

**AN INVESTIGATION INTO THE CONTENT OF THE FURTHER EDUCATION AND
TRAINING (FET) PHASE HOME LANGUAGE CURRICULUM AND ASSESSMENT
POLICY STATEMENT (CAPS): A LINGUISTIC PERSPECTIVE**

by

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DECLARATION

I, *Nnditsheni Irene Lumadi*, hereby declare that this dissertation submitted to the Department of Communication and Applied Language Studies at the University of Venda has not been previously submitted for a degree at this or any other higher institution of learning and that it is my own work in design and execution, and that all reference materials contained therein have been fully acknowledged.

Signature:

Date:

DEDICATION

I dedicate this research to my parents, my mother Athivhafuni and my father Khorommbi Muhanganei Alfred Makhani for their support while I was immersed in my studies.

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- I would like to thank the Almighty God for giving me strength, courage and wisdom to complete this research. He truly is 'An Awesome God'.
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ABSTRACT

The purpose of this study is to investigate the content of the Further Education and Training (FET) Phase Home Language (HL) Curriculum and Assessment Policy Statement (CAPS). The Tshivenda HL content was translated from English for teaching and learning purposes. The study adopted both the qualitative and quantitative approaches in order to attain holistic results. Data was collected through the use of questionnaires from educators and subject advisors. Document analysis was also used (by analysing CAPS documents). The findings of this study will benefit the South African society, especially the Tshivenda HL educators and learners. The educators believed that the Tshivenda newspapers articles are not well-taught because they are not available in Tshivenda and educators did not know how to prepare them. The study also revealed that there are no prefixes but suffixes for formulating antonyms in the Tshivenda HL, however both are found in the English HL. Furthermore, educators complained about the shortage of film study resources in literature which the department of education delivers late. The findings of the study suggest that Tshivenda newspapers should be reintroduced as they aid learning for learners, and enable educators to plan their lessons. Prefixes in the Tshivenda HL should be introduced so that learners are able to attach them in their words, similar to what do they do in the English HL. In addition, ample resources for HL literature such as textbooks, Television sets (TV), overhead projectors for film study, and other resources should be delivered timely.

Key words: *Further Education and Training, Home Language, Curriculum, Curriculum and Assessment Policy Statement, Linguistic Aspects*

LIST OF ACRONYMS AND ABBREVIATIONS

ANC:	African National Congress
ASCD:	Association for Supervision and Curriculum Development
BA:	Bachelor of Arts
BA ED:	Bachelor of Arts in Education
BA (Hons):	Bachelor of Arts Honours
CAPS:	Curriculum and Assessment Policy Statement
CAT:	Common Assessment Tasks
CTA:	Common Tasks for Assessment
DBE:	Department of Basic Education
DoE:	Department of Education
FAL:	First Additional Language
FET:	Further Education and Training
GET:	General Education and Training
HL:	Home Language
IGCSE:	International General Certificate of Secondary Education
LLAS:	Language Learning Area Statement
LTSM:	Learning and Teaching Support Material
NCS:	National Curriculum Statement
NLBs:	National Language Bodies

OBE:	Outcomes-Based Education
PGDE:	Postgraduate Diploma in Education
RNCS:	Revised National Curriculum Statement
SAL:	Second Additional Language
STD:	Senior Teachers' Diploma
SBA:	School Based Assessment
UED:	University Education Diploma
PanSALB:	Pan South African Language Board

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CHAPTER 1

INTRODUCTION

1.1 Overview of the study

The study reports on some of the linguistic aspects that create challenges in the teaching of the Tshivenda Grades 10-12 Home Language (HL) curriculum. The purpose of this study is to investigate the content of the Further Education and Training (FET) Phase HL and Curriculum Assessment Policy Statements (CAPS), for English and Tshivenda. There are certain English language aspects in the policy document, which are easy to teach, but difficult in Tshivenda due to poor translation from English. Language aspects such as prepositions, abbreviations and articles are to be challenging when taught in Tshivenda.

1.2 Background and rationale of study

Teaching and learning a HL has been important for both FET Phase learners and their educators since time immemorial. The content of the HL syllabus could arise from a social or political factor and that is the reason why it differs depending on the type of the education system of a particular era. Prior 1994, the South African education system and its curriculum were organised along racial and cultural backgrounds. The former racially discriminated education system comprised 19 departments based in urban, semi-urban, Bantustans and the rural homelands and independent states. This type of Education system was not effective as it deprived Black learners, in the learning/acquisition of the required knowledge and skills for developing their languages and preserving their cultures, as a way of improving their lives in their respective communities (Department of Education [DoE], 1997).

With the dawn of democracy in 1994, there was a general perception that the education system which was ineffective and irrelevant should be replaced by a new single education system that was non-racial, non-sexist, and non-discriminatory based on language, colour or creed. Following the democratic Constitution of the Republic of South Africa (Act 108 of 1996), the new government reviewed and restructured the 19 Education departments into National,

Provincial, Districts and Circuits, responsible for curriculum design/planning, management, monitoring and implementation (DoE, 1995; 1996; 1997).

To transform the former *apartheid* education, the new democratic government introduced “Curriculum 2005” (C2005) and its methodology focussed on outcomes based [Outcomes-Based Education (OBE)], in order to redress the “ills” of the former segregated curriculum that promoted rote learning (DoE, 1995; 1996; 1997). OBE brought along many changes in curriculum content as its objective in teaching language content was to respond to linguistic demands for denoting concepts from global innovations and inventions such as areas of communications, engineering, media, and many more. The focus of this study was on the challenges faced by Tshivenda educators in the teaching of some of the language aspects, which are easy to teach in English but difficult in Tshivenda due to translation. Table 1.1 below gives an example of such translation.

Table 1.1 Translation of language aspects from English to Tshivenda

No.	English	Tshivenda
1	Skills	Zwikili
2	Policy	Phoḽisi
3	Curriculum	Kharikhuḽamu

When OBE HL curriculum content was reviewed in terms of its implementation, it was later discovered that it left much to be desired regarding the FET Phase curriculum contents and as a result, some of the aspects of HL content were phased out. Furthermore, some flaws in C2005 (HL content inclusive) were identified, and as such it was revised and re-named Revised National Curriculum Statement (RNCS) in 1997.

The RNCS provided guidelines of what should be taught as from Grade R-9. RNCS comprised eight (8) learning areas, namely; Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Art & Culture, Life Orientation, and Economic Management Sciences. Following the RNCS approach, the Language Learning Area Statement (LLAS) followed an additive to

multilingualism which implied that all learners followed their HL and at least one additional language. In addition, the LLAS covered all official languages such as: HL, First Additional Language (FAL) and Second Additional Language (SAL).

For RNCS, the outcomes to be considered when teaching the language were: listening, speaking, reading, writing, thinking, reasoning, language structure and use of skills whereby learners were able to use sounds of words and grammar of language to create and interpret texts (Department of Basic Education [DBE], 2011). RNCS HL curriculum changes included, among others, terminologies, some of which were directly translated from English verbatim. This new system of education has been accompanied by a range of opinions about its successes and also attracted fierce opposition. There are more criticism than praises in this new approach. Msila (2007) notes that the implementation of this approach "...is often more attractive to politicians and administrators than it is to educators who are faced with the practicalities of implementing it...". It is true to say that RNCS did not last for many years and it was replaced by National Curriculum Statement (NCS).

The NCS was not a new curriculum since most of the curriculum contents; HL curriculum contents, principles and language areas, resembled those of RNCS. The NCS was developed in 1995, after the first democratic elections in South Africa. The new education system was introduced as a result of the scale of change in the world, the growth and development of knowledge and technology as well as the 21st Century demands which require learners to be exposed to higher levels of skills and knowledge than the ones captured in the existing curricula. The NCS was also informed by the fact that South Africa as a country had changed whereby the reflection of new values and principles as enshrined in the Constitution were inevitable. While educators and learners were still pursuing avenues of mastering the contents of NCS (Tshivenda HL curriculum content inclusive), the government of the day, through its revision, was further identified yet had some flaws as it was not congruent with the objectives of the government of the day in terms of sociolinguistic, socio-cultural and environmental issues which resulted in yet another change that saw the introduction of the Curriculum Assessment and policy statement(CAPS), which is the main focus of this study.

The English HL aspects for Grades 10-12 found in the NCS document are spelling patterns, rules and conventions for new and complex words for compilation of personal spelling patterns which in linguistic terms are elements of teaching and learning phonetics and phonology. Morphological aspects are covered in the teaching and learning of abbreviations and acronyms, use of dictionaries and thesaurus roots affixations, gender, plurals, diminutives, comparative and superlative degree, adjectives, polysemy, homophones and homonyms, synonyms, antonyms, paronyms, one word for a phrase, identification and use of parts of speech. Furthermore, the syntax is dealt with in use of verb forms and auxiliaries, use of negative forms, use of active and passive voice, conjunctions and concords, including the use of punctuations while figurative language such as proverbs, idiomatic expressions and idioms, persuasive language, emotive language and manipulative language are aspects included in learning semantics and pragmatics.

Since CAPS is an amendment to the NCS Grades R-12 Subject Statements, it therefore still follows the requirements of the same process and procedure as the NCS Grades R-12 (2002). Accordingly, the HL CAPS curriculum content was introduced as a result of the scale of change in the world, the growth and development of knowledge and technology as well as the 21st Century demands which require learners to be exposed to higher levels of knowledge and skills that are beyond those that were captured in the previous curricula.

CAPS was prompted and initiated as a result of the following concerns identified by the task team formed in 2009:

- Complaints about the implementation of NCS;
- Educators who were overburdened with administration;
- Different interpretations of the curriculum requirements;
- Underperformance of learners.

