning Communities, and teachers develop these question papers. In most cases, learners are not performing well in these provincial papers but performing outstandingly in individual teachers' papers, showing that learners are not competent in standardised papers. Systematic evaluation results from PIRLS and SEACMEQ clearly show that language mastery is a barrier to learners performing at set national and international benchmarks. Even Mathematics learners would require

language skills – reading and writing - to solve problems. Learners will improve their performance when mastering these crucial skills (DBE, 2019).

2.6 THEORETICAL FRAMEWORK

Rupp and Leighton (2016) define a theoretical framework as a set of interconnected perceptions that characteristically represent and convey a mental picture of a phenomenon. This aspect means the study's fundamental underpinning under the ideals and objectives (Marshall & Rossman 2016). It relates to the phenomenon under study. A theoretical framework is characterized by logical articulation and relevance in interpretations for clarity and consistency (Osanloo, 2014; Camp, 2001).

In this context, the SMT must offer collaborative guidance to teachers in implementing the EFAL curriculum in schools. The theoretical framework is grounded on the values and virtues of social justice for school curriculum development. The background of social justice follows a collaborative program for educational transformation for the better (Reason & Bradbury, 2008 in Phori, 2016:102). The critical nature of social justice perceives human rights as a measure of progressive justice for fairness and tolerance of diversity that is still relevant today (Makgoba, 1999:110, 147). The assumption is that effective collaborative management of EFAL curriculum implementation calls for a collective understanding of the goals intended.

The identity of aspects is associated with collaborative involvement in managing the EFAL at schools in the Xhariep District. It is based on the challenges espoused by the language theory in mastering an additional language foreign to students (Probyn, 2001). The best views on education are ushered by the common language of communication for critical thinking and analysis (DBE, 2020, 2019). The latter is attested by Vincent (2017), who posits that all parents have a positive quest for their children's education.

This study adopts the collaborative leadership theory to argue the inherent objectives herein. The argument put forward by Imenda (2014:185) is that the theoretical framework is the gist of any research project undertaken.

2.6.1 Collaborative leadership theory

The study considers the concept of collaboration from Farrell's collaboration theory to pursue the unambiguous discussion. The theory considers shared skills as an effort to enhance collaborative friendships established by the intense friendship sustained over time. The theory cries for cultural relevance to respond to community challenges constructively and plough back, which pursues harmonious institutional relations (Corte, 2013).

Hank Rubin (1952-), a proponent of Collaborative Leadership Theory in learning institutions, wrote: "A collaboration is a purposeful relationship in which all parties strategically choose to cooperate to accomplish a shared outcome" (Rubin, 2009).

Many studies display a notion that most of the schools that are not doing good and pupils who are underachieving in South Africa are primarily in deprived communities and needy schools (DBE, NSC, and School Performance Report 2019:18). The study conducted by Bayat, Louw and Rena (2014), Mphale and Mhlauli (2014) and Louis, Dretzke and Wahlstrom (2010) support the view that ineffectual guidance leads to poor and underperformance in teaching and learning.

My study is carried out at the Xhariep District and the collaborative leadership strategies essential to be employed by schools' SMT's collaboration with the stakeholders in effectively managing the implementation of the EFAL curriculum. Management is regarded as a constructive motive for transformation and complete expected effective performance of the whole learning institution. Therefore, the collective management theory is used as a supportive framework for this study.

Hank Rubin, as a modern proponent of collaborative leadership theory, calls for team teaching and working together as a best weapon to achieve best results in the management and monitoring of curriculum implementation. In teaching and learning environment, collaborative management enhances the proper management of curriculum implementation and monitoring. In this way, collaborative theory calls for working together to achieve a common goal in learning institutions. The theory is relevant to this study,

because it assists SMT members to share experiences, professional skills in order to promote curriculum management and implementation of EFAL in primary schools.

The tenet of this theory (Hank Rubin), believe that learning can happen when relevant needs and issues arise in an institution that need to be solved and attended to. Power sharing is also significant and signifies that all members of the entire organization are operating in tandem with a position leader. It also brings together diverse people's potential within the institution (Shabnam, Shakikh, Lämsä & Heikkinen, 2023).

In the viewpoint of this research, collaborative management is purely viewed as a school management exercise in which all SMT members work together throughout the whole institution community to guarantee that the right choices and activities are agreed upon to keep the school going. It emphasises broad school-planned activities that focus on the school development and activities to be carried out for teaching and learning environment. It is defined by Cook and Friend (2010:3) generally as a style experts choose to employ to build on shared objectives, similarities, obligations for crucial conclusions, shared responsibility for results, shared resources and the growth of confidence, admiration, and a sense of community.

Through the correct management and teamwork in the Xhariep District primary schools, there is a considerable likelihood of building functional and maintainable relationships between SMTs and stakeholders. Collective management can support educators to comprehend that they can certainly not meet the needs of learners without continuously appealing to stakeholders for shared duties. DeWitt (2017) explains that collective management can take a very constructive outcome in the teaching and learning environment and improve learner achievement.

Learner achievement in schools requires action from the SMT. When school management is functional, accountabilities and resources are shared evenly, and schools become more effective. Teamwork, as explained by Burnham and Groves (2022), is characterised by vigorously working interdependently based on shared principles and shared outcomes.

Finch (2011) contends that school managers excessively shift responsibilities to enhance stakeholders' involvement without offering acceptable training or management support. Learners' ambitions are best attended to once schools work collaboratively with stakeholders. So, it is essential for school management to be efficiently spread and to allow educators and stakeholders to obtain management assistance to contribute to the totality of the school's existence.

Collective management comprises our managers' activities to improve teaching and create profound relations with all stakeholders to expand learning collectively (DeWitt, 2017). Creating collective instructional programmes for schools that stakeholders can run can help strengthen stakeholders' involvement in the teaching and learning environment. Once the SMTs continuously control the teaching and learning process, it can help to sustain stakeholder involvement. The school managers must reduce the blockades to stakeholder involvement and upsurge the relationships between the school and the stakeholders. To complete this, Speaker (2019) postulates that no one individual is flawless, but a team near that person can be.

2.6.2 The position of a theoretical framework in this study

In pointing out why the framework is essential and necessary in a study, Imenda (2014) posits that research without the theoretical framework lacks precise direction in the search for appropriate literature and scholarly discussions of the findings from the research. Ravitch and Carl (2016) stress this fact by saying that the theoretical basis assists scholars in positioning and putting into context indorsed theories into research studies as a guide.

The theoretical framework offers several vital facts to a research study. It provides the structure, displaying how a researcher defines their study rationally, epistemologically, methodology and logically (Grant & Osanloo, 2014). It provides a shared worldview or lens from which to think about the problem and scrutiny of data (Grant & Osanloo, 2014).

This study is based on the collaborative leadership theory. The theory was discussed to pinpoint the crucial roles of leadership and the impact of SMT on curriculum implementation in primary schools. For curriculum management to be effective, the school SMT must carry the responsibility and manage efficiently. The framework peruses the SMT's knowledge and expertise in managing the implementation of the EFAL curriculum under the auspices of the CAPS policy.

2.7 CHAPTER SUMMARY AND CONCLUSION

The chapter presented a literature survey, which described the five objectives of the study. It demonstrated that NCS has its goals and principles envisioned in our Constitution, which are expansive in redressing past atrocities. Each objective was described and unpacked in such a way that it related to the fundamental question of the study, which is the management of the implementation of the EFAL CAPS curriculum.

The preponderance of management and leadership in schools can influence how curriculum and content delivery are monitored in primary schools. This nuance in managing curriculum implementation is needed in our schools to improve the quality of learner output at the end of the academic year for learner progression to the next grade. SMTs must be versatile with the subject policies and pedagogical methodologies needed to achieve the school mission and vision. Learners in an environment where teaching and learning are effective, become convivial with their learning material and content, thereby perfecting their subject performance through the application of learned skills to real life.

There is no refuting factor that learner achievement and curriculum implementation cannot be separated, and the management should collaborate. In this Country, evolving from complex political backgrounds, multiculturalism, and multilingualism, access to English as a medium of instruction in schools has been different, and differing contexts had a tremendous influence on academic performance (Desai, 2016). The author also postulates that the successful acquisition of English and exposure to it vary vastly in different contexts. Therefore, the acquisition will require different approaches. If a

teamwork approach is employed in managing the EFAL curriculum, the outcomes, including academic success and lesson engagement, will improve.

The involvement of SMTs is important, and strong management approaches are necessary to create a sustainable learning environment in schools. Management is a crucial desired part of simplifying and endorsing functional relationships to improve stakeholder involvement in the teaching and learning process (Curry & Adams, 2014). The account by these authors applies to this research, as it accentuates the position of collective management and how it is essential to guarantee the efficiency of stakeholder involvement (teachers, learners, parents, labour movements, the District, the Department, etc.). Effective stakeholder involvement in a school is a response to the actual efforts of the SMT and educators, working diligently together to guarantee sustainable stakeholder participation.

The problem recognised in this study is the role of SMT in managing the implementation of the EFAL curriculum in the teaching and learning process. Thus, Curry and Adams (2014) correctly point out collective school management as essential in dealing with this weakness. To accentuate the implication of collective management, Szczesiul and Huizenga (2014) called management a fight to simplify and support teamwork and upcoming managers and a noteworthy issue in defining if specialized teamwork and partnership happen, which purely specifies that without appropriate management, schools' and stakeholders' relations will keep on deteriorating.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION AND BACKGROUND

Chapter 2 focused on the literature review relevant to this discourse and the theoretical framework. The objectives formulated from the literature reviewed were discussed, looking at the importance of managing the implementation of EFAL as a language of teaching and learning in most primary schools in South Africa, specifically in the sampled schools in the Xhariep District, in the Free State Province.

The centre of attention in this chapter is the research methodology and design for this discourse. Saunders et al. (2018) note that good research offers a roadmap of how research questions will be answered by involving the rationale for the methods used in the research design. As indicated in Chapter 1, I adopted a qualitative approach to address my objectives because I deemed it appropriate to investigate how schools' management teams manage the implementation of EFAL in Primary Schools in the Xhariep District.

The chosen methodology and design are heavily dictated by the aims and research questions encapsulated in Chapter 1 of this study (Viswambharan & Priya, 2016).

The research methodology and design allowed the aim of this discourse to be perceived and the research questions to be responded to successfully. The chapter's pivotal focus is on the research methodology and design procedures employed in researching how the SMTs manage the implementation of EFAL curriculum in primary schools, particularly in the Xhariep District in the Free State Province. The District comprises 64 public schools, including a farm and one private school. Out of these sixty-five (65), fifty-four (54) schools use EFAL as a medium of instruction. Therefore, out of three circuits in the District, a sample was taken from each circuit. Relevant methodology and design were selected and applied for generating and analysing data.

Chapter 3 of this study concerns the research methodology, the research design, constituting of the research approach, the research paradigm, population, sampling, research setting, data generating techniques and instruments, data analysis and interpretation, whether the research is trustworthy, ethical considerations and the summary and conclusion of the chapter.

Saunders et al. (2018) note that good research offers a roadmap of how research questions will be answered by involving the rationale for the methods used in the research design. As indicated in Chapter 1, I adopted a qualitative approach to address my objectives because I deemed it appropriate to carry out an exploration which aims at understanding how the implementation of EFAL in primary institutions in the Xhariep District is managed.

3.2 RESEARCH METHODOLOGY

The aim of methodology, according to Kaplan, is to describe approaches to kinds and paradigms of research (Kaplan, 1973 in Cohen et al., 2007:47). The author suggests further that methodology aims to help us to understand, in the broadest possible terms, not the products of scientific inquiry, but the process itself. Qualitative research methodology is used predominantly as a synonym for any data generation technique, as Saunders et al. (2018) put it, such as an interview or data analysis procedure (such as categorising data) that collect or use non-numerical data.

As defined by Bertram and Christiansen (2020:229), it is an overarching approach researchers use to obtain knowledge about the world. To achieve the study objectives, the researcher had to draw out and evoke views, experiences, contributions, and attitudes of SMT members on managing the English CAPS curriculum at their respective schools and the effects of the CAPS curriculum on teaching and learning at primary schools.

Hesse-Biber and Leavy (2011), as stated in Maree (2014: 51), argue that methods are the tools that researchers use to collect data. The tools enable the researcher to gather data about social reality from people selected as the population of interest in the study in

any medium. These methods for a particular study or research can be interviews, observation, collection of textual data, and visual data.

3.3 THE INTERPRETIVIST RESEARCH PARADIGM

The study adopted interpretivism as the lens for discussion. In this study, its relevance was that meanings emerged towards the end of the research process, whereby various phenomena were gathered and interpreted to make sense and meaning out of the data collected.

The interpretivist research paradigm, is explained by Maree (2014:52) as a “set of assumptions or beliefs” about a fundamental aspect of reality, which gives rise to a particular worldview. The author explains that paradigms serve as the lens or organising principles by which reality is interpreted (Maree, 2014:52).

Bertram and Christiansen (2020:22) interpret it as representing a particular worldview that defines, for the researchers who hold this view, what is acceptable to research and how this should be done. Thomas (2017:107) describes paradigms as shared ideas in a particular community of inquiry, thinking habits of researchers, rules of procedure, and shifts, as the old one proves inappropriate. It is described as intending to stress the commonality of the perspectives, which “binds the work of a group of theorists together” in such a manner that it can be conveniently considered as approaching social theory within the bounds of the same problem (Burrell & Morgan, 2017).