To address these concerns, the DoE established three committees of experts chaired by three qualified and experienced people, for both the implementation and the streamlining of the new curriculum (DoE Curriculum News: Improving the Quality of Learning and Teaching, May 2010). The three committees were as follows: the CAPS' Ministerial Project Committee, the

Committee of the Reduction of Learning Areas in the Intermediate Phase in the GET band and the Learning and Teaching Support Materials (LTSM) Committee.

The critical and development outcomes of HL curriculum content mentioned in RNCS and NCS above apply in CAPS. The following HL aspects for Grades 10-11 are found in the CAPS document; comprehension, punctuation, summary and others. Over and above the content of Grades 10 and 11 language syllabi, the following aspects are included in the Grade 12 language syllabus: question forms; euphemism; honorifics; verb tenses; jargon words; pronouns and names and sequencing. As alluded to above, the focus of this study is on the investigation of curriculum design of English and Tshivenda HL curriculum content in relation to relevance of the prescribed linguistic aspects. In fact, the extent of implementation applicability of the content in terms of relevance to socio-cultural composition of the learners as well as provision and accessibility of the prescribed LTSM.

1.3 Theoretical framework of the study

This study was underpinned by two main groups of learning theories, which are behaviourism and cognitivism. The relevance of these theories to this study is discussed below.

1.3.1 Behaviourist theories

This theory was pioneered by Skinner (1954) and Watson (1924). Derived from Pavlov's classical conditioning-associationism that deals with involuntary behaviour (Ormrod, 1999). It is indicated that association learning simply requires the acquisition of new associations. Its importance in teaching and learning/acquisition of languages is that it is motivational, and therefore helps the learner to learn through small steps that lead to mastery of new skills, or concepts. Stemming from this theory, the prescriptive of association learning does not have to be based on previous knowledge. Following the classical conditioning associationism theory, during teaching and learning HLs, educators must present instructions with specific activities or problems for association to occur. Learners in the classroom may learn to associate things but the reason for the occurrence of association is what is important in learning. Therefore, it is important for educators to lead the learners into those associations, especially those that connect school learning to the real world.

Another instance of the behaviourism perspective claimed by Skinner (1954) is instrumental or operant conditioning which involves the use of reinforcement to encourage behaviours. The operant (e.g., a gift, “a good girl”, “a good boy”) is the reinforcement. This theory sees behaviour as a function of its consequences. What this means is that the learner repeats behaviour that is reinforced, especially positively either in the forms of verbal or material awards. In this instance, educators should bear in mind that negative reinforcement strengthens behaviour, particularly when misbehaviour is being controlled. Skinner (1954) also reveals that punishment may weaken behaviour among learners while, learning by repetition such as learning the timetable and alphabet requires regular practice.

Consequently, the importance of reinforcement is that in learning, it influences the actual acquisition process whereby educators need to give feedback that is not delayed, irrespective of its nature. It therefore motivates educators to teach systematically and reinforce behaviours in the learners on positive aspects they wish to be repeated.

Bandura’s (1977) theory, on the other hand, introduced the social learning modelling process and provides four conditions, namely; attention, retention, motor reproduction and motivation. The theory’s central concept is reciprocal determinism, whereby the interacting factors in learning are both cognitive and environmental, acting on the learner’s behaviour. According to Bandura (1977), learning is copying, modelling, observing and imitating, with some awareness of what is involved. Observational learning requires continuous reciprocal interaction between cognitive, behavioural and environmental factors (Bandura, 1977). That is why observation is very important in childhood, and is critical for children’s stimulation. For example, a student is asked to rectify a mistake on the board while other students are observing; the educators’ role is finally to highlight when the student uses the rules and steps to be followed correctly.

1.3.2 Cognitivism theories

The main proponent of the cognitive theory is Piaget (1978). According to Nsamenang and Tchombe (2011), cognitive theories are more concerned with internal processes, as the learners make meaning of their world, particularly their interaction with the learning materials. They continued showing that cognitive theories are also seen as constructivism, where learning is a process by which the learner actively constructs or builds new knowledge and ideas based upon current and past knowledge or experiences (Nsanameng and Tchombe, 2011). According to

Piaget (1978), the individual learns through the manipulation of materials in their physical environment in terms of developmental stages and learning styles. The cognitive theories, as a whole, recognise the importance of memory processes that create meaning from making sense of the learning materials. That is, cognitive theories emphasise the meaningfulness of the materials (in this study it is the content) students are expected to learn.

According to Bandura (1977) cognitive or psychological constructivism focuses on development, whereby the mechanisms of accommodation, assimilation and equilibrium are key to the developmental process that is based on adaptation. He further stated that it is through these processes that individuals construct new knowledge, it means they have incorporated the new experiences into their existing scheme or framework without changing that framework. In his opinion, this occurs when there is harmony in what has been learnt with the existing knowledge. In essence when there is lack of understanding it is then that we may call that disharmony which is disequilibrium, but harmony that signifies understanding is equilibration. Over and above, the accommodation process must take place in order to reframe one's mental representations of the external world to fit new experiences. Finally to learn about the differences and similarities between when learning took place, one has to go through the process of assimilation then accommodation, and only then will equilibration take place with the new adjustment to new knowledge.

Following Piaget's (2008) theory, real learning comes from experiences that arouse children's curiosity and gives them the chance to work out their own solutions. His central position regarding learning is discovery learning, where the learners learn from actions than form passive observations. This theory promotes that educators should be rich with first-hand experience in order to facilitate learning very well. In order to do that, the learning environment must be organised in a way that will allow learners to develop concepts and skills themselves, at their own pace according to their individual aptitude.

Within the scope of constructivist theories, Vygotsky (1987) posited the concepts: "Zone of Proximal Development" (ZPD) and "More Knowledgeable Other" (MKO), often understood to refer to the way that acquisition of new knowledge depends on previous learning, as well as the

availability of instruction. The MKO refers to a person who has a better understanding or a higher ability level than the learner. In some instances, adults or children's peers appear to be more knowledgeable or experienced. He viewed the ZPD as a way to better explain the relation between children's learning and cognitive development. He continued to state that, through the assistance of a more capable person, a child is able to learn skills or aspects of a skill that go beyond the child's actual developmental or maturational level.

Vygotsky's (1987) constructivism also supports that the use of activity mediators provide a way in which people are able to interact with nature whereby mediation may also be defined as the use of certain tools within socially organised activity. The two phenomena which encompass the mediated relationship of individuals to their environment are described as:

- Humans use language and physical signs to change social relations into psychological functions between their minds and their environment;
- Higher intellectual progression will actually symbolic mediation.

In accordance with Vygotsky's (1987) constructivism, learning, instruction and development are the only positive forms of instruction that lead to cognitive development. Accordingly, educators use educator resources, worksheets, lesson plans and rubrics, all in a combined attempt to aid the learner's progress and measure the said progress as the child continues to grow in their abilities to solve problems independently.

For the purpose of this study, the theories discussed above have relevance to the investigation into the content of HLs content based on the following reasons; firstly, Pavlov's classical conditioning-associationism provides motivation for learners to associate learning by connecting school learning with the real world. In that manner, educators reinforce good behaviour during interactions. Secondly, since cognitive learning is developmental, learners assimilate new knowledge by accommodating new experiences through discovery from the environment. In this case, language plays an important role in facilitating intellectual progression. Lastly, educators must prepare well-arranged lesson plans that build upon the well-structured learning materials that sharpen the understanding of learners.

1.4 Statement of the problem

Once exposed to new Tshivenda CAPS content for FET Phase, both educators and learners are faced with the problem of teaching and learning the HL respectively, with some of the important linguistic aspects which are regarded as the backbones of language study, translated from the English HL curriculum version. The issue is that some of the Tshivenda HL aspects are not clearly articulated in the curriculum, so much that educators face serious challenges in teaching these aspects. For communication purposes to meaningfully take place, all linguistic aspects should be well-taught and efficient, with the aim to develop learners' communicative competency and proficiency. Additionally, the nature and structure of the current Tshivenda linguistic content is different from the previous curriculum which articulated the aspects of a language that allowed originality during language learning. Another concern is related to developing curriculum content derived from the structure of English curriculum content which has a negative impact in the teaching and learning of Tshivenda. This study will look into what is contained in specified grammar, prescribed literature, transactional and oral examination texts as demanded by the curriculum.

1.5 Aim of the study

The aim of this study is to investigate language aspects that create challenges to teach the Tshivenda Grades 10-12 HL, while they are easy to present in the English HL CAPS.

1.6 Objectives of the study

The objectives of this study are as follows:

- To investigate the linguistic content of English and Tshivenda HL CAPS in terms of structure.
- To explore FET Phase level educators' experiences in the implementation of prescribed CAPS English and Tshivenda HL content.
- To examine linguistic diversity influenced by socio-cultural and environmental perspectives that are abundant in both the English and Tshivenda HL curriculum content.

- To propose recommendations of the equitable way of designing/structuring Grade 10-12 Tshivenda HL CAPS content.

1.7 Research questions

Research questions guide the researcher not to lose focus on what literature to consult or data to collect. Maree (2012) alludes that a research question is the best way of formulating your purposes and focusing your efforts as you begin the exciting process of gathering data to answer a compelling question. In light of the issues described above, this study addresses the following research questions:

- What is the linguistic content of English and Tshivenda HL CAPS in terms of structures?
- What are the experiences of FET Phase level educators and subject advisors in the application and implementation of prescribed CAPS English and Tshivenda HL content?
- How are the similarities and differences displayed in the Tshivenda and the English HL curriculum content?
- How can the gaps be improved, and the inadequacies experienced by educators be addressed?