I was at liberty to attend to their blinks, winks, hums, and nods and listen to their actual words (Thomas, 2017:111) coming from their mouths, using data-generating techniques employed by the community of an interpretivism paradigm.

Interpretivism, described in Ryan (2018:8), argues that truth and knowledge are subjective, culturally, and historically situated, based on people’s experiences and their understanding of them.

The researcher's role here is to understand, explain, and demystify social reality through the eyes of different participants (Cohen, Manion & Morrison, 2011).

Alharahsheh and Pius (2020) uphold that a research study must be succinct in its aims and clear in choosing a paradigm appropriate for the discourse. As purported by Nind and Todd (2011), the interpretivist paradigm mainly uses qualitative research methods.

3.3.1 Definition and scope: Interpretivism

Nkoane in Phori (2016:35) postulates that in any chosen theoretical framework, the fundamental objective should be to document pedagogical and emancipative societal transformation goals to pursue social justice in a democratic context. It opposed the former, as it is sometimes referred to as anti-positivism (Alharahsheh & Pius, 2020:41; Flick, 2014). As Alharahsheh and Pius (2020:41) stated, positivism is counted on the philosophical stance of a natural scientist working with observable reality within society, leading "to production of generalizations."

For positivists, knowledge about the social world can be obtained objectively: what we see and hear is straightforwardly perceived and recordable without too many problems (Thomas, 2017:108).

3.3.2 Motivation and relevance of choice: Interpretivism

This study was not about studying objects, atoms, physics, or chemistry but about studying human activities and experiences using linguistics. The study was interested in human experiences, interpretation of phenomena, and own feelings, and thus all comprised social realities.

We are constantly constructing the social world through interaction and language usage (Thomas, 2017:11). The lens allowed for in-depth interaction and attentiveness to every nuance of their behaviour and every clue to meanings that were studied (Thomas, 2017).

3.4 RESEARCH APPROACH: QUALITATIVE STUDY

Qualitative study is the genre of research that is understood to mean any type of research (Strauss & Corbin, 1998:10-11) that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviours, emotions, and feelings, as well as organisational functioning and interactions between people. The allure of qualitative research is that it enables the investigator to conduct in – depth studies about a broad array of topics.

Qualitative research occurs during social interaction; it is naturalistic and relies on linguistic analysis and communication (Maree, 2016; Flick, 2015; Mnguni, 2013).

Maree (2014) also cites Elliott and Timulak (2007), mentioning other distinguishing features of qualitative research, namely that it uses open, exploratory research questions (open-ended questions), places great emphasis on understanding phenomena in their own right and uses special strategies for enhancing the credibility of the research design and data analyses. As they mention, the research process is pivotal in qualitative research.

For Hesse-Biber and Leavy (2011, in Maree 2014), researchers are very attentive to all aspects of the research process: the conceptualisation of the project, the interconnections between each phase of the research process, and the effect the researcher has on the process. They point out that at the heart of qualitative research lies the extraction of meaning from data, i.e., the social meaning people attribute to their experiences, circumstances and situations, as well as the meaning people embed into texts and other objects.

The epistemological considerations divide the approaches into several categories based on the nature and structure of knowledge. The research approach describes methods necessary to address the research questions and/or hypotheses. In this study, the purpose of qualitative study includes an understanding of meaning by participants, that is, how they interpret or make sense of an event, situation, or action under investigation. Participants must make sense of the nature and influence of the context surrounding events or actions. A qualitative research approach for this study was selected because

qualitative methods are predominantly suitable for ascertaining the meaning people give to events they experience.

In comparison, qualitative methods are, in many illustrations, practical to seek answers to questions about experience, meaning and aspects of the participant's point of view. These data generally reveal the capacities explored in the learning and teaching of EFAL. The qualitative research techniques I employed were based on interview discussions to attain the objectives of the study in question. Unstructured interview questions were formulated to seek the views of participants on a focused topic, with key informants, for background evidence from an institutional perspective; to understand a condition, experience, and event from a personal perspective; and analysis of texts and documents, such as learners' files, school journals, and teachers' files and all other relevant documents prepared before the administration of the assessment.

Qualitative methods were used to reveal, for example, potential problems in implementing curriculum for EFAL in the learning and teaching environment. Interviewees could respond to questions based on the research project (De Lacey, Peterson & McMillan, 2015). The qualitative research methods used for this study are defined further below and incorporate purposive sampling, open-ended interviewing, and systematic and concurrent data collection and analysis procedures.

This study used a qualitative research approach to describe and reveal the nature of certain situations, settings, processes, relationships, systems, or people. During the interpretation of data, they enabled me to gain new insights about a phenomenon and develop new theoretical perspectives. They also helped me to test assumptions' validity and evaluate particular policies' effectiveness (Thomas, 2017; Leedy & Ormrod, 2010). Qualitative research enables researchers to develop new concepts or theoretical perspectives about a phenomenon or discover problems with the phenomenon. This openness is also described by Maree (2016).

To achieve the study objectives, I managed to draw out and evoke views, experiences, contributions, and attitudes of SMT members on managing the English CAPS curriculum at their respective schools and the effects of the CAPS curriculum on teaching and learning at primary schools.

I cautiously went for the qualitative approach since it allowed me to gather comprehensive data that responded to the key question (McLeod, 2017). The qualitative research approach allowed me to collect all-inclusive data and understand the deepness of information regarding the phenomenon chosen for this study (Nieuwenhuis, 2016; Richards, 2015). The qualitative element of this discourse was in the comprehensive discussion or interviews conducted with the chosen sample, Departmental Heads, and Deputy Principals.

This study chose a qualitative approach because, in the end, I had to make sense of participants' beliefs, attitudes, experiences, perceptions, and behaviour in a given cultural space (Pacho, 2015:44). As explained by Schutt (2018), qualitative research shows raw data texts, and when respondents are used, the researcher records their perspectives, and scrutinize the space in which data were collected. The author explains further that qualitative study employs fewer participants and collects more than enough data in the natural niche to investigate instinctive reality thoroughly.

I opted to employ the qualitative research method to obtain a detailed comprehension and crucial data regarding the management of EFAL curriculum implementation in selected primary schools (Nieuwenhuis, 2016). This research allowed me to construct a comprehensive picture of participants' views and descriptions of how they understood their thinking and practices in a natural niche (Richards, 2015). The approach was relevant to this discourse because of my need to understand EFAL curriculum implementation and its management and the participant's understanding of their everyday duties and responsibilities.

3.5 RESEARCH DESIGN

Thomas (2010) defines a research design as the master plan of a research study, demonstrating how the study will be conducted. It displays how all the significant parts of the research study work together to answer the research questions in which researchers use various methods and techniques in empirical research. The methods used vary according to the tasks they perform: from methods and techniques of sampling to data-

generating methods. Therefore, their use of methods and techniques depends on the aims and objectives of the study, the nature of the phenomenon being investigated and the underlying theory or expectations of the researcher. McCombes's (2019) definition also shares the same sentiments that it is a strategy or plan to answer a set of questions.

Majid (2017) explains the research design as a consequence of the research question, objectives, phenomena of interest, population, and sampling strategies. A satisfactory design is a critical factor for carrying out a meaningful study or research (Chivanga, 2018). As a teacher in the curriculum directorate and researcher, I am more concerned with the experiences and expertise of SMTs who should oversee the teaching and learning process regarding EFAL curriculum implementation and management. That is why I have chosen a design I believe was satisfactory for conducting a suitable and meaningful study.

Maree (2014:75) discusses the five approaches to qualitative research designs. These are narrative studies/research, phenomenology, grounded theory ethnography, and case study. For this study, only phenomenology will be discussed, as it is the relevant qualitative research design that this study adopted.

A phenomenological study will be used. Phenomenology is not just a name of philosophical perspective, but also a source for questioning the meaning of life as we live it and the nature of responsibility of personal actions and decisions (Wilson, 2015). The study investigated individuals' perceptions, perspectives, and understandings to derive the meaning of a particular phenomenon (Thomas, 2017; Leedy & Ormrod, 2010). Phenomenological is a philosophic attitude and research approach. Its primary position is that the most basic truths are accessible only through inner subjectivity, and personal integrity to environment (Flood, 2010). It is an interpretive approach considering life's ordinary senses and experiences (Alvesson & Sköldbberg, 2017). Therefore, this study adopted a phenomenological research design. Originating deeply in philosophical perspectives of consciousness (Maree, 2014:77), phenomenology is regarded as having its origins in the works of Edmund Husserl (1859-1938). It was extended in the works and writings of Martin Heidegger, a German philosopher (1889-1976), who is best known for contributions to phenomenology, hermeneutics, and existentialism (Wheeler, 2011).

Pernecky (2016) gives a view that what we come across in everyday experiences constitutes the social reality that we live in our thinking and how we make sense of them. This research design (phenomenology) attempts to describe and explain the fundamental structures of these human behaviours (Brinkmann & Kvale, 2017). Qualitative research allows room for interpretation of data collected. This is with regard to shared characteristics of qualitative designs that distinguish them from more traditional quantitative approaches (Bogdan and Biklen, 2007).

During the data analysis process or stage, employing a phenomenological design, Creswell advanced the following procedures:

- a) The researcher must describe their own experiences with the phenomenon of study as a way of trying to identify personal judgements and biases so that they do not contaminate the process of analysis.
- b) The researcher advances with the parallelisation of data collected. This is the process wherein the researcher files each pertinent quote of the studied phenomenon and gives them the same value regarding the group's pronouncements. This starts the textual descriptions: what are the participants saying? What are the pertinent topics communicated by the research participants?
- c) The researcher organises the pertinent themes into meaningful components.
- d) The researcher puts in writing the literal account and involves precise excerpts.
- e) The researcher puts down structural images.
- f) Lastly, based on textual and structural analysis, the researcher classifies the phenomenon's essentials: the usual recurring segments in each research respondent.

The principal aim of phenomenology is to apprehend, as direct as possible, the way a phenomenon was experienced by participants (Creswell & Poth, 2018). That is why I could employ this design to narrate how participants grasped SMT's role in managing the implementation of EFAL curriculum as a phenomenon in primary schools. What makes a phenomenon interpretative, according to Salamon (2018), is that it is more inter-subjective.

This design made me concentrate specifically on each participant's perspectives, attitudes, experiences, and beliefs to evoke their lived experiences on managing the implementation of the EFAL curriculum in schools. This research design enlightened the study's population, which was relevant for generating the wanted data and addressing the main research question. The use of ontologies creates a bridging mechanism, whereby validates to ensure that relevant and useful information is collected (Chowdhury, 2014). Thus, the following section deals with the study population and sample.

3.6 RESEARCH POPULATION

A population is defined as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the results of the research (Bertram & Christiansen, 2020:58). The authors also refer to it as all the people or items that would fit into a group that is being considered by a study, from which a sample is then drawn (Bertram & Christiansen, 2020:230). They explain that population means the total number of people, groups or organisations. As Majid (2017) puts it, the population is the study's target that it intends to study or treat.

The Free State Province has five Education Districts. Xhariep Education District is one of them, divided into three Municipalities: Mohokare, Kopanong and Letsemeng. It has 21 towns with an estimated population of 122 245. It is located at thirty-degree one minute and zero seconds South and twenty-five degrees forty-six minutes and zero seconds East of the Free State Province (30° 1' 0" S and 25° 46' 0" E). There are 63 public schools with three private schools. All these schools offer EFAL in Grades 4 - 7. Because this study aimed at exploring the management of EFAL curriculum implementation in primary schools, the study population was selected from the public primary schools in the Xhariep Education District.

A representation of primary schools and combined schools was used as a population, and all Municipalities were represented. The SMTs of each selected school constituted a

target population. Churchill and Behan (2010:1108-1113) defined the target population as “that part of the total population to which the study is directed”.

As explained earlier, this study selected a phenomenological research design because of its appropriateness for traversing and getting into the lived experiences of SMTs’ roles and responsibilities in managing the implementation of the EFAL curriculum under the auspices of the CAPS policy. The design is relevant to this study because it was appropriate for generating data on each respondent’s perspectives and experiences (Creswell, 2014).

Several authors assert that researchers must use a representative population sample to generalise their findings (Bertram & Christiansen, 2020). Keyton (2010:125-129) justifies this by saying: “it is impossible, impractical, or both to ask everyone to participate in a research project, or even to locate everyone or everything in the population”. Thus, it makes it very critical to select the relevant study sample.

3.7 RESEARCH SAMPLE

According to Bertram and Christiansen (2020:232), “a sample is a subject of a population that is selected to research the population without having to collect data from its entirety.” McCombes (2019) refers to a sample as a set of individuals who will participate in the research study. These definitions are also noted in Gravetter and Wallnau (2017) when they describe a sample as the set of units chosen to constitute the population of interest. When selecting a sample in phenomenological studies, Creswell (2014) proposes that the size should consist of six to eighteen participants (6-8) based on the phenomenon under study and the significance of procuring data from distinct perspectives.

This study used purposive sampling to draw participants from three circuits in the Xhariep education district. Participants from each primary school comprised the EFAL Departmental Heads and the Deputy Principals were formally invited to participate in this study for data collection.

Bertram and Christiansen (2020:60) explain purposive sampling as a specific method that the researcher can use for particular choices about which people, groups or objects to include in the sample. Thus, Pancho (2015:46) stipulates that “the sampling procedure involves the deliberate choice of the informant, due to the qualities the informant possessed”. I focused on a specific group, knowing it does not represent the broader population; it simply represents itself.

The rationale behind this selection was to get a much more comprehensive outlook on SMTs’ engagements in managing EFAL curriculum implementation in primary schools in the three circuits. The emphasis was to analyse the expertise of all the participants chosen in the sample. The SMTs possessed crucial data relating to the management of EFAL curriculum implementation, as they are language specialists in the curriculum in the teaching and learning institutions. They were selected on the assumption that they were controlling the teaching and learning processes.

3.7.1 The sampling criteria

I purposively selected the sample from the SMTs with expertise in EFAL curriculum management and implementation in primary schools. Before conducting the study, I visited selected schools to share my purpose and study goals with the principals. The following criteria were used in the study:

- Male or female members of the school who serve in the management position.
- SMT members with more than three years’ experience in management positions.
- DH, who is managing EFAL.

The three primary schools selected. These schools were given pseudonyms and were referred to as school Z, school P and school M. Participants are associated with their schools as follows: school Z’s participants are named - Deputy Principal Z (DP Z) and Departmental Head Z (DH Z); school B’s participants are named – Deputy Principal B (DP B) and Departmental Head B (DH B); and school P’s participants are named – Deputy Principal P (DP P) and Departmental Head P (DH P).

3.8 DATA COLLECTION INSTRUMENTS AND TECHNIQUES

Data collection called for a more substantial reflection of possible biases and the upkeep of personal notes to support the researcher (Denzin & Lincoln, 2018). This shows how the researcher's personality, personal values, and hidden preconceptions could interfere with the research situation or influence the setting. And therefore, the data collected could narrow or influence what the researcher observed. The boundaries to participation in this study are particularly relevant in the context. The gathering of face-to-face data (De Lacey et al., 2015) transpired in two ways: through observation (what the researcher saw), documents that may be used for quarterly systematic evaluation of learner performance (Bowen, 2009) and through interviewing (what participants articulated).

The instrument I used to collect data is discussed hereunder.

3.8.1 Data collection instrument: Unstructured interviews

Instruments of data collection are defined by Bertram and Christiansen (2020:228) as created and used to facilitate the collection of data by the researcher. As stated by these authors, these instruments comprise interview schedules, questionnaires, and observation schedules. This study employed unstructured interviews as a data collection instrument. Flick (2020) defines an interview as "a systematic form of asking people questions for research purposes - either in an open form with an interview schedule or in a standardised form similar to a questionnaire" (Bertram & Christiansen, 2020:351).

Thomas (2017:205) describes an unstructured interview as a conversation in Free Attitude Interviews. There is no predetermined format for the interview beyond the researcher's general interest. Maree (2014:93) also describes an unstructured interview as a technique that takes the form of conversation with the intention that the researcher explores the participant's views, ideas, beliefs, and attitudes about the phenomenon under study.

3.8.1.1 Benefits of using unstructured interviews

McMillan and Schumacher (2010), mentioned advantages of employing unstructured interviews as an instrument to collect data. The authors indicated that the tool is more flexible and adjustable. When used, it gives the researcher the platform to review and elucidate. The researcher can be in the position to recognize non-verbal conduct. This tool can accommodate both non-readers and non-writers, thus it has a great degree of answers.

3.8.2 Data collection techniques

After I had received ethical clearance from the university and done with the other ethical consideration aspects, I thoroughly explained and described the purpose and conditions of the study on the consent form to the participants. In this paper, I took an in-depth look at how the SMT each school navigated the management of implementation of curriculum for English First Additional language.

All techniques employed were cautiously selected, and COVID-19 regulations were observed and respected as we were still under restrictions. I must follow the Free State Department of Education (FSDoE) COVID-19 regulations and Ethics in Health Research. When I started collecting data, the country was already on alert level 3 and rules regulating public interactions were at an eased level, allowing me the opportunity to hold face-to-face interviews using one-on-one verbal interviews. I was accorded a chance to meet the participants before the interview to make personal interviewing time slots and explain further the purpose of the study.

All time slots were arranged for after-school hours and during the weekends. The teaching and learning time was not disrupted and was respected at all costs.

These interviews allowed me to observe the participants' reactions for clarity and not to forget what was said. An audio recording device was used to record the participants' responses.

Consent forms were sent to participating schools' principals. I phoned the schools' principals, reminding them of the interview schedules. When I arrived at schools in circuits 1 to 3 respectively, I was immediately escorted to the pre-prepared venues by the receptionist.

The first participants were DH B and DP B from School B. The first interviewee was DH B on Wednesday from 15:10 up to 15:55. Then, from 16:10 to 16:55, the second interviewee was DP B on the same day. The Principal of School B declined to participate in the study, raising the issue of COVID-19.

After two weeks, the second school approved my visit to conduct the interviews due to teachers' rotational attendance due to departmental COVID-19 protocols. I conducted the second part of the interviews for School P. Upon arrival, the receptionist informed the Principal about the visit. In this school, the Principal and the Deputy Principal declined to part-take in the study. The Principal indicated they were not interested in the study even though they had signed the consent form. The Deputy Principal cited that they are uncomfortable being interviewed because of the COVID-19 pandemic. Although disappointed, I accepted their apologies based on their rights stipulated in the consent forms. However, in the same school, I ended up interviewing 1 participant who is a DH. The interview with the participant started at 15:25 up to 16:20 on Monday. The interview proceeded as planned with DH P. The participant was initially shy, but they became relaxed and excited when the process unfolded.

A week after the second interview, I conducted interviews at School Z. When I arrived; the administrator informed the principal about this visit. The Principal instructed the administrator to take me to the prepared venue for interviews. However, Principal Z informed me that they would not be allowed to be interviewed because they have comorbidities, as it was during the COVID-19 pandemic. I accepted the principal's apology based on the participant's rights outlined in the consent form, though I was saddened. The DH from this School had already retired upon my arrival, so only DP was available and agreed to be interviewed. Participant DP agreed to be interviewed on condition that the process takes place outside the school's premises on Saturday. I postponed the interview as requested by the DP.

On Saturday, I travelled to the DP Z town, which is 208 km from my residence. The DP was ready upon my arrival. The interview started at 13:00 up to 14:00. The interview went well as planned.

In all these interviews, I introduced myself and welcomed the participants. After the introduction, I explained the purpose of the interview to each participant and their right to withdraw at any moment during the interview session. Before the interview process could start, I requested the participants not to forget to adhere to COVID-19 regulations by wearing masks, sanitizing their hands, and keeping a 2m social distance.

The participants were granted permission to audio record the proceedings during the interviews. I gave each participant a copy of a signed consent form reminding them of the agreement to participate, and then the interview process commenced.

The participants were comfortable because I first created a conducive environment for the interview to be successful. The participants allowed me to ask clarity-seeking questions; however, one DP asked not to record their clarity-seeking conversation, and that was respected and agreed upon.

All the interview recordings were kept safe for data presentation and analysis.

3.9 ANALYSING AND INTERPRETING DATA

Data from this study was analysed by using thematic inductive analysis. Generally, qualitative research is employed to help a researcher in creating an ample and compound understanding of a studied topic. The outputs of such research comprise addressing issues related to the unique nature of qualitative research (Cohen, Manion & Morrison, 2017) and building knowledge that can guide the actual application or use of that knowledge gained.

I employed the thematic inductive analysis technique to get some descriptions, explanations, understanding and interpretation from the qualitative data collected during interview sessions (Maree, 2016). Edhlund and McDougall (2019) describe the method

as a primary method that could be used to put data into sets and recognisable patterns that form categories and ultimately create themes when using qualitative research.

The method was relevant because it gave me a simple approach to describing qualitative data to construct reliable research discoveries and results.

3.9.1 Analysing process

As Anney (2014:272) puts it, thoroughness characterises trustworthiness in qualitative research when the findings consider transferability, credibility, confirmability and dependability. That is why in quality research, the researcher, as Maree (2016) emphasises, is the data collection tool, and this type of research should focus on trustworthiness.

Many ways can be used to map themes to show interconnections between them. Hereunder are strategies adapted in qualitative research for data analysis to show the interconnection of themes.

3.9.1.1 Listening to and transcribing the audio

With their permission, I used an audiotape to record the participants' responses during the data collection process. After the interviews, I spent several days listening to the audio. After that, all audio was transcribed and repeatedly read to understand succinctly, identify codes, and group them into themes utilising thematic analysis (Maree, 2014).

All data recorded digitally were transcribed (Creswell in Maree, 2014). Audio tapes were transcribed verbatim, i.e., rewritten word-for-word. I used codes to focus on what was erupting and to develop data correlation by looking at similarities, differences, and frequencies from what the participants said.

After the data were sorted and typed, the next step was to get to know it with succinct understanding by rereading it and listening to the tape-recorded data several times. This process, called "memoir" (Silverman, 2016), helped me to write down any impressions I got as I went through the data. The primary analytic method of the interpretative researcher is continuous comparison (Thomas, 2017:244-45). It is referred to as a

constant comparative method. It stands behind every technique in this paradigm. It involves going through your data again and again (the constant bit), comparing each element – phrase, sentence or paragraph – with all of the other elements (the comparative bit) (Thomas, 2017:245).

3.9.1.2 Creating codes

From the transcribed documents, I observed certain patterns and similarities; hence coding was significant. Coding is described as segmenting and labelling text to form descriptions and broad themes in the data (Thomas & Christiansen, 2020). Data were arranged so that analysis was in such a way that facilitation thereof was without difficulty or inaccuracy. All data were compared and organised into categories. This continuous listening of audio tapes and reading transcripts allowed themes to develop. I divided the data from the interviews into sets, allowing me to put down relationships between themes and identify significant themes. In analysing the data, three essential steps were observed, i.e., noticing, collecting and reflecting on data (Maree, 2016):

- I noticed bits and pieces in the data that were assigned codes.
- Collected data were broken into fragments, which were then clustered into topics and themes; and
- Reflection was done on the collected data; specific gaps were identified, which required additional data. This was done by returning to audio recordings and notes taken during data generation. Some participants were contacted to clarify some of their answers during the interview sessions.

During this process - constant comparison – the researcher marked the data up with codes – abbreviations, pseudonyms, and colour names – that described their essential facets. Themes were created, capturing and summarising the researcher’s data contents. These themes or categories, as Thomas (2017:245) interchangeably use the words, were crucial building blocks in data analysis. As an interpretative approach was employed in this study, the aim was to build and emerge with the meanings constructed by the participants (including me as a researcher) in their situations.

3.9.1.3 Building themes

According to Thomas and Christiansen (2020), a few standard procedures often apply to qualitative approaches. Adding codes, generating themes, and noticing commonalities and relationships are other techniques in data analysis. Indeed, in analysing data, I worked through the data numerous times, making sense of what the participants shared during the interview sessions.

3.9.1.4 Re-evaluation of themes

After creating themes, I saw it necessary to re-evaluate the initial themes to avoid unnecessary repetition. All themes were colour-coded with different colours to clarify specific evolving themes from the data. For example, data referring to resources was colour-coded brown, the conducive environment was given green colour, and challenges were given purple colour, and so on.

Reviewing the data analogous to each theme assisted me in examining whether the data supported the theme and the study.

3.9.1.5 Interpreting themes

Final tuning was deemed necessary to clarify the core of what each theme was all about. I checked what the themes were referring to and how they interconnected with the initial ones.

The link was established, and ambiguity was eliminated.

3.9.1.6 The writing process

After eliminating any ambiguity, constructing themes and refining codes, the study findings reported in the following chapter were produced.

3.9.2 Trustworthiness of the study

Although quality is important in qualitative research, the researcher's ethics significantly impact a study's quality. In qualitative research, this is linked with trustworthiness. To ensure trustworthiness, a researcher must make research processes transparent and auditable so that others can understand how their findings were truly created (Korstjens & Moser, 2018). According to Patton et al. (2015), rigorous methods and the researcher's credibility are necessary for qualitative research to be trustworthy. To be accepted as trustworthy, qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematizing, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible (Nowell, et al, 2007).

Anney (2014:272) claims that in qualitative research, rigour is characterized as trustworthiness when the findings consider dependability, credibility, transferability, and confirmability. According to Maree (2014:80), trustworthiness emerges when numerous data-gathering methods, such as observations, interviews, and document analysis, are employed.

Nieuwenhuis (2021) presented four benchmarks that researchers may use to uphold rigour and dependability in qualitative research. These benchmarks were designed to improve the credibility and authenticity of the data that had been gathered. Credibility, transferability, reliability, and confirmability serve as benchmarks.

Interpretive paradigm, as used in this study, necessitated the use of trustworthiness as it prompts it because the paradigm demands a thorough clench or grasp of participants' lived experiences.

This study used participants' lived experiences to build trustworthiness, and in interview sessions, I observed their reactions, nods, and has when they responded to questions.

The study's credibility, conformity, transferability, dependability, and authenticity are among the trustworthiness criteria discussed below.

3.9.2.1 Credibility

As explained in Maree (2014:373), credibility refers to the extent to which the research findings are believable and trustworthy. Trustworthiness of qualitative designs is the standard to which the interpretations and concepts have mutual meanings (McMillan & Schumacher, 2001 in Maree, 2014:373) between the participants and the researcher.