1.8 Hypothesis

According to Brown (1988:109), “a hypothesis is a statement about the possible outcomes of a study”. It shows the different ways that the researcher envisions the study will turn out. This is regarded as a solution to a problem. Using the above explanations, the researcher hypothesises that resulting from diverse composition of languages in terms of use during social interactions, structural transference of linguistic aspects from English FET Phase HL CAPS to Tshivenda FET Phase HL CAPS documents has created some gaps and deficiencies that were not examined through research. Hence, this investigation is undertaken to find out from its direct implementors consisting of educators at school level who are directly involved in day-to-day interpretation and execution of what is prescribed by the CAPS document.

In view of the above, the researcher hypothesises (argues) that language content of African Languages (such as Tshivenda HL) that should be taught in FET Phase cannot be applied exactly as derived from the English HL due to the fact that there is a difference in phonological and morphological processes and syntactical structures and semantic connotations of languages.

1.9 Research method

According to Punch (1998), research method refers to the basic plan for a piece of research which includes four main ideas that constitute research, namely; strategy, conceptual framework, scope and tools, as well as procedures for collecting and analysing empirical data. This study used both quantitative and qualitative methods in data collection. The two approaches are used to increase credibility with the intention of viewing reality from different perspectives. Kvale (2001) has indicated that successful qualitative interviews are determined by several characteristics, including the extent of spontaneous, rich, specific and relevant descriptions from the interviewee and the degree to which the interviewer follows up and thereby encourages the interviewees to clarify the meanings of their descriptions when necessary. Kvale (2001) maintains that the shorter the interviewers' questions and the longer the subjects' answers, the better. To account for quantitative data collection, Denzin and Lincoln (1994) mention that it is more focussed on administering of questionnaires. Therefore, it is economical since some questions were asked to both educators and subject advisers.

1.10 Significance of the study

The study will help curriculum designers and educators to be aware of the imperative role played by the linguistic aspects and socio-cultural perspectives relating to prescribed learner support material design, and provision in the curriculum. The study will urge curriculum designers to reconsider the modification of the linguistic aspects covered in the current document when revising the language syllabus. The study will inform and conscientise language curriculum developers to make cognisance of the relevance of the FET Phase HL CAPS content when monitoring its application across all HLs. Furthermore, the implementors will be made aware of the important linguistic inconsistencies contained in FET Phase HL CAPS documents so that they seek ways to address them. Similar to other African HLs, the Tshivenda content seems to have been compromised as it was translated following the linguistics and socio-cultural

background structure of English. This study will call for the assessment of the new HL curriculum (Grades 10-12), this has not been conducted, since it was introduced in schools; in 2010.

1.11 Delimitation of the study

The study focussed on the content of the FET Phase CAPS English and Tshivenda HLLs. To make the study manageable and researchable, the study dealt with linguistic aspects, socio-cultural context and learner support material provisions in relation to implementation of the syllabus. The study covered specific secondary schools in the Vhembe District of the Limpopo Province, where English and Tshivenda are studied as HLLs. The investigation was delimited to participants from schools in the Vhembe District, these include; Sibasa, Tshinane, Mutshindudi and Ntiani Circuits. The researcher is of the opinion that the four selected circuits have a maximum representation of the required data. This district and the circuits are situated in the far north of the Limpopo province. The study was further delimited to only twenty-four participants (16 Tshivenda educators and eight English educators), whereby two were from each circuit. Moreover, only four subject advisors took part in this study.

1.12 Data analysis

In every study, the collected data must be analysed before it can be interpreted. For this study, data was analysed by means of using the Statistical Package for the Social Science (SPSS) as it followed quantitative data analysis, whereby statistics from the participants were used to analyse data in terms of categories of participants (Ary, Jacobs, Sorensen & Walker, 2014) and curriculum document analysis. The results were presented in the form of graphs, charts, percentages and tables. The participants were grouped as subject advisors and educators.

Furthermore, data emanating from documents was also analysed. Similar to other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008). Documents contain text (words) and images that have been recorded without a researcher's intervention.

1.13 Definitions of key concepts

This section defines key concepts that are frequently used in this study. It is generally accepted that a given term may have different meanings to different people. The purpose of clarifying key concepts is so that the readers can understand the context in which these concepts are used, or their unusual restricted meaning. This implies that each discipline has its own definitions of concepts which may be peculiar to it only. In this study, the following key concepts are defined:

1.13.1 Language

Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols. It consists of symbols that convey meaning plus rules for combining those symbols that can be used to generate an infinite variety of messages. As a system of communication using sounds or symbols, it enables us to express our feelings, thoughts, ideas and experiences (Weiten, 2007; Goldstein, 2008). Language is also described as behaviour that used body parts as forms of the vocal apparatus and the visual system for sign language such as body parts are controlled by none other than the brain for their functions (Fred, 2005). The general study of language is called linguistics. For the purposes of this study, the concept language is used to refer to the Tshivenda and English HLs.

1.13.2 Language Competence

According to Richards (2010), language competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or socio-cultural competence, and what might be called textual competence. The specific learning outcomes under the heading language competence deals with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Furthermore, Richards (2010) mentions that language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, therefore it should be developed through classroom learning activities that focus on meaningful uses of the language and on language in contexts whereby tasks are chosen on the needs, interests and experiences of students.

1.13.3 Home Language

The term home or mother tongue refers to one's native language or parents' language. Following Nordquist (2017), HL is the language that is most commonly spoken by members of a family for everyday interactions at home. Moreover, it is also called the family language, mother tongue or the language of the home. According to the CAPS document for official languages, HL outlines the nature and purpose of the subject home (DBE, 2014). This guides the philosophy underlying the teaching and assessment of the subject in Grade 12. Generally, it is considered as a native language, a father or mother tongue language to which the children are exposed in their homes and communities, and they use it as their primary means of communication. In this study, HL refers to English and Tshivenda for Grades 10-12.

1.13.4 Curriculum Content

Curriculum is an aspect of teaching and learning experiences such as the intended outcomes of learning, learning programmes, assessment and methodology, whereas content refers to an area or quantity of space or matter contained within certain limits showing their order and place where they may be found (Gultig, Hoadley & Jansen, 2005). Freysen (1991) claims that the educators uses selected learning content to unlock an aspect of reality for the learner.

On one hand, it is attested that content in the curriculum should meet specific criteria such as validity, significance, interest and learning ability, including social relevance and utility. Further, the content to be taught must be of value, important, interesting and usable to learners so that learning should take place easily, and elements necessary to form the learning content of the curriculum are reduced and arranged in the order of how they should be learnt (Beane, 1990; Print, 1993). In this study, English and Tshivenda HLLs content are selected as topics for discussion.

1.13.5 Curriculum and Assessment Policy Statement (CAPS)

The CAPS is a single, comprehensive, and concise policy document (DBE, 2011). It has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the NCS Grades R-12. It is regarded as a national policy document comprised of the content for all the subjects listed in the NCS Grades R-12. In relation to this study, these policy statements stipulate the aim, scope, content and assessment for all the HLs taught in FET Phase (that is; English, Afrikaans, Isizulu, IsiXhosa, IsiNdebele, Sesotho, Northern Sotho, Tshivenda, Xitsonga and Siswati).

1.13.6 Further Education and Training Phase

The DBE (2010) states that this is a term used to refer to education that is distinct from the higher education offered in universities. It may be at any level above compulsory secondary education, from basic skills training to higher vocational qualifications. Therefore, FET Phase refers to Grades 10-12 in a secondary level since General Education and Training (GET) Phase starts from higher vocational qualifications. In this study, FET refers to education and training provided from Grades 10-12.

1.14 Organisation of the study

Chapter 1: Introduction

This Chapter covers the introduction and background of the study, the theoretical framework of the study, statement of the problem, aim, objectives and research questions. It also includes the research methods, significance of the study, definitions of key concepts, as well as organisation of the study.

Chapter 2: Literature Review

This Chapter reviews literature regarding different views on the topic by different scholars in respect of HL and CAPS issues.

Chapter 3: Research Methodology

This Chapter outlines and explains the research methodology used in this study. The research design, population, sampling techniques, and data collection methods, research instrument, ethical considerations, validity and reliability.

Chapter 4: Data Presentation, Analysis and Interpretation

This Chapter analyses and interprets the findings gathered from HL educators and FET Phase CAPS documents.

Chapter 5: Summary of the Study, Findings, Recommendations and Concluding Remarks

This Chapter provides the summary, conclusion and recommendations of the study.

1.15 Summary

In this Chapter, the background to the problem of study was highlighted and a brief historical development of curriculum changes in South Africa since 1994 whereby all HL curricula content, the Tshivenḡa HL curriculum content inclusive, were developed out of English HL curriculum. It was indicated that no research is conducted in a vacuum, hence the statement of the problem was stated. The main aim of the research and the research objectives as well as research questions were also provided. The research design and methodology were stated and briefly explained, details of the research design and methodology will be provided in Chapter 3. The delimitation of the research which showed the study's focus areas was stated. Moreover, the significance of the study was also highlighted. The key concepts and the research outline were defined.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature study can be defined as an extensive, exhaustive, systematic and critical examination of publications relevant to the research project (Lobiondo-Wood & Haber, 2006). Marshall and Rossman (1995:3) believe that a thoughtful and insightful discussion of the related literature helps to “build a logical framework and contextualises the research within a tradition of enquiry and a context of related studies”. Since the research is not conducted in a vacuum, it was imperative for the researcher to review what other researchers had written about the topic of the study. Databases have revealed that a considerable amount of research had been conducted on linguistic content of the FET Phase HL curriculum. The main aim of this Chapter is to review the related literature with the aim of contributing to a clear understanding of the nature and meaning of the problem that has been identified (De Vos, Strydom, Fouche & Delport, 2012:134). This study’s literature review provides relevant information that relates to the problem and the aim of the study as stated in Chapter 1.

2.2 Conceptualisation of ‘curriculum’

This section of the dissertation provides a critique literature on the concept of curriculum within the scope of education. Attention is given to description, characteristics, principles and evaluations of a curriculum.