Credibility addresses the following issue: How closely do the results match the facts? How can we be sure the reader will trust our findings? Several methods for ensuring credibility are mentioned in the literature (Nieuwenhuis, 2021). I gained trust by taking down the interviewees' perceptions, which included their unchanging quotes, and by reading the transcripts slowly while spotting compelling patterns or themes.

Other measures to ensure credibility include frequent briefing sessions between the investigator and superiors, the researcher's reflective notes and member checks. Member checks imply sharing your transcript with the participants (Nieuwenhuis, 2021).

I discussed the collected data with participants after they had been permitted to do so to ensure their viewpoints were captured and presented correctly to verify any omissions or additions to their responses. Member checks were done constantly to allow the participants to expatiate on the discussions ensuring that communication was unambiguous (Christiansen, 2014).

3.9.2.2 Transferability

Transferability concerns the aspect of applicability (Lincoln & Guba, 2015). Flick (2020:350) defines transferability as generalizability... "the degree to which the research findings derived from a sample can be transferred to the population."

To address transferability, I took care to fully describe the whole procedure of this research, including the number of participants, the data collecting techniques, and the period over which I gathered data. I chose a method that, in my opinion, is appropriate

for this research and avoided being partial by applying my own preferences instead of the participants' experiences, beliefs, attitudes and viewpoints.

3.9.2.3 Dependability

The term dependability in any qualitative research refers mainly to reliability. According to Flick (2021), dependability and believability are closely related. The author contends that, practically speaking, showing trustworthiness goes some way toward ensuring reliance.

Dependability in this study was shown through the planning and execution of the research; the operational details of the data-gathering methods are incorporated to reinforce the phenomenon under study. It defined my study conclusions as consistent and reproducible, essential to trustworthiness.

I ensured that the original data collected supported the conclusions drawn from the interpretation.

3.9.2.4 Confirmability

Confirmability refers to the degree to which other researchers can confirm or corroborate the inquiry results (Johnson & Rasulova, 2017). The evidence must support the interpretation rather than personal preferences and worldviews. In this case, the analytical process embedded interpretation process is the main focus.

Using unstructured interviews gave participants the freedom and transparency to share their knowledge and experiences with me, confirming the value of the research results. I first outlined the interview conditions by asking each participant which language they were comfortable with. They all chose English as the language of communication because they teach English in their respective schools. However, we had room for code-switching which created trust and confidence between myself and the participants, thus, allowing for the flow of quality data that were valuable, relevant, reliable and credible.

3.9.2 Ethical considerations

Punch and Oancea (2014) pointed to the value of ethics in the study. They corroborated that a researcher ought to be constantly aware of all ethical inferences while doing research and have to every time adhere to codes of ethical use.

Before this study was undertaken, ethical clearance was requested from the Research Ethics Committee of the University of the Free State (RIMS/GHREC). Participants' confidentiality was protected. Pseudonyms were used to retain the anonymity of schools and participants. Participants were informed that their participation was purely voluntary and was issued consent forms (Thomas, 2017; Babbie, 2014).

I also explained to them that their names would not be used in the report and that pseudonyms would be used to protect their privacy and integrity.

3.10 LIMITATIONS

Study limitations refer to any unavoidable hindrances that are potentially outside the researcher's control (Maree, 2014:377). Limitation relates to potential flaws that are typically outside the researcher's control and directly related to the research study. The main limitation was the constrained generalisability of the findings, because of the small number of participants. Cohen et al. (2001 in Maree, 2014:377) identify the inherent delimitations in this by stating that the findings of my study might not be generalized, except where other readers see their application. I am a full-time employee of FSDoE Subject Advisor, and it was not easy to find time to collect data for this study. However, I applied for leave so that I can be able to visit the schools. I experienced financial constraints, which impacted on transport to collect data from other schools in the districts.

3.11 DELIMITATIONS

According to Discover PhDs (2020), delimitations are the various boundaries within a research study which are set by the researcher. The study focused on the implementation of English First Additional Language Curriculum Assessment Policy (CAPS) as one of the

languages, which is the language of instruction in most African primary schools. The population has been narrowed due to issues surrounding accessibility to some schools. The COVID-19 pandemic became a potential contributing factor because some selected participants declined to be interviewed due to comorbidities, as they mentioned upon my arrival COVID-19 is revealing, reinforcing, and catalyzing new social and cultural relations, laying bare inequalities and anxieties, discrimination, and division. However only literature including appropriate information concerning the policy document on CAPS influences the management of implementation of curriculum assessment in English First Additional Language teaching, was reviewed. It limited me from going beyond my initial participants because the towns in the Xhariep district are far apart. I chose those three schools as my population for data collection.

It is crucial to accept that selected schools in the Xhariep Education District in the Free State Province do not fully represent many schools from the district which limited the generalizability of the findings of my study (Maree, 2014:377).

3.12 CHAPTER SUMMARY AND CONCLUSION

This chapter clarified the research methodology comprising the population, sampling technique, data generating instruments and techniques, analysis of data process, ethical considerations plans, trustworthiness, reliability, confirmability, generalizability, and credibility. I chose the qualitative approach for this discourse because I studied human behaviour. The methods employed to collect data were unstructured interviews. Purposive sampling for this study was used because I selected those schools based on their performance in the Xhariep District in EFAL. Only four participants agreed to be interviewed.

The next chapter, Chapter 4, is based on data presentation, analysis, interpretation and discussion of findings.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter focuses on data presentation, analysis, interpretation and discussion of findings. Based on the study's objectives, data were collected using unstructured interviews. The study aimed to explore how the implementation of the EFAL CAPS curriculum is managed in primary schools by SMTs.

The data analysis revealed seven specific themes and subthemes that directly responded to the study objectives. The literature reviewed in Chapter 2, and the theoretical framework support the findings and interpretation discussion.

Below I present the biographical information of the participants.

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

Table 2 below summarises the participants' biographical information: deputy principals and departmental heads.

Table 4.1: Biographical information

Participant	Participant 1: DH B	Participant 2: DP B	Participant 3: DP Z	Participant 4: DH P
Age group	40-49	50-59	50-59	30-39
Gender	Male	Female	Female	Male
Teaching Experience	12	27	28	12 yrs.
Post Level	2	3	3	2

Professional qualification	Diploma: ACE	SPTD:	BA Hon.	PGCE: B. ED Hon.
Subject taught	Sesotho/Mathematics	English	English	Setswana
Grades	6-7	7	4-5	4-7
Level of curriculum exposure through training	Workshops: quarterly	Workshops: quarterly	Workshops: quarterly	Workshops: quarterly
Geographical location	Rural	Rural	Rural	City

4.3 DATA ANALYSIS PROCESS

I conducted individual interviews with two deputy principals and two departmental heads after teaching hours, as stipulated in my permission letter by the Head of the Department of Education in the Free State. Upon arriving at each school, I reported to the principal's office 30 minutes before the interview. A reminder notice of each visit was made via the phone to confirm my visit as a follow-up after the permission letter had been sent to participating schools' principals. All the interviews were held in the prepared rooms respectively.

After the data gathering, I started the procedure of examining it. This comprised data records by focusing cautiously on the participants' answers. I then started jotting down field transcripts, developing principal codes and topics, which helped me in reducing the quantity of data and defining primary forms, and focused on pertinent and delicate data (Boeije, 2010:13). I then used the inductive procedure, which permitted the groupings to arise.

I assembled related topics into essential categories and subgroups to make the data more manageable (Merriam & Tisdell, 2016). The procedure was tracked by categorising the emerging topics under special codes (Merriam & Tisdell, 2016:223). I used brands in

transcripts to express that they fit into distinct themes and recognised certain forms (Merriam & Tisdell, 2016:223). The procedure permitted me to assemble groups and themes from the data, addressing the study theme and study questions.

For the data to be analysed, I had to understand how to make sense of the collected data. The intended purpose of the data analysis procedure, according to (Creswell & Creswell, 2018), is to make sense of the data gathered, which involves taking the data apart and putting it back together.

According to Assarroudi, Heshmati, Nabavi, Armat, Ebadi and Vaismoradi (2018:43), the final data analysis process involves identifying categories, themes and patterns. In other words, the data analysis is not as straightforward as one might think. It requires the researcher to understand the process of how to make sense of the data that were collected.

I collected data from in-depth one-on-one interviews, which ranged between 45 minutes to 1 hour (recorded with the participants' permission using voice recording devices). The data were collected from four participants in three different primary schools in the Xhariep District. These schools are from three separate circuits: one from each circuit. The patterns became more prominent throughout the transcription process, and the researcher drew the themes. Once I had the data sorted and typed, the next step was to get to know it inside out by rereading it and listening to the tape-recorded data several times.

This process, called "memoir" (Bertram & Christiansen, 2020), helped me to write down any impressions I got as I went through the data.

The relationships of phenomena were identified. In analysing the data, three essential steps were observed, i.e., noticing, collecting and reflecting on data (Maree, 2016):

- Observed bits and pieces in the data were assigned codes.
- Collected data was broken into fragments, which were then clustered into topics or themes; and
- Reflection on the collected data noticed specific gaps that required additional data, additional data were collected from the notes taken, recorded interviews, and

participants were called to clarify some aspects. Data saturation is reached when there is enough information to replicate the study when the ability to obtain additional new information has been attained and further coding is no longer feasible.

4.3.1 Generation of themes

Throughout the generation of the themes, I was cautious of this study's research problem and objectives. It was important to explore the SMT's personal views on EFAL curriculum implementation management. It was important to establish how the teaching and learning of the EFAL CAPS curriculum are managed in primary schools.

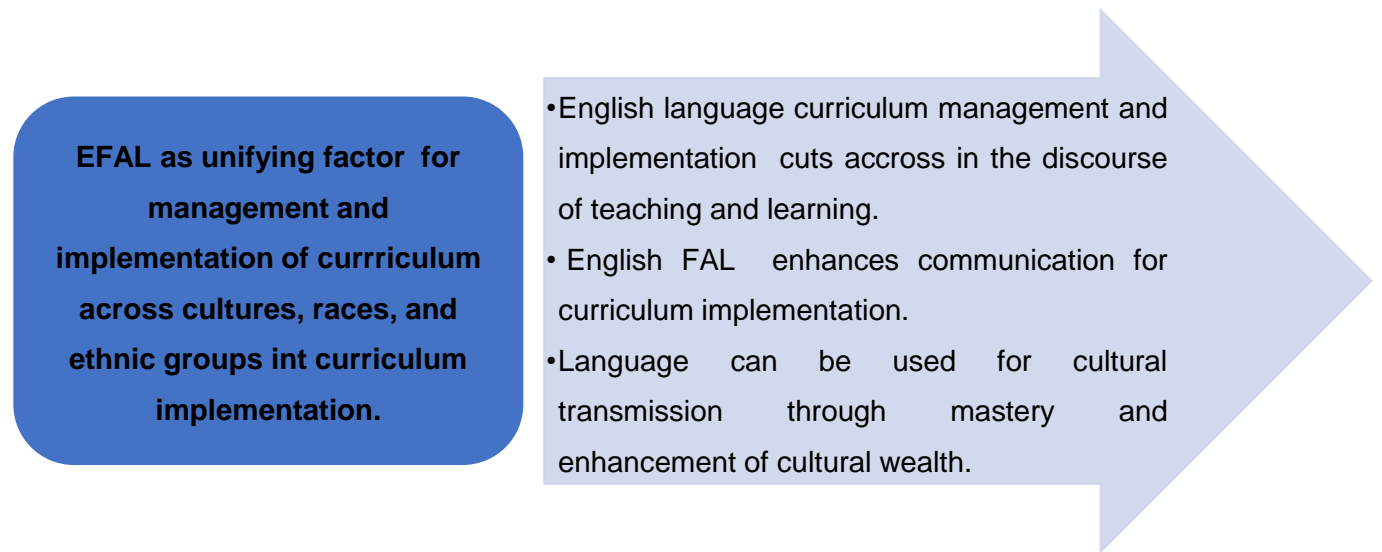
After the data were collected, I began listening to the recorded interviews to familiarise with the data and gain an in-depth understanding before the interviews were transcribed. The interviews were conducted in English. However, a few participants' home language was IsiXhosa, Sesotho and Setswana, but the majority often responded in English because they were managing it in their respective departments. Only one of the participants had some Sesotho phrases, and they were versioned into English not to misrepresent their meaning.

Once the transcription was done, I read and re-read the transcripts to gain a further in-depth understanding. I also began the process of coding by using the steps suggested by Cohen, Loeb, Miller and Wyckoff (2019). I started by carefully listening and reading the participants' responses to determine if there were recurring themes present in the data. I then proceeded to the coding process by assigning a category label to pieces of data. Graneheim and Lundman (in Maree, 2016) state that creating categories is the core feature of qualitative content analysis.

By doing that, I started identifying a combination of codes in the data that were later grouped into categories. Patterns were carefully identified and referred to the themes presented earlier. As soon as the themes were identified, their patterns were easily recognizable, and this proceeded to the process of linking the patterns into relationships existing among the cases. In doing so, I had to continuously move back and forth among

the codes and patterns to grasp the meanings confirming Cohen et al.'s (2018) comment that qualitative data analyzing is not a straightforward process.

Below is the diagram that depicts the themes built from the participants' responses after analysing them.