2.2.1 Definition and description of curriculum

The word curriculum is derived from the Latin word “*currere*”, which means to return to the course. The word curriculum therefore means the course of study (Wiles & Bondi, 1995:9). Various scholars define curriculum differently. Fowler and Allen (1988) define it as subjects included in a course. Furthermore, in the teaching–learning situation, curriculum is compared to a race or course which a learner is entitled to complete. Jansen (1988:19) views it as a plan or programme for teaching and learning which is perceived and conceptualised in light of certain

objectives wherein selected and ordered contents are included. Hills (1998:49), on the other hand, argues that a curriculum is a scientifically accountable document, which includes selected, ordered and evaluated contents. For Shane and Longstreet (1993:47), a curriculum is the sum of experiences leading to the learning that occurs under the auspices of the school, whether or not these parts of the written content guide. A curriculum is the organised set of intended learning outcomes that lead to the achievement of educational goals (Messick & Reynolds, 1992:56; Parkay & Hass, 1993; Messick & Reynolds, 1992) and is concerned with behaviour learnt because of experiences with content. Robson (1994:221) regards curriculum as the construction and revision of ordered sequences of learning experiences which is related to the intended outcomes. Print (1993:9) is of the opinion that curriculum encompasses all the planned learning opportunities offered to learners by the educators in institutions and the experiences that the learners encounter when the curriculum is implemented.

Prah (2016) indicated that the curriculum lies at the core of all educational systems. It is through the curriculum that the larger social objects and values of the social order are implemented and achieved. He continued arguing that each system of curriculum historically reflects the order of power and priorities in any state, and implies expected outcomes geared towards the realisation of the aims and interests of the existing order. Moreover, where industrial techniques and skills are valued above academic performance, social statuses, roles and economic rewards will underpin the prevalent ethos and reward industrial qualifications above academic ones. If, on the other hand, an anti-industrial bias prevails in a society, then purely scholastic abilities will enjoy greater premium. Thus, all societies reward and variously value educational qualifications according to the status of the particular skill defined by the qualification. Marsh (2009:44) encompassed the following in his definition of curriculum:

- ‘Permanent’ subjects such as grammar, reading, logic, rhetoric, Mathematics, and the greatest books of the Western world that best embody essential knowledge;
- Subjects that are most useful for living in contemporary society;
- All planned learnings for which the school is responsible;
- What the student constructs from working with the computer and its various networks, such as the Internet;
- The questioning of authority and the searching for complex views of human situations.

2.2.2 Distinguishing a curriculum from a syllabus

According to English (2000), a syllabus is defined as the documents that consist of topics or portions covered in a particular subject. In some instances, it is determined by the examination board and created by the professors. The professors are responsible for the quality of the course as students are given a module outline not a curriculum. It is made available to the students by the educators, either in hard copy or in electronic form at high schools where internet is available in order to bring their attention towards the subject and take their study seriously. Furthermore, English says that a syllabus is considered as a guide to the educators in charge, as well as to the learners. It helps learners to know about the subject in detail, what the expectations are from them and consequences of failure. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on. According to Surbhi (2015), the following are differences between curriculum and syllabus:

- The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or in a course;
- Syllabus varies from educator to educator while the curriculum remains the same for all educators;
- The term, 'syllabus' is a word that has a Greek origin, whereas the term 'curriculum' is a Latin word;
- The curriculum has a wider and an encompassing scope than syllabus;
- The syllabus is provided to the learners by the educators, so that they take an interest in the subject. On the other hand, the curriculum is not made available to the students, unless specifically asked for;
- Syllabus is descriptive in nature, while curriculum is prescriptive in nature;
- Syllabus is set for a particular subject, while curriculum covers a particular course of study or programme;
- Educators prepare syllabus, while curriculum, given its nature, is decided by the government or the school or college administration;
- The duration of a syllabus could be a year, while but curriculum could exist till the completion of the course.

Looking into this study, HL curriculum for Grades 10-12 seemed to create challenges in its implementation as some of the linguistic aspects included in the Tshivenda HL are difficult to teach due to poor translation from the English HL. As a curriculum is drawn by responsible people, the content might be well selected, well ordered and well evaluated. Educators might also be involved in developing the curriculum.

2.2.3 Characteristics of a curriculum

According to Walker (2003), the fundamental concepts of curriculum include the following:

- Content: which may be depicted in terms of concept maps, topics, and themes, all of which are abstractions which people have invested and named;
- Purpose: usually categorised as intellectual, social and personal; often divided into superordinate purposes as stated purposes are not always reliable indicators of actions;
- Organisation: planning is based upon scope and sequence (order of presence over time); and can be tightly organised or relatively open-ended.

Scholars such as Walker (2003) posit that a good curriculum should encompass the following facets:

- It should accelerate the growth of development of attitude and skills required for maintaining a planned social order of democratic type. To put it more concretely, it should contribute towards democratic living;
- It should not be narrowly conceived but dynamic and forward looking, adequately sample both the scientific content and the abilities of the pupils to the developed, should cater to the right use of leisure later on and should be related to the environment in which the children live. Consequently, it will then become exiting, real and imaginative;
- It is tested and improved through research;
- It should aim at bringing about an intelligent and effective adjustment with the environment itself. Further, it should enable pupils to acquire relevant scientific information of subsequent use in the significant areas of human living;

- It should be psychologically sound. It should consider the theories of learning relevant to Science teaching. Further, children's capacities and capabilities, if considered, will lead to the development of differentiated curriculum.
- It should provide sufficient scope for the cultivation of skills, interest, attitudes and appreciations;
- It must be mostly based upon the first-hand experiences of the pupils from all the significant areas of human living. These experiences are characterised by newness, novelty, challenge, stimulation and creativity. Science content receives increasing emphasis as the children move to higher grades.

2.2.3 Principles of a curriculum

Beane's (2001) developed principles of curriculum are more value-orientated and less generic:

- Concerns with learners' experiences;
- Making decisions about both content and process;
- Making decisions about a variety of issues and topics;
- Involving many groups;
- Decision-making at many levels.

2.2.4 Curriculum evaluation

Curriculum evaluation involves the evaluation of the curriculum and its effect on the pupils. A distinction is therefore drawn between curriculum-orientated and learner-orientated evaluation. Reddy (2000) is of the opinion that the modernist approach, the research, design development, adoption approach towards curriculum development consists of the phases of research, design, dissemination implementation/adoption and evaluation. On the other hand, Shiundu and Omulando (1992) are of the view that curriculum development is the planning of learning opportunities intended to bring about certain changes in the learners. It also involves the assessment of the extent to which these changes have taken place. They identify the following nine stages of curriculum development: situation analysis; formulation of outcomes; setting of

the curriculum project; programme building; piloting the new programme in selected schools; improving the programme; implementation, evaluation and maintenance.

According to Brady (1990), curriculum development begins with a critical examination of the situation at the school level, and as every school is different, a situation analysis cannot be transferred from one school to another. Only when the situation is fully understood, can a curriculum be developed to address the situation. Curriculum development may also be referred to as the process of planning, implementing, innovating and assessing learning experiences and opportunities intended to produce desired changes in learners (Vermeulen, 1997). Curriculum development could be fostered by cross institutional sharing of high-quality learning materials. Both the quality and cost effectiveness of educator education provision is likely to be improved by conceiving of it as an organic system which needs to find innovative ways to exploit institutional linkages and the rapidly expanding range and variety of communication and information media technology (DoE, 1996).

Through his simple framework of the curriculum development process, Wheeler (1997) demonstrated that:

- There should be a formulation of aims and objectives;
- The selection of learning experiences (activities) should be done;
- The selection of learning content - determining not only what subject matter should be covered, but what mental powers and capacities, such as thinking, skills, attitudes, values, etc. should emerge from the learning activities as well;
- Organisation and integration of the learning experiences and content as well as methods so as to constitute a practical guide to action in the classroom.

This means that there should be an evaluation phase in the making of the FET Phase HL CAPS to determine the success and effectiveness of the curriculum. There should also be the effect thereof on the learners, in this way learners might be able to have and use the four main abilities of language (reading, writing, speaking and listening).

2.3 Exploring the South African curriculum

2.3.1 The aim of the South African curriculum

According to the DBE (2011), the South African curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. Derived from the NCS Grades R-12, it serves the purposes of equipping learners irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country (by providing access to higher education, facilitating the transition of learners from education institutions to the workplace, and providing employers with a sufficient profile of learner's competences).

Furthermore, the NCS Grades R-12 is based on the principles of social transformation: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of the population DBE (2011). The curriculum encourages an active and critical approach to learning where the minimum standards of knowledge and skills to be achieved at each grade are specified and set high in all subjects including HLs. In continuation, the content and context of each grade needs to show progression from simple to complex, while being sensitive to issues of diversity such as poverty, inequality, race gender, language, age, disability and other factors. Furthermore, it should also acknowledge the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution as well as providing an education that is comparable in quality, breadth and depth to those of other countries by considering the following aspects as in DBE (2011):

- To produce learners that are able to identify and solve problems and make decisions using critical and creative thinking; work effectively as individuals and with others as members of a team; organise and manage themselves and their activities responsibly and effectively; collect, analyse, organise and critically evaluate information; communicate effectively using visual, symbolic and/or language skills in various modes; use Science and Technology effectively and critically showing responsibility towards the environment and the health of others; and demonstrate an understanding of the world as a

set of related systems by recognising that problem solving contexts do not exist in isolation.

- By ensuring that inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all educators have a sound understanding of how to recognise and address barriers to learning and how to plan for diversity. All the relevant support structures within the school community, including educators, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres should ensure that the barriers are identified and addressed. Educators should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for inclusive Teaching and Learning (2010).