EFAL improves curriculum delivery, content mastery, pronunciation and enhances vocabulary

- It helps in organising delivery of contents in the curriculum within time-bound constraints.
- Pronunciation and spelling mastery are pivotal elements in language usage.
- Limited vocabulary can impact on curriculum implementation and language proficiency and mastery of content.

EFAL improves critical thinking in debates and conversations, and improves collaborative interactions

- Language enhances critical debates through critical thinking for broader curriculum mastery.
- Language improves conversational sustainance which is dialogic and collaborative for human interaction.

EFAL takes note of learner background, and adopts different teaching and learning methodologies

- Learner background must be taken into account for better language competency in the process of teaching and learning.
- EFAL offers opportunities for learners to be exposed to different methodologies in language mastery beyond their home.

EFAL successes and the value of assessment

- This is indicated by meeting set targets, confidence in expression in the language.
- EFAL creates opportunities for observation of progress in learning and teaching with respective assessment strategies and evaluation.

EFAL best implemented in elementary grades: Foundation Phase

- The best environment of implementation of EFAL is when done in earlier grades such as Grade R.

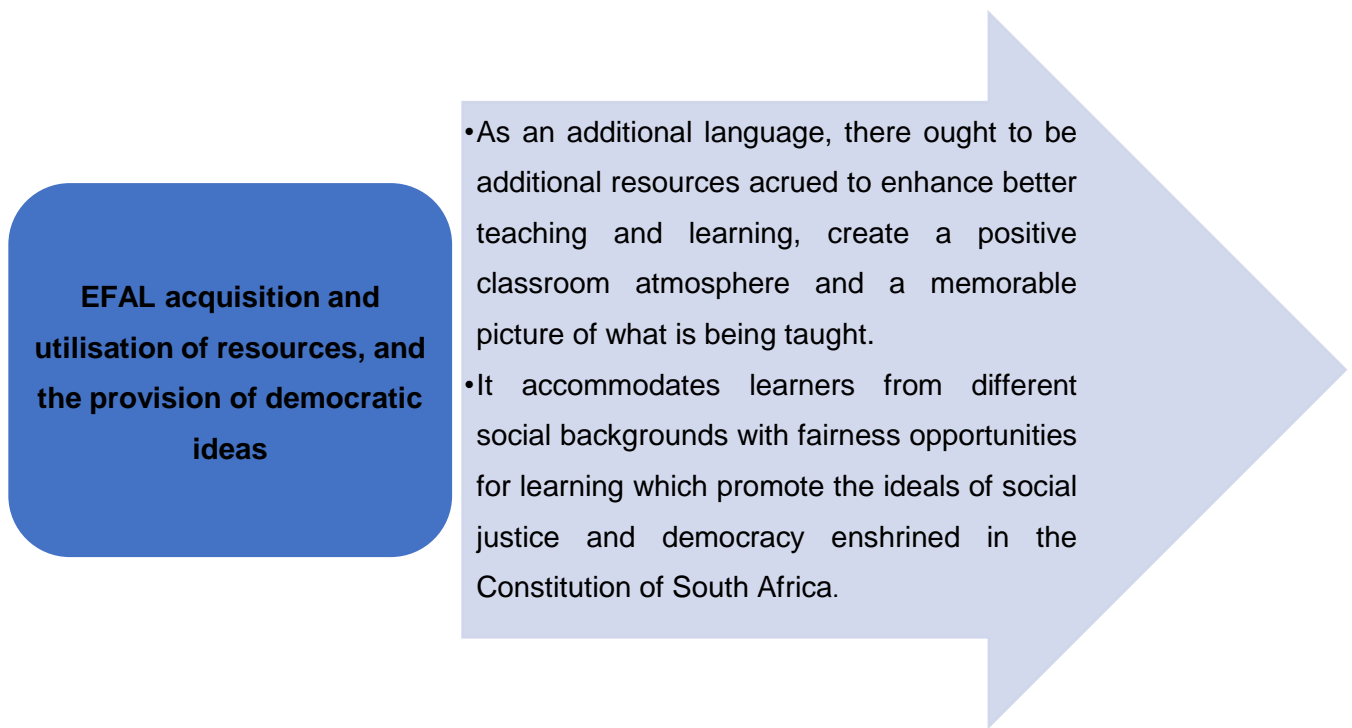


Figure 4.1: Emerged themes

4.3.2 Emerged themes from responses of participants

After the data analysis, seven themes emerged from the participants' responses, presented below.

4.3.2.1 Theme 1: EFAL as a factor for management and implementation of curriculum across cultures, races, and ethnic groups

Participants' responses clarified EFAL management and implementation in the teaching and learning environment as a tool to share different ideas and feelings and as a communicative tool across the curriculum.

Below are a few verbatims from the participants:

Participant 3 indicated: *"Language can be used for cultural transmission through mastery and enhancement of cultural wealth."*

Participant 4 indicated: *“EFAL provides learners with communication skills and values to express their cultural principles and customs.”*

Curriculum experts came together under the leadership of the current governing party to restructure the National Curriculum that was aimed at serving all the people of South Africa fairly and justly irrespective of colour, creed, gender, belief, and locality. This point of departure met serious challenges and obstacles because experts were to strike a balance from disadvantaged communities up to well-off communities, with schools having contextual challenges, especially those in the majority localities.

However, many committees were set up by the National Education Ministry (Umugiraneza, Bansila and North, 2018; DBE, 2009) to address these persistently erupting challenges due to the damage brought by the then monotonous government.

Out of all these efforts of curriculum panel beating, alignments, and balancing to fit and serve the entire nation, English in national schools continued to be used as the official language of instruction. All subjects from Grade 4 in most schools (except those who use Afrikaans as a medium language of learning and teaching) have been approved for teaching in English, except for African Languages, Afrikaans, and other minority languages, in many schools of the surrounding communities. Since then, the government has introduced a series of curriculum designs to effect decent and quality education for all learners in the country (Umugiraneza et al., 2018).

4.3.1.1 Theme 2: EFAL improves curriculum management and implementation, content mastery, and pronunciation and enhances vocabulary

The participants indicated that it is important to understand CAPS management and implementation. This includes content delivery and mastery because it is time-framed and needs to be handled in a way that one should be able to catch up if there is a loss of time for any content missed. The participants’ verbatim is hereunder quoted:

Participant 3 indicated: *“We need to manage curriculum and understand the skills that learners must learn to ensure mastery of content prescribed by CAPS policy document.”*

The participant further elaborated that when learners master language skills and increase their vocabulary in the English language, there is a considerable impact on their performance in other subjects taught in EFAL.

Participant 4 indicated that “CAPS understanding is important for curriculum management and implementation, which guides teachers to follow the correct procedures to teach and assess learners.” This also clarifies the importance of understanding EFAL management and implementation through CAPS policy in primary schools. The participants’ responses highlight objective 2 of the study.

English seems to gain global attention when it comes to learning and teaching. In some countries, it has gradually been introduced and thus has become a compulsory subject in primary schools (Qi, 2016). Language proficiency is the primary factor influencing the performance of pupils with English, according to Demie (2018), as an additional language. Demie also argues that with this language as being the language of instruction, for pupils to fully and effectively access the curriculum, they need to be ‘fluent in English’ (2018: 641).

4.3.1.2 Theme 3: EFAL improves critical thinking in debates and conversations, enhancing collaborative interactions

The responses of the participants relate to objective three of the study. They correctly outlined the skills relevant to EFAL learning and teaching according to CAPS requirement curriculum policy. For example, the following participants’ responses highlight the importance of EFAL’s critical skills for improving debates and conversations when teaching listening and speaking, writing and presentation skills.

Participant 4 indicated: “...listening, speaking, and reading skills are critical factors for EFAL learning and teaching.”

Participant 3 indicated: “...we need to ensure that learners are equipped with all critical language learning skills for EFAL because when debating, they collaborate with their peers to win.”

Participants 1 and 2 mentioned that these skills would demand different approaches from teachers when taught. Their responses highlight that each skill will be treated except for accommodating learners who are not fluent in EFAL.

The National Curriculum Statement Grades R-12 (2011) aims to produce learners that can identify and solve problems and make decisions using critical and creative thinking. When teaching and learning EFAL, a learner can do this; the system is believed to have achieved its goals. It is thus concluded that mastering writing and reading skills help learners to perform well in other subjects other than one language. If the English curriculum is well managed and monitored in a learning environment, other subjects taught in English will be more accessible to learners to compete fluently.

As it is built on the democratic and constitutional ethos, the national curriculum aims at building learners capable of identifying and solving problems, making decisions using critical thinking, and playing essential roles in their groups or teams. These learners will be able to work effectively as individuals and with others as team members. In their own space and the learning environment, they will be able to organize their work and manage themselves and their activities responsibly and effectively (NCS, 2011: 5). As learners and life-long researchers, they will be able to collect, analyze, organize, and critically evaluate information presented to them or collected by themselves.

Morley and Rasool (1999: 19) quote Vaizey (1961), explaining that we live in a time when knowledge is exploding. It is within this context that NCS Grades R-12 is aiming at building learners who can use science and technology effectively and critically show responsibility towards the environment and health of others, communicating effectively using visual, symbolic or language skills in various modes. Learners should demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation (NCS, 2011).

4.3.1.3 Theme 4: EFAL takes note of learner background and adopts different teaching and learning methodologies

The participants' responses highlight the key factors in curriculum implementation management following CAPS policy requirements involved in primary schools. For example:

Participant 3 indicated: *“EFAL caters for most learners who are not First Language English speakers.”* This participant further elaborated that EFAL provides a cut form for both spoken and written English that assists them in learning, corroborated by Probyn (2001), who posits that English is a tool that accelerates the transmission and studying of a subject matter.

Participant 2 indicated: *“EFAL covers skills and values worth learning in SA schools. EFAL learning ensures that children acquire and apply knowledge and skills gained from their background”.*

Participants 1 and 4 indicated that learners come to school with prior speaking knowledge to communicate and share their experiences with others, showing that they are social beings; they don't exist in isolation. They indicated that a language is a tool for thought and communication that allows learners to acquire knowledge and express their ideas, feelings, and background. Thus, learners use their mother tongue to communicate whilst playing with others.

The participants further declared, *“Educators need proper planning to accommodate learners of different cultural, racial, and ethnical groups in the teaching and learning of EFAL classroom.”*

South Africa is evolving from complex political backgrounds, multiculturalism, and multilingualism, and access to English as a medium of instruction in schools has been different. Differing contexts tremendously influenced academic performance (Desai, 2016: 343). The author also postulates that the successful acquisition of English and exposure to it vary vastly in different contexts. Therefore, the acquisition will require different approaches.

The author says that what works for a 'middle-class child in a former 'White' suburb will not necessarily work for a poor working-class child in a township' (2016: 343).

Many researchers have resurfaced despondent flaws of the education system in many schools in SA, exceptionally those whose majority are African children (Christie, 2008; Fleisch, 2008; Macdonald, 1990; Kallaway, 1984). The sentiment is also purported by Prinsloo, Rogers and Harvey (2018) that despite large allocations in schooling after 1994, SA learner achievement still 'remains poor' (2018:1). These latter authors also argue that, even though huge investments are made in education, achievement remains unchanged among South African pupils. And they have pinpointed language as a decisive factor, given the political history and multilingual context of South Africa.

4.3.1.4 Theme 5: EFAL best implemented in elementary grades: Foundation Phase

Implementing the EFAL curriculum in early grades gives learners an advantageous position to gain more vocabulary, which could enhance their chances to express themselves more fluently and confidently, building confidence in learners. Thus, Curry and Adams (2014) pointed out that collective school management is essential in managing and implementing the EFAL CAPS curriculum.

The participants in their responses alluded that when EFAL is implemented in elementary grades, this could improve their performance in subjects where EFAL is used as a medium of instruction. The participant clarifies objective 4 of the study, which stipulates the environment conducive to the implementation of EFAL curriculum following CAPS policy requirements in the primary schools:

Participant 1 indicated, "*The best implementation environment of EFAL is when done in earlier grades such as Grade R.*"

Participant 2 indicated, "*The school, as learning environment, must be tension-free, safe, accommodating, and enabling free learning and expression.*"

To accentuate the implication of collective management, Szczesiul and Huizenga (2014) called management a fight to simplify and support teamwork and upcoming managers, purely specifying that schools' and stakeholders' relations without appropriate oversight will keep on deteriorating. Hence, this will negatively impact the best conducive environments for managing and implementing the EFAL curriculum in primary schools.

A safe and orderly environment allows uncompromised attention to curriculum management and implementation fundamentals. Discipline and good behaviour follow when learners feel safe and secure in teaching and learning environment. Ultimately teaching and learning become effective, and the results improve (Maringe et al., 2015; Mouton et al., 2013: 33). When leadership is centred on a team approach within the SMT, and showing evidenced courage, empathy, adaptability and flexibility, preparedness to work with all stakeholders in teaching and learning will bear positive results.

In a school where SMT develop a culture of concern and aspiration to improve the life chances of learners in totality, teaching and learning in that environment glow (Maringe, 2015). When the SMT develops empathetic and community-oriented leadership, stakeholders become attracted, and curriculum monitoring and management will suffice the vision and mission of the school, thereby embracing the principles and goals of CAPS policy (Mbokazi, 2013 in Maringe, 2015: 368).