2.4 Home Languages content in CAPS

2.4.1 Language curriculum

The language teaching syllabus, as Mohseni (2008) indicated, involves and combines both subject matter and what should be taught. It encompasses and deals with linguistic theory and theories of language that should be dealt with in the classroom. This indeed means that similar to all other syllabi for various learning areas, the language syllabus has the aim of communicative teaching to encourage students to exploit all the elements of the language that they know in order to clarify the meaning thereof. It is also stated that learners may not be expected and required to master every aspect of the language before they are allowed to use such a language to communicate. The following are the reasons behind language teaching:

- The purpose of teaching language is to encourage students to communicate in all the contexts;
- Language is taught for the grammatical rules of the language they are studying;
- Students get assistance in the understanding and formulation of the grammatical rules of the language they are studying;
- Students are also helped to develop their receptive skills over and above their productive skills;

- Students are given insights into everything that confronts them on daily basis;
- Specific skills are developed when languages are taught;
- Language teaching and learning contributes a great deal to the students' personal, social and educational development.

2.4.2 Position of languages in CAPS

According to Ambedkar (2015), language is a tool for thought and communication. It is also defined as a cultural and aesthetic means commonly shared among people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their feelings and ideas, to interact with others, and to manage their world. Learners are provided with a rich, powerful and deeply rooted set of images and ideas that can be used to make improve their world and make it better and clearer than it already is.

All South African official languages, namely; English, Afrikaans, isiNdebele, isiXhosa, isiZulu, Northern Sotho, Sesotho, Setswana, Siswati, Tshivenda and Xitsonga (DBE, 2011) are languages for learning in Grades 10-12. These languages can be taught at different language levels. Different language levels are in the following format: firstly, there is the HL which is the language first acquired by the learners. Many South African schools do not offer HLs of some or all enrolled learners instead, they offer one or two languages at HL Level.

In essence, according to the DBE (2011), learners should be able to acquire the language skills required for academic learning across the curriculum. Moreover, skills and attitudes that form the basis for life-long learning are listening, speaking, reading, viewing, writing and presenting which gives one confidence when using them. Further, one may use a language appropriately, considering audience, purpose and context. Learners learn a language in order to express and justify, orally and in writing their own ideas, views and emotions confidently in order to become independent and analytical thinkers. Learners should be able to use language and their imagination to find out more about themselves and the world around them. This enables them to express their experiences and findings about the world orally and in writing. Learners should be able to use language to access and manage information for learning across the curriculum and in

a wide range of other contexts. Information literacy is a vital skill in the ‘information age’ and forms the basis for life-long learning and language use as a means for critical and creative thinking.

2.4.3 Home Language skills and content prescribed by CAPS

According to the DBE (2011), people have a listening skill that is comprised of the listening process known as pre-listening, listening and post-listening. Furthermore, there are other kinds of listening known as: listening for specific information, listening for critical analysis and evaluation and listening for appreciation and interaction. There is also the skill of speaking which has the speaking process of planning, researching and organising; practicing and presenting.

Other skills are reading and viewing, while reading should follow the process of pre-reading, reading and post-reading. One must be able to interpret visual texts, develop vocabulary and be able to organise the texts and know the features of literary texts. The last skill is for writing and presenting where we get process writing which are planning, drafting, revising, editing, proofreading and presenting. Language structures and conventions during the writing process should be shown.

The above-mentioned skills found in the English HL document are the same as those in the Tshivenda HL document. Listening and speaking skills are central to learning in all subjects. Learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions through these effective listening and speaking skills. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. All these oral communication skills are conveyed through the appropriate use of language structures. The learning of language structure should aid successful communication and be linked to the functional uses of language in different social settings, similar to expressing one’s thoughts or feelings; introducing people; giving directions and instructions. The listening skills taught are determined by the type of oral text and the aims of the listener.

Reading and viewing are central to successful learning across the curriculum, as well as for full participation in society and the world of work (DBE, 2011). Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. The understanding and interpretation of written and visual material are determined by the learners' knowledge of language structures, conventions, and their own life experiences. Language structures help learners to understand the way in which texts are structured. Learners must apply pre-reading, reading and post-reading strategies that help them to comprehend and interpret a wide variety of texts, such as predicting, clarifying, and evaluating. Further, learners must apply pre-reading strategies such as skimming and scanning text features, parts of a book and the structure of paragraphs/texts and learn how they contribute to meaning. They must be assisted to acquire vocabulary through reading a wide variety of texts.

Moreover, writing and presenting skills allow learners to construct and communicate thoughts and ideas coherently. When learners frequently practice writing across a variety of contexts, tasks and subjects fields, it enables them to communicate functionally and creatively. The aim is to produce competent, versatile writers who use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes. Learners will be able to produce coherent and cohesive texts because of the knowledge of language structures and conventions they are taught. Then language structures should be taught for constructing texts in their context of use. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.

All the skills mentioned above should be integrated. Integration may take place when one is focusing on one skill because that can lead to practice in another. As an example, a learner can be involved in a debate and read an argumentative essay and then produce his/her own written argumentative essay using language structures such as antonyms, negatives, synonyms, conjunctions and others. Therefore, language structures and conventions should be integrated with the above-mentioned skills.

2.4.4 Language teaching approaches

According to the DBE (2011), the language teaching approaches in the English HL CAPS documents are similar in the following manner: The approaches to teaching language documents are text-based, communicative integrated and process oriented. The first two approaches, namely; text-based and communicative integrated are dependent on the continuous use and production of texts. A text-based approach teaches learners to become competent, confident and critical readers, writers, viewers and designers of texts. This includes listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Learners develop the ability to evaluate the texts through a critical interaction. The main source of contents and context for the communicative, integrated learning and teaching of languages are authentic texts. The text-based approach also involves producing different kinds of texts for particular purpose and audiences.

There is also a communicative approach that suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practice or produce the language. Learners learn to read by doing a great deal of reading. Then the process approach is the process used when learners read and produce oral and written texts. Learners engage in different stages of the listening, speaking, reading and writing processes. During these processes, they must think of the audience and the purpose. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During the process of writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

According to the CAPS document, the HL curriculum is based on 4.5 hours per week in a 40-week academic year. All language content is presented 9 hours per two-week cycle. Educators must ensure that the language skills, especially reading and writing, are practiced regularly. The time allocation for the different language skills in Grades 10 and 11 is 36 weeks. Four weeks are for examination purposes. The HL time in Grade 12 is 30 weeks. Ten weeks are for examination purposes. Each language skill is allocated its own time. Listening and speaking skills in both

English and Tshivenda HL are allocated 1 hour, while reading and viewing comprehension and literature have 4 hours in both the English and Tshivenda HLs. Writing and presenting skills are allocated 4 hours in the both English and Tshivenda HLs.

2.4.5 Language for learning

The general goal of HL learning in CAPS is to achieve literacy. Literacy can simply be defined as the ability to read, write, decode and form letters, and the ability to express oneself coherently (DBE, 2003)

2.5 Theories of language learning

According to Kitchel and Ball (2014), theory has taken many different meanings, there are different kinds of theories used, and there is confusion among the terms for identifying and situating theories within the literature review of a manuscript. According to Creswell (2009), a theory is a set of interrelated constructs or concepts, definitions, and plans that present an orderly interpretation of a phenomenon. This section outlines and explicates theories of language learning that are relevant to the research problem at hand.

2.5.1 Descartes and Cartesian linguistics

Descartes subscribed to Plato's idea that language is simply something people do naturally. Descartes' belief was based on the fact that he believed humans to be largely rational creatures, and language was required to interact. The Cartesian movement that started based on his beliefs reflected the fact that language was used creatively, yet there are still many similarities even between the least similar languages. This is heartening because it suggests that you only need to find the similarities between English and your target language to start understanding how the language works. In this research, the similarities and differences of English and Tshivenda HLs were studied in order to understand how the language works.

2.5.2 Locke and Tabula Rasa

Locke put forth the concept of the blank slate which shows that he did not subscribe to the idea that anything was innately known. Following Locke, everyone began with a blank slate that they

had to fill, and that includes language meaning that everything is learned from the senses. This also happens to the English and Tshivenda HL, which are languages that one can learn from experience or perception whereby individuals are born without built-in mental content. Three philosophers, Plato, Kant and Nietzsche, largely discussed language in passing, not postulating many specifics. The next four theories are much more language specific.

2.5.3 Skinner and the Theory of Behaviorism

Skinner agreed (1957) with Locke and he spent a lot of time developing the Theory of Behaviorism from it. According to this theory, all behaviour is in response to the stimuli around us. He applied this to language learning through operant conditioning, which used reinforcement and punishment to teach. One of the most common examples of this are parents who refuse to acknowledge a child's request until the child says "please". The reward is getting what was requested, and the idea of saying "please" is reinforced through that reward. The Theory of Behaviorism stipulates that we need feedback to be successful, even in learning a language.

Behavioristic views on language acquisition

Following Pavlov, Skinner explained language learning in terms of operant conditioning which views language as a behaviour to be taught. A small part of the foreign language acts as a stimulus to which the learner responds (e.g. by repetition). When the learner is totally successful, the educator reinforces by means of praise or approval. As a result, the likelihood of the behaviour is increased. However, if the learner responds inappropriately then the behaviour is punished and the likelihood of this behaviour to occur is decreased (Brown, 1994). Children imitate a piece of language they hear, and if they receive positive reinforcement they continue and practice that piece of language which then turns into a habit (William & Burden, 1997). Some regular and routine aspects of language might be learned through stimulus/response, but this does not seem to account for the more grammatical structures of the language. The behavioristic approach holds that language acquisition is environmentally determined, that the environment provides the language learner with language, which acts as a stimulus, to which the language learner responds. In this study, both the English and Tshivenda HL are viewed as a behaviour to be taught.