4.3.1.5 Theme 6: EFAL successes and the value of assessment

The participants outlined the 5th objective of the study. The objective wants to determine the success factors for the curriculum management implementation of EFAL through CAPS policy requirements in primary schools. Management of learning and teaching in the English First Additional curriculum, through CAPS policy, should be done by SMTs to ensure effective delivery of the teaching and learning process.

The participants, thus, responded by highlighting this:

Participant 1 indicated, *“If EFAL curriculum is best managed and implemented in primary schools, learners’ performance in other subjects taught in EFAL will improve, which will improve their performance levels during the assessment process.”*

Participant 2 indicated, *“Best management of EFAL implementation in primary schools by SMTs will boost the learners’ confidence to express themselves and have the opportunity to explore challenging topics.”*

Participants 3 and 4 indicated when EFAL is best implemented in primary schools, there will be a noticeable impact on learners' performance in other subjects taught in EFAL.

Maringe et al. (2015) make mention of factors which advance success against all the odds. To suffice the National Statement, teachers and learners must demonstrate some core skills to successfully implement and acquire the set National Curriculum Statement goals in the teaching and learning environment (CAPS, 2021; NCS, 2011; ELRC, 2003: C-53).

Subject content and assessment processes are succinctly delimited by specific policies (DBE, 2019; DBE, 2011). The work is divided into the number of teaching and learning days per term, subdivided into two-week cycles, to be implemented nationwide to foster uniformity in schools. The trimmed assessment programme for EFAL during the COVID-19 pandemic also specified that learners should be assessed on specific work volume and assessment forms (DBE, 2022, 2020, 2019) in the term. The specified workload that should be covered must be monitored and controlled by SMTs before and after the assessment in the form of item and error analysis (DBE, 2021).

4.3.1.6 Theme 7: EFAL acquisition and utilization of resources and the provision of democratical ideals

CAPS prescribes that they should first be identified in addressing barriers to learning. All relevant structures within the school community – teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource

Centers, must come to play so that the teaching and learning process can be nurtured and promoted to the maximum level. The participants' responses clarify objective 3 of the study, which wanted to indicate the challenges the SMTs encounter when managing the implementation of EFAL in primary schools. Participants' conversations attested to this during the interview sessions:

Participant 1 indicated: *"...most learners are promoted to the next grade with limited vocabulary acquired from the previous class due to limited resources."* The participant stated that a lack of reading materials in primary schools and limited specialized teachers in the subject or language could hinder language acquisition, which hinders DH in managing the proper implementation of EFAL content in the teaching and learning environment.

Participant 4 indicated, *"...we make sure that resources are available for reading and writing, and classroom walls are print-rich."*

However, other participants clarified that EFAL as an additional language should have additional resources accrued to enhance better teaching and learning. Print-rich classroom triggers a positive learning atmosphere and memorable pictures of what has been taught.

As Hoadley, Christie and Ward (2009: 373, in Naicker, Grant & Pillay, 2016: 1) indicate, South African schooling has undergone vigorous changes in the post-apartheid period owing to changes in legislation that regulate schooling. Even after excellent policy interventions to improve the quality of schooling in this country, as the authors put it, the output of the public schooling system continues to remain uneven. The authors researched the practice of leadership in performing disadvantaged schools. The objective was to uncover leadership networks, leaders' day-to-day practices within highly functional, disadvantaged schools, and how they influence school success (Naicker et al., 2016; Maringe et al., 2015: 367). They concluded that such a nuanced understanding of leadership practice might potentially motivate leaders of underperforming schools. This would ultimately improve the turnover of the country's quantity and quality of human capital.

4.4 COLLABORATIVE LEADERSHIP THEORY AND LITERATURE: ITS RELEVANCE TO THIS STUDY

The Oxford Dictionary (2010:277) defines collaboration as working together, particularly in literary or artistic production. When working with dissimilar people, it is more pertinent to accomplish a common goal and purpose. In partnership, the services, such as aptitude, implementation, capability, ability and knowledge, demonstrate skill.

The literature further describes teamwork as the capacity to work collectively while considering the worth of growth and as a call for partnership in jointly working together (Dereli & Aypay, 2012:1262). Teamwork is again further understood to mean working together to attain common goals.

This theory undertakes that a cluster of individuals cooperate by collaborating and organising their exertions once they exceed individual benefits to follow collective goals (Dereli & Aypay, 2012). As referred to in Chapter 2, collective management is regarded as a school management exercise in which all SMT members work together throughout the whole school community to guarantee precise results and activities that are accepted to keep the school booming. This collective effort must be stretched to and shared between the stakeholders in education – learners, teachers, parents, and the employer. One may ask whether the SMT could collaborate with other schools whose performance is outstanding to learn better formulae to manage EFAL curriculum implementation to improve learning in their school.

The discoveries in this study undeniably accentuate and support the concept by recognising that, for teaching and learning procedures to successfully manage the implementation of EFAL under the auspices of CAPS policy, SMTs and teachers cannot operate in isolation. Inferring from the findings in this research, the management of EFAL implementation is still to be improved because some of the SMT members are not on par with CAPS policy prescripts. The roles of SMT members in curriculum delivery and management need to be improved.

Most of the Xhariep District primary schools use EFAL as a medium of instruction in all grades. The research has shown that SMT members need to collaborate to strengthen

the positive effects of the EFAL curriculum in teaching and learning. If this can be improved, learner performance in reading and writing can improve, and subsequently, learners will perform better in other subjects.

Every school's aim and objective of management must be to improve the teaching methods and learning and advance comprehensive networks with every participant through operative partnerships and common conclusions.

Prudent leaders understand that schools and stakeholders need to cooperate to advance learner performance (Jeynes, 2018). Stakeholders can be invited to share their expertise with school leaders, attend school activities and have working relations with teachers and SMT members to communicate their perceptions and vision for the school (Heinrichs, 2018).

4.5 CHAPTER SUMMARY

This chapter advocated the critical aspects of the study holds. The nature and scope of the analysis are grounded in the study's objectives.

The responses are from the SMTs regarding their knowledge and capacity to lead the teaching and learning process on their acquisition of EFAL as an aspect of the CAPS curriculum. The analysis and responses articulate the following critical skills in the introduction of EFAL management and adoption. These include, among other things: effective communication skills; collaborative quests; cultural tolerance; diversity management; analytical and critical thinking skills; and offering guidelines and evaluation grounded on EFAL.

The lawful responsibility of increasing a learner's performance pertains to all teaching and learning environment stakeholders, which is stated in the South African Schools Act, which permits parents, districts, provincial departments, and labour movements, to mention a few, to be part of the teaching and learning process, regardless of their origin, gender, creed, and financial status. The SMTs and educators must work collectively with

other stakeholders to improve dynamic relationships for the sustained value of the learners.

The following section gives the proposals and decisions arising from the research conclusions.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION OF THE STUDY

5.1 INTRODUCTION

In the previous chapter, data collected from the participants was presented. It was analysed and interpreted following data analysis processes. During the data analysis process, seven themes emerged, which were then discussed. The findings of the study were also presented and discussed in Chapter 4.

This study aimed to explore the management of EFAL implementation in primary schools. Seven themes emerged from the study and are summarized below.

5.2 SUMMARY OF THEMES

Through data gathering, analysis and interpretation from theme one, participants clarified the management of EFAL implementation in the teaching and environment as a tool that can be used for cultural transmission in teaching and learning. The second emanated from the findings that EFAL notes learner background. Participants also highlighted that when the EFAL curriculum is implemented and managed effectively, this can improve learner performance and content mastery in any subject delivered in EFAL.

The fourth theme that emerged dealt with EFAL improving critical thinking in debates and conversations in the teaching and learning environment, which concurs with the study's theoretical framework, which is collaborative leadership theory. To be well implemented, the participants' responses showed that EFAL requires effective use of resources to achieve democratic ideals, highlighting theme five of the findings. The sixth and seventh themes clarified that EFAL is best when implemented in early grades in elementary grades, and this will improve learner achievement as they are assessed.

5.3 RECOMMENDATIONS

The following recommendations are made to close the gaps that exist regarding the implementation and management of EFAL.

The language level, skills, and approaches must be considered when teaching EFAL. Therefore, teachers must use different methodologies to assist learners in understanding. Thus, they need to collaborate with other stakeholders to learn other approaches. The skills are still the same as those of the home language. However, the depth differs.

The process of teaching and learning must inculcate democratic values, which are constitutionally grounded.

EFAL, as a Language of Teaching and Learning across the teaching and learning spectrum, must enhance the essence of self-expression and confidence to learners.

EFAL, as an additional language in the learning and teaching process, needs an environment that promotes acquiring resources for better mastery of content (print-rich classrooms; talking walls – painted outside walls with pictures) to discourage abstract learning. SMT must ensure that resources are available for reading, writing, and pronunciation. Learners should also get an opportunity to speak more than learn passively as it is required by CAPS policy, skill 1: Listening and Speaking.

Lastly, I recommend further research on the management of EFAL implementation in the foundation phase or elementary grades.

5.4 WHY IS EFAL IMPORTANT

Language develops communities impart shared values in society as a matter of human coexistence. Language ought to breed noticeable aspects of participation, listening ability, communication expression and worth of dialogic conversations with good, sustained conversations. Good language development is about consolidated self-identity and confidence to try and tap new terrains in collaboration and participation.

Respect and tolerance are inherent elements of societal and community unity that EFAL could advance in the context of social justice and a quest for human rights advocacy, as espoused by the Constitution of South Africa, 1996.

EFAL is the subject or language that helps learners understand most content-based subjects taught in the second language.

Language proficiency helps learners improve their performance in other subjects taught in EFAL, ultimately improving their general performance.

For good results for learners in primary school, the targets must be met; if this is achieved, learners will feel confident enough to express themselves and have opportunities to explore and investigate their projects that inform their understanding.

The knowledge and skills that learners acquire are also the measuring stick that shows the successful implementation of EFAL in the teaching and learning environment.

SMTs must ensure that learners learn what they are supposed to know, when, what, and how they are supposed to learn a particular skill: Most importantly, listening and speaking, as well as reading and writing, and writing and presenting, are part of the skills that enjoy greater tuition time. STMs must ensure that what learners know is integrated and presented in English.

5.5 CHALLENGES IN LEARNING AND TEACHING EFAL

The background of learners taught in EFAL poses a severe challenge, and this must be considered. Learners progress to the next grade with a limited vocabulary, therefore, they lack language proficiency. The vocabulary stipulated for each grade sometimes is a challenge.

Vocabulary acquisition is also a fair aspect of monitoring and development. Hence, when introduced in an early stage, the learners can make sure that they improve their vocabulary level as stated in the CAPS policy for each grade. The number of words stated in each grade per term that need to be acquired, and if not adhered to, poses a severe challenge when learners must express themselves in speaking and writing skills.

The challenge of implementing EFAL is the pace of learning and understanding of learners because learners' learning and comprehending styles differ from learner to learner. EFAL is not their mother tongue language.

In grades where EFAL is introduced late (Grade 4), it is sometimes challenging for learners to familiarize themselves with this new norm: English is now a language of teaching and learning.

However, most are beginning to accept the new setup, whilst some might struggle with the new norm, which is that of English being used even across the curriculum. Issues of speaking and writing are the main challenges because the learners, as I have mentioned before, come from a strong African Language background.

5.6 STUDY CONCLUSION

The study endeavoured to show the importance of the EFAL curriculum as a unifying aspect in the teaching and learning environment when its implementation is well managed. What has been found from the participants' answers is that some did not have a clear picture of their roles as curriculum managers, who must usher in implementing and managing the EFAL curriculum under the auspices of the CAPS policy.

EFAL promotes collaborative teaching and learning towards the ideal of teamwork in curriculum implementation to achieve the set goals and vision of the Country. Through EFAL as a Language of Teaching and Learning, learners are capable of mastering other subjects' content taught in EFAL. Therefore, it plays a pivotal role in content mastery and language skills acquisition for better development and global interrelationships.

As education is an indispensable tool for any country and its citizens to achieve social development, EFAL mediates young people and communities to scientific concepts needed for social development and economic growth to improve living conditions and eradicate poverty, hunger and social intolerance.

There are many challenges in schools using EFAL. As directed by the CAPS policy, its implementation still poses serious challenges. Schools are still experiencing a shortage

of resources: human resources, understaffing, teachers and SMT members who are not qualified to teach or manage the language, teaching resources, socioeconomic factors, and demotivated learners.

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APPENDICES

APPENDIX 1: ETHICAL CLEARANCE



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Apr-2021

Dear Mr Tefo Monyeke

Continuation/Report Approved

Research Project Title:

Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language

Ethical Clearance number:

UFS-HSD2019/0326/1308/21

We are pleased to inform you that the application to extend your ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

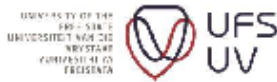
Chairperson: General/Human Research Ethics Committee

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APPENDIX 2: UFS TITLE REGISTRATION



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27 November 2018

APPLICATION FOR TITLE REGISTRATION

Applicant: Monyeke, TF

Student Number: 2017466166

Discipline: Education Management and Leadership

Study Code: Masters (EDML8900)

Dear Dr Gcelu

Initial title: "Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language"

Registered title: "Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language"

Your application has been ACCEPTED with MINOR CORRECTIONS.

Please see attached documents for feedback.

All of the best to the student with the study.