2.5.4 Theory of Universal Grammar

Chomsky (1965) was developing his own ideas while Skinner was working on his Theory of Behaviorism. Chomsky developed the theory of Universal Grammar in 1960. It was pretty much the antithesis of Skinner's theory. Chomsky believed in at least some innate ability in humans for language. His proof was the fact that there are some universal elements in all languages. While it definitely goes further to explain learning a first language than Skinner's theory, it really does not apply to learning a second language. It simply reinforces similar elements but does nothing to identify how to learn everything that is completely dissimilar. In this study, the English and Tshivenda HL fall under the category of languages that have the universal elements. As these two languages are both first languages, they have some similarities and dissimilarities.

2.5.5 Schumann and the Acculturation Model

Schumann (1993) looked specifically at how immigrants learn a new language once they relocate. His theory is called the Acculturation Model and addresses language in much more detail than the other theories. Instead of thinking of language learning for pleasure, he examined it when it was a necessity. Immigrants learned a new language with much more pressure from social and psychological areas. It usually meant either success or failure.

If an immigrant's language was roughly equal socially to the language of their new home, they were more likely to learn the language. The same was true if the cultures were similar. This points that there are many psychological and social reasons for learning a language – ideas that were not examined by any of the earlier philosophers. Its relevance to this study is that some FET Phase learners in schools near the Vhembe District are obliged to learn either English or Tshivenda as a HL, despite the fact that they speak other languages as HLs.

2.5.6 Krashen and the Monitor Model

Krashen (2003) compiled several theories about language, theories which today are often used to describe learning a second language. He proposed the following primary ideas to take away from his theories: Acquiring a language is largely subconscious as it stems from natural and informal conversations; Learning a language is a conscious effort and relies heavily on correction, which is more formal; Grammar is largely learned in a predictable series and order; Learning a language occurs when it is provided through comprehensible input, such as talking or reading; A

monitor can be anyone or anything that corrects your language errors and pressurises you to improve.

2.6 Linguistics as the foundation of Home Language teaching

2.6.1 Language structures and conventions within linguistics

In reviewing the current syllabus of the FET Phase HL CAPS, the following paragraphs review some of the works which investigated the role played by these linguistic aspects in the development of a language (Milubi, 2004). Within linguistics, we discover that phonetics, phonology, morphology, syntax and semantics make up the scope of language aspects.

2.6.1.1 Phonetics

This linguistic aspect relates to the study of sounds in languages. Milubi (2004) explains how certain sounds are produced (manner of articulation) and where they are articulated (place of articulation). According to this statement, phonetics occurs in three ways; (a) in the production of speech and sound from the mouth which is known as articulatory phonetics, (b) when the sound is spoken, it is considered as acoustic phonetics, and, (c) the sounds of spoken words in the listeners' ears (auditory phonetics). Another finding in Milubi's (2014) study was that O'Grady, Archibald and Katamba (2011) added that acoustic phonetics deals with measuring and analysing the physical properties of the sound waves people produce when they speak.

Corresponding with the descriptions above, manner of articulation refers to when the lips, tongue, velum and glottis can be positioned in different ways to produce different sound types. These different configurations are called the manners of articulation (O'Grady et.al., 2011). There are oral and nasal phones. Some examples include the following:

- In Tshivenda, we have 'nasala', the sound is produced from the nose, e.g. **n [n] niwa [niwa]** and where they are articulated (place of articulation). The 'oral' example is **m [m] mama [mama]**;
- In English, we also have 'nasal', e.g. **m [m] sum [sum]** and the 'oral' example is **mam [mam]**.

Another aspect that is vital is the place of articulation which is in every place where the airstream can be modified in order to produce various sounds. These places are found on the lips, within

the oral cavity, in the pharynx and at the glottis (O'Grady et.al., 2011). Considering this, here are examples:

- In Tshivenda, if the tip of the tongue is placed between the teeth, the sound is named the dental, e.g. **toma**. When voicing 't' in 'toma', the tip of the tongue is situated between the teeth.
- In English, if the tongue is placed between the teeth, the sound is said to be the interdental. Interdentals in English include the initial consonants of the words **they** and **thing**.

2.6.1.2 Phonology

In his language book study titled: 'Ngoma ya Vhatei', Milubi (2014) indicated that the main purpose of phonology is to show the importance of speech sounds in languages, as well as how sounds change in particular environments. It gives insight into how African language and phonology take place when two different sounds are attached to each other. In Tshivenda we have a word '**litumba**' which has: **li** + **tumba**.

Ladefoged (1982) argued that in phonology, the smallest segment of speech studied is the phoneme. He explains them as abstract units that form the basis of recording any given language sounds systematically. They further represent variations in sound that have a semantic difference within a language. Since the smallest unit of language which distinguishes meaning is termed phoneme. The brackets used are slashes: / /, /k/, /u:/, /l/, as seen in the word cool /ku:/. Both consonants and vowels are phonemes, for instance /i:/, /ai/, /u:/ are phonemes in English and can be seen in words such as beat, bite and boot.

O'Grady et al., (2011) stipulate that the component of grammar that determines the selection of speech sounds and that governs both the sound patterns and the systematic phonetic variation found in language is phonology. They also observe the difference in that phonetics is primarily concerned with the concrete physical properties of language sounds, while phonology investigates how sound and meaning are connected. They concluded by showing the three phonological units, namely; the feature, segment and syllable. They explained the units by indicating that segments are characterised by specific phonetic properties (voicing, nasality, etc.)

and are composed of smaller structural units known as features. Segments are combined to form into larger structural unit syllables.

The review of literature of scholars such as Milubi (2014), O’Grady et al., (2004) and Dodd (2014) show the imperative of the physical aspects of speech and speech behaviour. They all concur that the manner of articulation, place of articulation, articulatory phonetics, auditory phonetics and acoustic phonetics are important linguistic aspects.

2.6.1.3 Morphology

Morphology concentrates on the aspect of word formation (e.g. how we get the past tense form of a regular verb by adding, in the case of English, an -ed morpheme). Furthermore, it analyses the structure of words and parts of words, such as stems, root words, prefixes and suffixes. In addition, morphology also looks at parts of speech, intonation and stress, and the ways context can change a word’s pronunciation and meaning. Words are generally accepted as being the smallest units of syntax, in most languages, if not all, and many words can be related to other words by rules that collectively describe the grammar for that language. For example, English speakers recognise that the words dog and dogs are closely related, differentiated only by the plurality morpheme ‘-s’, only found bound to nouns.

O’Grady et al., (2011) share a related view by indicating that the most important component of word structure is the morpheme which is the smallest unit of language that carries information about meaning or function. The word killer, for example, consists of two morphemes: kill with the meaning ‘murder’ and -er which indicates that the entire word functions as a noun with the meaning ‘one who murders’.

According to Cooper and Pikulski (2006), typical approaches for drawing learners’ attention to morphemes or units of meaning in words involve teaching about prefixes and suffixes or English roots. For example, in a typical lesson, learners learn about the meaning of the suffixes such as -er, -or, and -ist as “someone who” and analyse the words dancer, actor, inventor, investigator, naturalist and dentist as exemplars of the role of suffixes in words. As a continuation, another lesson may focus on word roots such as ‘-spect-’, meaning “to look at,” in words such as inspect, inspector, perspective, retrospective, and spectacular.

2.6.1.4 Syntax

According to Catts and Kamhi (1999) and Duncan (2013), syntax is about the rule system that governs how words are combined into larger meaningful units of phrases, clauses and sentences. The study revealed that the rules of syntax specify word order, sentence organisation and sentence constituents. Catts, Kamhi and Duncan (2013) argue that as learners become more proficient in syntactic abilities, they are able to change the forms and patterns of sentences. They concluded by presenting the syntactic strategies that are meant to bridge oral and written language to improve learners' ability to change and create new sentences and write cohesive paragraphs: (a) sentence formulation, (b) sentence expansion and revision, (c) paragraph formulation, and (d) conventions.

Another study was conducted by Alan (2004) who posits that syntax is a discipline of linguistics that studies the structure of sentence and studies the rules, principles, and processes that govern the structure of sentences in any language. The study pays attention to components such as word order, agreement, and the hierarchical structure of language. Therefore, the meaning of any sentence in any language depends on the syntax. For example, the sentences in the English language often formed by following a subject with a verb and the direct object. It is the positions of these words that convey the subject-object relationship. Here are sentence examples:

- The cat ate the mouse.
- The mouse ate the cat.

These two sentences convey two different meanings although they contain the exact number of words. It is the word order of the sentences that affects the meaning of these two sentences. The parts of a language are divided into different syntactic categories. Most sentences can be divided into two sections called subject and predicate. These two parts are also made of different words. Syntactical classes of words are known as parts of speech.

What is important to August, Bear, Dole, Echevarria, Fisher and Francis (2011) is that syntax investigates the organisation of words, phrases and clauses in sentences. Whereas in upper grades, learning to spell can involve learning about verb and noun forms of words, such as inspire/inspiration, consult/consultation, illustrate/illustration. Their view is to show that the purpose of such lessons is not to have learners identify parts of speech, rather to emphasise the

forms of words that are often associated with specific parts of speech. In addition, another view is given by Kieffer and Lesaux (2007) who suggest that learners complete charts to generate the different syntactic forms of *word and to use those forms in sentences to demonstrate how they function, such as in the following example:*

<i>noun</i>	<i>adjective</i>	<i>verb</i>	<i>adverb</i>
strategy	strategic	strategise	strategically

From the discussion on the previous page, it is evident that syntax is important in FET Phase HL when teaching and learning is taking place in the classroom. Learners must be able to organise the words, phrases and clauses. The current curriculum has included such topics offered in the language class.

2.6.1.5 Semantics

According to Polloway and Smith (1992), it encompasses vocabulary, the ability to distinguish between word meanings and the relationships between different words. Poloway and Smith (1992) pointed out that in the early stages of writing, learners often write narrative stories the same way they would orally present the story. They indicated the strategies that will assist learners in improving semantic skills related to written language: (a) semantic organisers for writing - helping learners to organise paragraphs or ideas; (b) vocabulary - help learners formulate a specific lexical list of words most often used for their grade; (c) analogies, antonyms, synonyms and multiple meanings - use developmentally appropriate activities and lessons that include the use of analogies, antonyms, synonyms and multiple meaning words; and, (d) cloze technique - the educator may use this technique by starting a sentence and the learner completes it with an appropriate word or words, for example: “He ate a small green”. The learner must then generate the missing section and remain consistent with the structure and content of the essay.

Semantics is another important field related to theoretical linguistics. It is all about studying the meaning of linguistic expressions. This can be any language type – it may refer to a natural language such as English, or to an artificial language such as programming (Crystal, 2006).

Questions regarding ‘semantics’ are an important part of the study of linguistic structure. They encompass several different investigations, how each language provides words and idioms for fundamental concepts and ideas (lexical semantics), how the parts of a sentence are integrated into the basis for understanding its meaning (compositional semantics), and how our assessment of what someone means on a particular occasion depends not only on what is actually said but also on aspects of the context of its saying and an assessment of the information and beliefs we share with the speaker.

In addition, Riemer (2010) is of the opinion that based on the distinction between the meanings of words and the meanings of sentences, two main divisions in the study of semantics may be recognised, namely, lexical semantics and phrasal semantics. Lexical semantics is the study of word meaning, whereas phrasal semantics is the study of the principles which govern the construction of the meaning of phrases and of sentence meaning out of compositional combinations of individual lexemes. Lastly, the function of semantics is to study the basic, literal meanings of words as considered principally as parts of a language system.

2.6.1.6 Pragmatics

According to Montgomery (1996), pragmatics is defined as the ability to use language in specific contexts and for specific purposes. It is imperative for them to view that pragmatics includes aspects of conversational interactions: (a) initiating, turn-taking, and closing conversation; (b) initiating, changing, and maintaining conversational topics; (c) making declarations; (d) greeting others; requesting information; and, (e) answering questions. Pragmatics incorporates specific rules for conversation such as unity in spoken and written language. The principles of spoken language with regard to pragmatics carry over to written language that is initiating a topic sentence, maintaining the topic in the paragraph, providing detailed information, maintaining unity and shortness, and summarising the thought in a conclusive sentence.

Another study by Catts and Kamhi (1999) showed diverse discourse contexts that exist, the most regular types encountered by learners are conversational, classroom, narrative and event dialogue. On that note, Montgomery (1996) further gives an account of narrative structure which is consisted of the: (a) setting, (b) initiating event, (c) internal response, (d) internal plan,

attempts (e) consequences, and, (f) ending as the story components. On the same note, Sulzby (1991) indicated that oral language concepts parallel learners' written language development and that oral and written language as developmental processes occur concurrently, rather than sequentially. They showed the pragmatics-focussed activities found to improve oral language skills that may assist in the transfer of skills to written language tasks: story retell, classroom sharing, role playing, telephone conversations, barrier tasks and oral persuasive discussion.

2.6.2 Language Acquisition

2.6.2.1 First Language Acquisition

This study pointed out that this first language learners follow a pattern of development which is mainly followed despite exceptions. Ellis (2007) outlined three developmental stages: the silent period, formulaic speech, and structural and semantic simplification. (A) The silent period is an initial stage where unplanned language such as the learner language that results from attempts by learners to express meaning more or less spontaneously is used. Children acquiring their first language go through a period of listening to the language they are exposed to. During this period, the child tries to discover what language is. (B) Formulaic speech is the second developmental stage which is defined as expressions which are learnt as memorised wholes and used on particular occasions (Ellis, 2007). Krashen (1982) suggests that these expressions can have the form of routines (whole utterances learned as memorised chunks, e.g., I don't know. (C) In the third stage, learners apply structural and semantic simplifications to their language. Structural simplifications take the form of omitting grammatical functors such as articles, while auxiliary verbs and semantic simplifications take the form of omitting content words (e.g. nouns, verbs). There are two suggested reasons, firstly, the learners may not have yet acquired the necessary linguistic forms. Secondly, they are unable to access linguistic forms during production.

In terms of the Acquisition Order as stated in McLaughlin (1987), studies on morphemes aimed to investigate the acquisition of grammatical functions such as articles, or inflectional features such as the plural –s. There is a common invariant sequence of acquisition for at least 14 function words in English as a first language – noun and verb inflections, prepositions, and articles. The findings then pointed out that there is a definite order in the acquisition of

morphemes in English first language learners. Ellis (2007) put forward the term typological universals. These are based on cross-linguistic comparisons on a wide range of language draw from different language families to discover which features they have in common (e.g. all languages have nouns, verbs, etc.). The second approach is the generative school represented by Chomsky which was later referred to as Universal Grammar (Ellis, 2007) because the aim was to study individual languages in detail, to identify the principles of grammar which underlie and govern specific rules. According to Universal Grammar, core rules such as word order are innate, and can be arrived at through the application of general abstract principles of language structure. The unmarked features are learned earlier and easier than marked rules in both first and second language while marked forms require more time and effort by the learner.

(a) Acquisition of First Language Grammar

O’Grady et al., (2011) state that the study on the content may not be separated from linguistic claims on HL acquisition and development. This idea forms the basis for HL teaching and learning of the content in FET Phase CAPS. Relevant to linguistic components in FET Phase CAPS content, is an explanation of how learning of such elements is acquired in early language learning and expanded at puberty stage that includes FET Phase level.

In essence, continuity of first language learning carries elements of the general grammar acquired from the initial stages of the learner’s life. Thus, all elements are learnt in stages and are developed at each level of study, where assessment strategies measure the level of linguistic competence for the relevant stages.

(b) Acquisition of grammar of the first language FET Home Language learning

The linguistics concerns in the study of language are of interest in the study of CAPS content, where they learn various parts of their language such as vocabulary, morphology, syntax and semantics. When children learn language, they learn grammar which is linguistic (language skills). CAPS is referred to as a linguistic skill (language) since oral communication skills are conveyed through the appropriate use of language structures of CAPS (Grade 10-12). They acquire grammar rules of their HL from adult productions of information about grammar of their own languages. Analysis of such content will be done in the next chapters. Thus, in linguistics,

studies on HL learning also involve the study of phonetics, syntax and other components of grammar to assist in identifying and describing grammar systems that learners acquire at the FET Phase level.

Language development is an ongoing process in children's daily interactions where the FET Phase CAPS content should reflect content where daily tasks designed for linguistic activities reflect of grammatical systems that the learners should achieve at the level during specific times allocated.

Following FET Phase HL CAPS, comprehension is judged through teaching statement justification and comprehension by responses on valuable clues about grammatical rules used to interpret it at various stages of language development. Typical production tasks creating the use of inversion operations (verbs places: auxiliary verbs, yes/no questions) and linguistic knowledge/structures depend on special contexts, content (passives).

2.6 Summary

This chapter reflected on the South African curriculum, as well as its definition. Moreover, reference was made to the importance of South African learners being equipped with knowledge, skills and values as members of this democratic country. Language structures such as phonetics, phonology, morphology, syntax, semantics and pragmatics were also reviewed in this chapter. Theories of language were also discussed. These included: Descartes and Cartesian Linguistics, Locke and Tabula Rasa, Skinner and the Theory of Behaviorism, the Theory of Universal Grammar, Schumann and the Acculturation Model, and Krashen and the Monitor Model were discussed. Language acquisition (first language acquisition) was discussed.

Thus, learners have language structures and conventions they learn from home. Schools, on the other hand, teach language structures and conventions when dealing with orals, literature and grammar. This helps the learners to be able to listen, read, speak and write their HLs well. It also promotes learners to become critical thinkers. Thus, the curriculum should prescribe what educators should teach. This explains why the CAPS documents include the lesson plans to be used by educators.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter provides insight into the study's research design and methodology. It further highlights the data collection method and instruments, as well as the sampling and research ethics.

3.2 Research design

Research design is regarded as a detailed step-by-step plan of how a study will be conducted. It starts with a set of questions that need to be answered and ends up with answers or conclusions. According to Creswell (2014), research designs are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. In this study, the aim of the research was to explore the content of the FET Phase English and Tshivenda HL CAPS. Therefore, the research questions were addressed by exploring the perceptions of educators, subject advisors and analysis of curriculum documents. Both the qualitative and the quantitative approaches were followed to enable the researcher to answer the research questions.

3.3 Research methodology

3.3.1 Population

Bless and Higson-Smith (2000) define population as the set of elements that the research focuses on, and to which the obtained results should be generalised. McBurney (2001) on the other hand, refers to it as the sampling frame. According to Deacon, Pickering, Golding and Murdock (2007), populations are not necessarily made up of people, they can be aggregates of texts, institutions, or anything else being investigated. In this study, the population were educators who offer English and Tshivenda HL (FET Phase Grades 10-12) and subject advisors responsible for implementing CAPS in English and Tshivenda HLs. These participants were selected based on their experience of the different curriculum changes since the beginning of the “new” South

Africa. The selection of the subject area was done to improve the representativeness of data, as different subject educators may have different views, based on their experiences.