Yours sincerely,

Prof M Mokhele Makgalwa
Chair: CTR committee

Ms CS Duvenhage
Secretary: CTR committee

APPENDIX 2: UFS CONTINUATION REPORT APPROVAL



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Apr-2021

Dear Mr Tefo Monyeke

Continuation/Report Approved

Research Project Title:

Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language

Ethical Clearance number:

UFS-HSD2019/0326/1308/21

We are pleased to inform you that the application to extend your ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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APPENDIX 3: FS DoE APPROVAL FOR EXTENSION TO CONDUCT RESEARCH

Enquiries: MZ Thango
Ref: Research Permission: T.F. Monyeke
Tel: 082 537 2654
Email: MZ.Thango@fseducation.gov.za



17318 Hillside View
Bloemanda
Bloemfontein
9309

Dear Mr.T.F. Monyeke

APPROVAL FOR EXTENSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Topic: Management of implementation of the Curriculum Assessment Policy Statement for English First Additional Language.

1. **List of schools involved:** Boamarelo Combine, Itemeleng PS and Zama PS.
2. **Target Population:** Three Principals teaching Grades 4-6, three Deputy Principals teaching Grades 4-6 and three HODs teaching Grades 4-6 at the selected schools.
3. **Period of research:** From the date of signature of this letter until 30 September 2021. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 1D1, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


Mr. J.S. Tiadi
Acting DDG: Corporate Services

28/07/2021
DATE:

Enquiries: M2 Thango
Ref: Notification of research: T.F. Manyeka
Tel: 082 837 2664
Email: M2.Thango@education.gov.za



education
Department of
Education
FREE STATE PROVINCE

District Director
Xhariep District

Dear Mr. Magwa

**NOTIFICATION FOR EXTENSION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY
T.F. MONYEKE**

The above-mentioned candidate was granted permission to conduct research in your district as follows:

Topic: Management of implementation of the Curriculum Assessment Policy Statement for English First Additional Language.

1. **List of schools involved:** Boamarelo Combine, Itemeleng PS and Zama PS.
2. **Target Population:** Three Principals teaching Grades 4-6, three Deputy Principals teaching Grades 4-6 and three HODs teaching Grades 4-6 at the selected schools.
3. **Period of research:** From the date of signature of this letter until 30 September 2021. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** This study will benefit all stakeholders in the education sector. Educators will benefit from having a viable strategy and approach to combat poor performance and improve achievement in as far as reading and writing are concerned in primary schools. Learners will use their learning time effectively for curriculum needs. SMT and SGB members will benefit from collaboration strategies that can be used to control teaching time and learning opportunities to achieve shared vision and mission of the school.
5. **Strategic Planning, Policy and Research Directorate** will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

Mr. J.S. Tladi
Acting DDG: Corporate Services

28/07/2021

DATE:

RESEARCH NOTIFICATION: T.F. MONYEKE, 25 JULY 2021, XHARIEP DISTRICT

Strategic Planning, Research & Policy Directorate Private Bag 20685, Bloemfontein, 9300 - Thabo Mosele, Room 101, 1st Floor, St Andrew Street, Bloemfontein

www.education.gov.za

APPENDIX 4: FS DoE APPLICATION FOR EXTENSION TO CONDUCT RESEARCH

Enquiries: KK Motshumi/ MZ Thango
Tel: 079 503 4943
Email: K.Motshumi@fseducation.gov.za/ MZ.Thango@fseducation.gov.za



APPLICATION FOR EXTENSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This form must be completed by researchers who received approval to conduct research in the Free State Department of Education and still need an extension to collect data.

1. CONDITIONS FOR CONDUCTING RESEARCH IN THE FSDOE:

- Collection of data should not interfere with the normal tuition time or teaching process.
- A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above mentioned email addresses.
- On completion of research, the researcher will be expected to make a presentation to the relevant stakeholders in the department, at a date, time and venue decided upon by the department.
- The ethical code and the conditions prescribed below by the Free State Department of Education.
- Must be adhered to in the discourse of your study in the department.
- Costs relating to all the conditions above are the responsibility of the researcher.
- Researchers should not conduct research during the fourth term of the year (October to December).
- Researchers who are educators and are presently teaching, are not allowed to conduct research at schools where they teach.

NB: Once all the required documents are submitted, the department will recommend the application for approval for continuation to conduct research. The approval and the reviewing process will be done within 30 days from the day of receipt of the request for an extension to conduct research.

2. KINDLY SUBMIT THE FOLLOWING DOCUMENTS:

- Proof of registration with the Institution of higher Learning valid for the year you apply to conduct research or a letter from your supervisor confirming your registration
- In a case of a project, submit a letter motivating why more time is required
- Approved ethical clearance certificate valid for one year (not expired)
- Confirmation letter from you conforming that your research tools, topic, target group and everything you indicated in the research application form remain unchanged except for the new schools that might be added in this form and the time frame for continuation with your research.

APPLICATION FORM FOR RESEARCH EXTENSION 26 MAY 2021
FREE STATE DEPARTMENT OF EDUCATION

Private Bag X20565, Bloemfontein, 9300 Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein, 9301

www.fedoe.fs.gov.za

Starting and completion dates for gathering data at the school or place where you will gather data for the research? (Please bear in mind that research is not allowed to be conducted in schools during the fourth academic term which is October to December).

Dates: 19-07-2021 to 30-09-2021

3. List of schools and districts involved in the in the request to continuance with the research.

Please list schools alphabetically per district.

- Write the names of the schools and their districts
- If the space is not enough, please add more rows. Alternatively attach a separate list of schools and districts if they are many.
- Research students, who are educators, are not allowed to conduct research at the school where they are teaching or employed.
- Only complete the table below if you need to add new schools.

NB: SCHOOLS ARE STILL THE SAME AS IN PREVIOUS APPLICATION. NO CHANGES.

Names of schools initially allowed to conduct research at	Name of the District	Names of schools the applicant need approval to conduct research at	Name of the District
BOARAMELO CS	XHARIEP EDUCATION DISTRICT	BOARAMELO CS	XHARIEP DISTRICT
ITEMELENG PS	XHARIEP EDUCATION DISTRICT	ITEMELENG PS	XHARIEP DISTRICT
ZAMA PS	XHARIEP EDUCATION DISTRICT		ZAMA PS

4. I (first names and surname as appearing on ID document)

TEFO FRANCIS MONYEKE herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions prescribed below by the Free State Department of Education.

- I will abide by the ethical research conditions in the discourse of my study in the FSDoE.
- I will not use deception on people participating.
- I will obtain informed consent from all involved in the study.
- I will preserve privacy and confidentiality at all the time.
- I will take special precautions when involving populations which may not be considered

to understand fully the purpose of the study.

- I will not offer rewards or enforce binding contracts for the study. This is especially important when people are somehow reliant on the reward.
- I will not skew their conclusions based on funding.
- I will not commit science fraud, falsify research or conduct scientific misconduct.
- My research will follow all regulations given.
- I will not plagiarize the work of others.
- I will abide by the period in which the research has to be done.
- I will apply for extension if I cannot complete the research within the specified period.
- I will not conduct research during the fourth quarter of the academic year.
- I will not disrupt normal learning and teaching times at schools to undertake my research.
- I will submit a bound copy of the research document to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein, upon completion of the research.
- I will upon completion of my research study make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.
- The costs relating to all the conditions mentioned above are for my own responsibility.

5. Write the date in which you will submit your completed research to the Free State Department of Education. Full research report, thesis or dissertation to be submitted on:

Date: **30 June 2022**

NB: Signing of this form by the supervisor is an indication that he/she verified the authenticity of the request for continuation to conduct research in the department. Ensured all the attachments are submitted by his/her students and ensures the submission of the completed research to the Free State Department of Education.

I (Full Names) **TEFO FRANCIS MONYEKE** declare that I am not listed in the National Register of Sexual Offenders.

Researcher's Initials and Surname: **TF MONYEKE**

Date: **07-07-2021**

Signature: 

Supervisor's initials and surname N. Gcelu _____ Date **07/07/2021** _____

Signature  _____

APPENDIX 5: LETTER OF PERMISSION TO CONDUCT RESEARCH TO FS DoE

LETTER OF PERMISSION TO EDUCATION DEPT. HEAD, DISTRICT DIRECTOR.

Mr T.F. MONYEKE

PO BOX 9953

BLOEMFONTEIN

9300

28-01-2019

THE HOD OF FREE STATE DEPARTMENT OF EDUCATION

FIDEL CASTRO BUILDING

BLOEMFONTEIN

9300

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

I TEFO F MONYEKE presently working as an employee at the abovementioned department in the Xhariep District am studying for my Masters in Education Management and Leadership through University of Free State, under the supervision of Dr Gcelu (051 401 2909)

My research topic is: Management of Implementation of the Curriculum Assessment Policy Statement for English First Additional Language.

I would like to do research at selected primary schools in the three circuits in Xhariep District grades 4-6, during the course of 2019 for a period of 6 months.

SMT members of these three selected primary schools will be interviewed during suitable times, whereby teaching and learning time will not be interfered with. Every effort will be made not to disturb or disrupt the daily operation of the school.

Confidentiality and anonymity of participants and the names of the schools will be maintained at all levels of this research project. Any harm to participants, either physical, emotional, psychological, or any way whatsoever, will be avoided.

The department will access the completed document from this research project.

I am confident that my request will be viewed favourably.

Yours faithfully

A handwritten signature in black ink, appearing to be 'Tefo F. Monyeke', written in a cursive style.

Tefo F. Monyeke – student no. 2017466166

of poor performance of learners in primary schools using English first additional language as a language of teaching and learning.

Since the introduction of CAPS curriculum policy, learners in primary schools are still progressing to the next grades, even though they are struggling to read and write with comprehension. A number of studies reviewed concur with the researcher on this problem. This shortcoming also manifests itself during South Africa's participation in international systematic tests like SAQMEC, TIMSS, and others. DBE's diagnostic report for grade 3, 6, 9 and 12 results, districts' item and error analysis reports reveal that reading and writing are the major causes of poor performance in learners who are using second language as medium of instruction. In this study English first additional language is a language of interest as Language of Teaching and Learning (LoLT).

WHO IS DOING THE RESEARCH?

I, Tefo F. Monyeke I am Subject Advisor for Languages at Xhariep Education District in the Free State Education Department. I am studying towards a Master's degree in Education Management and Leadership at the University of Free State. I am conducting my study on the management of implementation of the Curriculum Assessment Policy Statement for English First Additional Language in primary schools. Learner performance and achievement is a serious bone of contention in primary schools. My study will explore strategies and approaches of managing the implementation of English first additional language CAPS curriculum in primary schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study is currently in the process of seeking ethical approval.

Approval number: [Click here to enter text.](#)

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The specific target group of SMT members are purposively going to be sampled in this study. As stakeholder, I will provide information on how their collaborated efforts can be used to manage implementation of English First Additional Language curriculum as a language of teaching and learning in primary schools. The knowledge and experience of SMTs with regard to managing implementation

of English First Additional Language CAPS curriculum policy will contribute to the study by providing insight into effective strategies and approaches for managing implementation of English first additional language CAPS curriculum policy through a collaborated effort displayed by HOD, deputy principal and the principal.

As a principal researcher I will select three primary schools in Xhariep District. The sample will consist of SMT members, one principal, deputy principal, HOD and Subject Head in case where there is no HOD. Thus, nine participants from three primary schools in different circuits will form part of the research.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The method of data collection that will be used in this study is direct data collection in the form of unstructured interviews and documents analysis. These data collection methods will allow me to explore and probe the responses of various interviewees to acquire valuable information regarding their thoughts, feelings, ideas, attitudes, values, perceptions, beliefs as well as concerns about the topic.

The interviews will use open-ended questions about the topic being studied in order to examine these phenomena. The expected time for the written interview is fifteen minutes per participant. Audiotapes will be transcribed verbatim, i.e. rewritten word for word. The questions in the written interview pertain to one's perceptions and realities of managing implementation of English first additional language CAPS curriculum implementation as a stakeholder in primary schools.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Any information that will be provided by participants (individually), their identity will not be revealed in any way whatsoever. The researcher will inform participants of their rights whilst participating in the study. Participants will remain anonymous throughout the study and no participant's name will be disclosed. The researcher will treat all information regarding the research as confidential. Participant may at any time, for any reason, withdraw or terminate his or her participation in the research. Participation is entirely voluntary. If participant do decide to take part, the participant will be given this information sheet to keep and be asked to sign a written consent form. Unfortunately, it will not be possible to withdraw once you have submitted the questionnaire.

to in this way as data in any publications, or other research reporting methods such as conference proceedings. Participants anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation, etc. A report of the study may be submitted for publication, but individual participant will not be identifiable in such a report. While every effort will be made by the researcher to ensure that they will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however encourage all participants to do so. For this reason, I make sure that I do not disclose personally sensitive information in the focus group.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?


Hard copies of participants' answers will be stored by the researcher for a period of five years in a locked steel filing cabinet/lockable cupboard in my home. For future research or academic purposes, electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years, hard copies of information will be destroyed using a paper shredder. I will also describe to the participants that they may experience any unforeseen potential levels of inconvenience and/or discomfort to them. This information may be used in the future for Research Ethics Review and or approval from the committee. No persons will have any access to the information that I will present in the interviews and when presented to my supervisor, pseudonyms will be used rather than actual names of participants.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Participants will not benefit financially from participating in the study. No financial gain, cash nor kind will be rewarded to any participant. The research is purely free and voluntary.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Tefo Monyeke on: 081 3834 131/079 0860 815/051 4044 892 (during working hours) or fax 086 2727813; email: tefo.monyeke@gmail.com; T.Monyeke@fseducation.co.za. The findings are accessible for a year. Should you require any further information or want to contact the researcher about any aspect of



this study, you are free to use the above-mentioned methods of communication. If you have any concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. N. Gcelu on 051 401 2909.

Thank you for taking time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the insert specific data collection method.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

APPENDIX 7: TRANSCRIPTS

MONYEKE TF

AUDIO TRANSCRIPTS

PARTICIPANT 1: Mr Ramoo (pseudonym)

Question 1: Share with us your understanding of CAPS around English First Additional Language in the Primary Schools.

My answer would be CAPS around EFAL is very important in Primary Schools as to expose learners to language which is used worldwide medium of correspondence.

Second point on that question would be CAPS is mm... focusing mainly on the key concept that each pupil can find easily to use at any time, everywhere. However, CAPS does not allow recap of concepts at the level of, at the level, at level... eh... at the of eh... a grade. For example, if a...a learner did not understand adjective as a content eh...mm... that was to be taught in grade 4, at her level, the cognitive level eh... and that cognitive level of grade 4, he or she has missed the whole concept or content as in the mis... next grade is done in the higher level, meaning that in grade 4, in grade 5, the standard of adjectives or yes, yes of adjectives will be higher than when she... that learner has grasped ehm... adjectives – correctly in the grade, in the grade she was.

Question 2: Why is CAPS understanding important in both management and implementation?

The second question is that why is CAPS understanding ehm... important, important in both management and implementation? It is important to understand CAPS in management and implementation because it is time-framed and it needs to be handled in the way that, one should be able to do catch-ups if there is loss time for any content missed. It needs proper planning so that learners and at the grade can acquire skills and knowledge aimed in the grade.

Question 3: Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

The third question says which critical factors ought to be taken into 'concise' in the APS implementation regarding English First Additional Language. Hmm... the background of learners who are taught must be taken into consideration. Most learners are speaking their 'mata'... their mother tongue in while playing, speaking, and doing everything. So, they need proper planning

so that they can be accommodated. Learners' pronunciation and spelling might need closer look at as there might be a challenge for learners

Question 4: What are the challenges in the implementation of CAPS in the specific area mentioned?

Uh... question number says what are the challenges in the implementation of CAPS in the specific uh... area mention? As CAPS it is uh... time aligned, most learners might 'progressed' to the next grade with limited vocabulary that was to be gained in the previous class. Learners will not have language proficiency in this stipulated time and grade.

Question 5: In what conducive and best environment can the implementation and management of CAPS for the EFAL be adopted and managed?

The last uh... number 5 is that cons... conducive eh... in what conducive and best environment can im... can the implementation and management of CAPS for EFAL be adopted and managed? I think EFAL can be conducive and be managed well eh... in grade R, because learning language at earlier stage is easier than when learners are older.

Again, vocabulary stipulated for each grade sometimes is a challenge. Therefore, when introduced early stage the learners can make sure that they, their vocabulary is growing faster because they need, they, they like uh... to know more about the words.

Question 6: What indicates the best implementation and management of CAPS for the EFAL in the primary schools?

The last one is what are... what indicates the best implementation and management of CAPS for the EFAL in the primary schools? Eh... what I think eh... about this, eh... ntate is that language proficiency at the school, learners, will be increase and learners will pass as most of le..., eh... subject or learning areas are done in the first additional language. First additional is the subject or is a language that helps learners to understand most of eh... content based and then the subjects which are taught in the second language.

I thank you.

PARTICIPANT 2: Mapha (pseudonym)

Question 1: Share with us your understanding of CAPS around English First Additional Language in the Primary Schools.

The first one which read thus: share with us your understanding of CAPS around English First Additional Language in the primary schools. I answered in this way:

It is the National Curriculum Statement Assessment Policy used to guide teacher what and how to 'taught' learners. It covers skills and values worth learning in South African schools. Its aim is to ensure that children acquire and apply knowledge and skills.

Question 2: Why is CAPS understanding important in both management and implementation?

Number two: Why is CAPS understanding important in both management and implementation. CAPS is important in both management... CAPS understanding is important in both management and imp... and implementation because it make managers which eh... departmental heads of curriculum to be able to manage the learning of learners even if they are not in that particular class.

It also 'make' the job easy of 'imple'... of implementing learning of learners because teachers know what to teach, and how to teach, and when to teach that particular eh... subject, especially the first Additional Language. Thank you.

Question 3: Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

Number two: Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

The critical factors need to be taken into cognizance in the first additional language is that, eh... first additional language of... is the language of instruction. It is not their home language. The language level, language skills, language approaches need to be considered when teaching English First Additional Language. Therefore, teachers must use different methodologies to assist learners to understand this language who is not, which is not their home language.

QUESTION 4: What are the challenges in the implementation of CAPS in the specific area mentioned?

the fourth one: What are the challenges in the implementation of CAPS in the specific area mentioned?

The challenges of implementing it is the pace of learning and understanding of learners because the learning styles of learners differ from learner to learner. English first Additional Language is not their mother tongue language.

Question 5: In what conducive and best environment can the implementation and management of CAPS for.

Number five: In what conducive and best environment can the implementation and management of CAPS for the English First Additional be adopted and managed?

The learning environment must be tension free, save, accommodative, etc. then it will make learners free and willing to learn.

Question 6: What indicates the best implementation and management of CAPS for the EFAL in the primary schools?

The last one: What indicates the best implementation and management of CAPS for the English First Additional Language in the primary schools?

The results of learners in the primary school, the targets that are set are met; learners are confident enough to express themselves; they also have opportunities to explore and investigate their projects that inform understanding. The knowledge and skills that are acquired by learners are also the measuring stick that shows implementation and management of CAPS for English First Additional Language.

PARTICIPANT 3: Mole (pseudonym)

Question 1: Share with us your understanding of CAPS around English First Additional Language in the Primary Schools.

The understanding of CAPS AROUND English First Additional Language in the Primary Schools. My understanding is that the CAPS First Additional Language eh... caters for most of 'the our' learners who are otherwise not eh... first language English speakers, home language English speakers. But however, it provides a cut form for them to learn both the spoken, the written English that will assist them in learning, because most of our eh... subjects are taught in English. Eh... the skills are still the same as those of home language, however, the depth differs.

Question 2: Why is CAPS understanding important in both management and implementation?

Question 2: Why is CAPS understand important in both management and implementation? Is very important that as educator, and eh... managers we understand the skills that the learners must learn as per the weeks that are provided in the CAPS documents in our ATPs, to ensure that learners learn what they are supposed to learn and when, when they are supposed to a particular skill. Most importantly listening and speaking as well as reading and writing and writing and presenting are part of the skills that enjoy greater tuition time. Therefore, it is very important that when we implement that, we bear that in mind that speaking and reading as well as writing and presenting enjoy, must enjoy a great tuition, great number of periods, and it should be very eh...eh... visible even in the learners' books.

Question 3: Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

Eh... the first critical skill is that we need to understand that our learners are not English speakers. But, however, that should not underpin our approach. Our approach is to ensure that they also learn the skills that I have mentioned before. And, eh... we need to ensure that we integrate whatever they know and then we present it into English whatever they know in their home language.

Question 4: What are the challenges in the implementation of CAPS in the specific area mentioned?

What are the challenges in the implementation of CAPS in the specific area mentioned?

The main challenge is that, because our learners come from a...a vernacular eh... background, it is sometimes challenging to familiarize them with these new eh... norm which is that English is now a language of teaching and learning, especially in grade 4 because majority of them have been using their home languages to do a lot of subjects. Now English as a First Additional Language becomes integral. But however, most are beginning to o... to eh sha... to light up to the new setup whilst some might struggle to the new norm, which is that of English being used even across the curriculum. Issues of speaking eh writing are the main challenges because the learners like I have mentioned before, comes from a strong African Language background.

Question 5: In what conducive and best environment can the implementation and management of CAPS for.

In what conducive and best environment can the implementation and management of CAPS for the EFAL be adopted and managed? X 2

Eh... we need to ensure that eh... we make sure that resources are available reading eh... learners also get an opportunity to speak more than learn passively because language is like riding a bicycle. The more you don't speak it, is the more you will struggle to learn it. We need to make our walls print rich. As teachers, our school should be also alsoch... and also ensure that we make language, language fashionable.

Question 6: What indicates the best implementation and management of CAPS for the EFAL in the primary schools?

What indicates the best implementation and management of CAPS for the EFAL in the primary schools? X 2.

Indicators would be, I like... I have said, our environment, whether we make our environment print-rich, eh... our learners they will engage in the English language has a huge impact on how they perform in other subjects. Like I have just said English across the curriculum.

PARTICIPANT 4: Tit (pseudonym)

Question 1: Share with us your understanding of CAPS around English First Additional Language in the Primary Schools.

Eh, first question e re Share with us your understanding of CAPS around English First Additional Language in the primary schools.

So, the first thing that I have said is that, eh... CAPS provides eh... pro...pro...programme, promotions, promotion requirements and assessment, eh... within the education system and English as... First Additional. The English to provide learners with the necessary knowledge, skills, and values within Engli...within English. So, language is a tool for thought and communication which allow learners to acquire knowledge to 'epress' and to express their ideas and feelings. Hmm this is about that.

Question 2: Why is CAPS understanding important in both management and implementation?

Eh, seven...second question why is CAPS understanding important in both management and implementation? Hae, ntate Ae... Ae ha ke sure ke ne ke sa tsebe, ke hore ke e araba jwang. Eh, instead in... in management I think it gives you guidance on how to manage the language... the language in communication skills, eh... maybe eh... ha...ha ke tsebe haha... I am not sure about this one. So ke tla e phasa ke tla kgutlela ho yona hape.

To go back of the second question e ke itseng ke tla kgutlela ho yona, eh... why is CAPS understanding important in both management and implementation? so ke ile ka tlameha hore ke e gugule ke...then I found this: Eh, CAPS understanding is important for management and implementation eh... for teachers to follow the right procedure, procedures and to meet the requirement of CAPS as policy document. By doing so learners will be taught the right information and will acquire the paramount skills needed by educa...e.. education system. Eh... assessment procedures will be done correctly and according to the system. So, that's what I have got. Ha ke tsebe e tla be e le right.

QUESTION 3: Which critical factors ought to be taken into cognizance in the CAPS implementation regarding English First Additional Language?

The critical factors. Which critical factors ought to be taken in cognizance in the CAPS implementation regarding English as First Additional?

Eh... jwalo ka ha no so mpoelletse hore eh... the critical factors are packaged...i...is a package in teaching E...E... English, eh... in... in ntho in the CAPS, because we have these listening and spe..., these skills which are listening and speaking, reading and viewing, writing and presenting, and language structures. So, they are the most critical factors, eh... in implementing eh... English. And

then, there will be also the assessment, eh...regarding those to... acq... to test whether learners have acquired eh... more about what they have learned.

So, I am not sure whether I am supposed to expatiate on the...the or these skills eh...so ke tla e tlohela e le jwalo, eno e ne ekare o a e understanda wa tseba hore what is supposed to be done. So ke tla e tlohela e le jwalo.

Question 4: What are the challenges in the implementation of CAPS in the specific area mentioned?

She didn't answer this question.

Question 5: In what conducive and best environment can the implementation and management of CAPS for.

And then question no. 5 in what conducive and best environment can the implementation and management of CAPS for EFAL be adopted and managed? Hi, I think is just, this is just a one-word answer. I think this is a school, because the school is the best and conducive environment when you can implement CAPS, because you cannot say eh, you can you implement CAPS at home, or any where else. I think the environment is the classroom, a school. Eh, ke Nahana ke yona e ke nang le yona.

Question 6: What indicates the best implementation and management of CAPS for the EFAL in the primary schools?

Number 6: What indicates the best implementation and management of CAPS for EFAL in the primary school? I think it is assessment, because, eh... there will be teaching and learning. But eh, s... what will indicate the implementation is the assessment, so that you, eh... so that you can eh... keng, find out whether learners have achieved or the assessment sh... show whether learner have achieved what has been taught or have 'enquire' eh...eh gained more knowledge of what have been taught. So, it is assessment that indicates proper learning.

Ntate Monyeke, I think is about that. Thank you.

APPENDIX 8: LETTER FROM LANGUAGE EDITOR



CERTIFICATE OF LANGUAGE EDITING

This letter certifies that I have edited the Master thesis detailed below for language and technical issues.

Title:

MANAGEMENT OF IMPLEMENTATION OF THE CURRICULUM ASSESSMENT POLICY
STATEMENT FOR ENGLISH FIRST ADDITIONAL LANGUAGE

by

Tefo Francis Monyeke

Student No. 2017466144

Regards

Carmen Nel

10 March 2023

Professional editing of articles, thesis, dissertations and books

APPENDIX 9: TURN IT IN REPORT

MANAGEMENT OF IMPLEMENTATION OF THE CURRICULUM ASSESSMENT POLICY STATEMENT FOR ENGLISH FIRST ADDITIONAL LANGUAGE

ORIGINALITY REPORT

8 %	4 %	1 %	7 %
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