3.3.2 Sampling and sampling procedures

In this study, sampling was important as the total population was large, and the scope of the problem too wide. It then became necessary to reduce the scope of the investigation. Sampling means taking any portion of a population representing the subjects of the study (Bowen, 2003). In fact, a sample refers to a smaller section of the existing population or universe, in which specific individuals provide the data of the study. Furthermore, in sampling, not all members of the population are entitled to be sampled for a study, but only key informants. Wolcott (1988) shares the same sentiments by confirming that a key informant is important to research, as it is an individual in whom one invests a disproportionate amount of time because that individual appears to be well informed, articulate, approachable or available. In order to select participants for the current study, purposive sampling was employed. In purposive sampling, the researcher selects participants and sites for the study that could inform an understanding of the research problem (Cresswell, 2007). Here, the researcher used her own judgement about the individuals sampled for the purpose of the study (Babbie, 2014).

In this study, the researcher decided purposively to use one area out of six in the Vhembe District. This was done on the basis of typicality. The researcher preferred (purposively) to conduct the study in this district as it was found to be most representative, and had schools that offered both the English and Tshivenda HLs. Furthermore, it was both convenient and accessible to the researcher. This in turn minimised the time and budgetary constraints involved in the research. Other areas in the district were purposively excluded due to financial constraints.

3.3.3 Participants selected

The participants included in this study:

- Four language curriculum advisors who were knowledgeable in the contents of the syllabus of the HLs, who guide and advice educators;
- Twenty-four language educators responsible for the implementation of HL CAPS in the classroom.

3.3.4 Sample size

Experienced educators in Grades 10-12 were sampled from the four circuits, namely; Sibasa, Mutshunduḁi, Tshinane and N̄iani. See Table 1 below for details of sample size.

Table 1: Details of sample size

Circuit	Schools	Grades	No of participants	%
Sibasa	A & B	10 – 12	06	25
Mutshunduḁi	C & D	10 -12	06	25
Tshinane	E & F	10 -12	06	25
N̄iani	G & H	10 -12	06	25

Table 1 shows that a total of 24 educators from the four circuits were selected. Each circuit comprised of two schools, and one educator from each grade was selected. There was a total of three educators per school, males and females respectively. Six educators from each circuit was a fair representation and the overall total of participants from the four circuits were 24.

3.4 Research approach

The nature of this study dictates that both approaches, namely; qualitative and quantitative be used. According to Creswell (2008:39), a research approach is the overall strategy by which “the researcher seeks data collection and analysis procedures necessary to investigate a specific problem, with the purpose of providing a detailed explanation of methods used during the process of conducting research”. This study adopted both qualitative and quantitative approaches, with the aim of increasing credibility of the findings. Furthermore, the use of both approaches was intended to overcome weaknesses of the single approach. Thus, Corbetta (2003) and Creswell (2005) assert that different approaches in a single study provide a complete vision of social reality, when viewed from different angles. Document analysis and questionnaires were also used for data collection.

3.4.1 Qualitative approach

To achieve the study's aim, a qualitative approach was employed. According to McMillan and Schumacher (1993), qualitative research is a naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events, and as such it is the most appropriate method for data collection. The qualitative research method was preferred as it was characterised by the following advantages: qualitative methods are flexible and allow the researcher to develop much detail from the study through the researcher's involvement in real life experiences (William, 2007). Open-ended questions were used for collecting qualitative data in this research.

According to Silverman (2006), the main strength of qualitative research is the ability to study phenomena which are available in qualitative approach. The data in qualitative research depends much on human experiences. Ayiro (2012) explains that in the entire study, the researcher keeps a focus on learning the meaning that the participants hold about the phenomenon and attempts to capture the 'lived reality' of such settings (Scott, 2010). Furthermore, qualitative research enables one to tackle 'sensitive issues', to appreciate the wider social context of people's experiences, and to make connections across different areas of participants' lives. Qualitative research, amongst others, provide details about human behaviour, emotions, and personality characteristics.

3.4.2 Quantitative approach

The word quantitative refers to the use of numbers in collecting or working with research data. Quantitative researchers study an attitude or experience by asking a set of defined questions from which a score can be derived (Louw & Edwards, 1998). A questionnaire was administered to collect quantitative data. This method of collecting data was selected as it is relatively economical and has the same questions for all participants and can ensure anonymity. The main reason for administering the educators' and subject advisors' questionnaires was in order to acquire more information from them since they are responsible for the implementation of the FET band English and Tshivenda HLs.

Rubin and Babbie (2010) presented the disadvantages of the quantitative research method as presented on the following page:

- Research through quantitative method is often carried out in an unnatural, artificial environment so that a level of control can be applied to the exercise; a level of control must be established that can be applied to the exercise;
- In quantitative method, issues are only measured if they are known prior beginning the survey (and therefore, have been incorporated into the questionnaire);
- Results are limited as they provide numerical descriptions rather than detailed narrative, and generally, provide less elaborate accounts of human perception.

3.5 Data collection process

There are different types of data collection instruments in both the approaches. However, this study used two techniques, namely; questionnaires and document analysis. Meaning that data were collected from both primary and secondary (printed) sources.

3.5.1 Administration of the questionnaires

Questionnaires are commonly used to gather first-hand information from a large audience, in the form of a survey. There are different types of questionnaires in practice, the type of questionnaire used depended on the purpose of the survey, and the type of data that have been collected. Questionnaires are highly practical, they could be carried out by any number of people, and the results could be quickly quantified as well. Over the years, this form of conducting research has also been proven to be more scientifically accurate, as compared to other quantitative research tools. This study used two types of questions to obtain relevant data for the study. The open-ended questions were particularly used to give participants more freedom to provide their own answers to the questions. These are questions that allowed the participants to voice their feelings and notions freely. These questions were not based on pre-determined responses as giving participants an opportunity to express what they feel is right, and often provides real, perceptual, and at times, startling proposals. Open-ended questions placed at the end of a questionnaire tend to draw accurate feedback and suggestions from participants as well.

Closed-ended questions were also preferred as they allowed participants to select a single option and they were easy to complete. These type of questions were especially useful when conducting preliminary analysis. As a fixed answer set was provided, these were ideal for the calculation of

statistical information and percentages of various types. Closed-ended questions help the researcher to compare answers from different types of questions. Although closed-ended questions have their advantages, they also have limitations. One disadvantage was the possibility for the participants to guess the answers. In fact, participants could choose answers of which they have no knowledge.

The questionnaire was divided into four main sections, which would provide information on the following:

- Instructions;
- Personal information such as gender, age, and qualifications;
- General information regarding the curriculum content.

A covering letter accompanied the questionnaires. It indicated the aim of the research, and it also requested that the participants complete the questionnaire as honestly as possible (See Appendix C).

3.5.2 Advantages and disadvantages of questionnaires

This section outlines the key advantages and disadvantages of questionnaire research. All methods have advantages and disadvantages. In choosing a research method (or methods), the researcher should consider the most appropriate method, or combination of methods, for investigating a particular research problem or question. Reviewing what questionnaires are best used for the particular research by considering their advantages and disadvantages is part of the process of designing your own research.

3.5.2.1 Advantages of questionnaires

- There are large number of participants.
- Representative sample possible.
- There are questions highly structured and easily coded.
- There are cheap to administer.
- The participants have time to consider questions.

3.5.2.2 Disadvantages of questionnaires

- Questions cannot be explained.
- There is a possibility of a low response rate.
- Questionnaires cannot tell us about the context and meaning of responses.
- There could be a loss of questionnaire.
- Most sections are not completed.

3.5.3 Written documents

Most educational research studies such as this one requires the analysis of document evidence. Document analysis in this study involves the use of secondary sources to supplement information obtained through questionnaires. Although document analysis may involve the analysis of non-written sources such as videos, slides, and films, this study only analysed limited sources. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. A rubric can also be used to grade or score a document. There are three primary types of documents:

- **Public Records:** The official, ongoing records of an organisation's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabi;
- **Personal Documents:** First-person accounts of an individual's actions, experiences, and beliefs. Examples include calendars, emails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers;
- **Physical Evidence:** Physical objects found within the study setting (often called artefacts). Examples include flyers, posters, agendas, handbooks, and training materials.

In this study, written documents regarding the English and Tshivenda HLs in CAPS were analysed. They are OBE, NCS and CAPS. Document analysis is an efficient and effective way of gathering data as documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analysing documents is often far more cost efficient and time

efficient than conducting your own research or experiments (Bowen, 2003). He continues to add that documents are stable, “non-reactive” data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher’s influence or research process.

3.5.4 Pilot study

The aim of the pilot study was to determine accuracy, clarity and suitability of the research instruments and to check their validity and reliability. Prior school visits for data collection, a pre-testing of the questionnaire was conducted using two schools in the Vhembe District. Those schools were excluded in the final sample. The questionnaires were piloted among the educators of the schools. It was suitable to run a pilot test on the questionnaires and to revise it according to the results of the test. The study’s pilot test involved Grade 10 and 11 English and Tshivenda educators in the Luvuvhu circuit. These participants were not part of the sample and attempts were made to determine whether the questions possess the desired qualities of measurement and discriminability. The pilot study revealed findings as well as areas of great sensitivity in such a way that the researcher was compelled to adjust some of the study’s questions.

3.6 Challenges encountered in the fieldwork

3.6.1 Challenges relating to the questionnaires

Questionnaires were distributed to the educators for piloting, however as some of the participants used lift clubs, they had to leave early. In such instances, the researcher had to postpone the data collection processes, and reschedule for a date that was convenient for all participants. Some of the educators failed to turn up as they had to attend South African Democratic Teachers Union and Professional Educators Union respectively.

3.7 Data analysis strategy

The study used the SPSS method for data analysis and qualitative method was used to analyse the open-ended questions in questionnaires administered to both educators and subject advisors.

3.8 Ethical considerations

Maree (2007) argues that it is essential that the researcher should follow and abide by ethical guidelines throughout the research process. According to de Vos (2011), ethical guidelines also serve as a standard and basis upon which each researcher ought to evaluate personal conduct. Therefore, according to Bless (2006), principles should thus be internalised in the personality of the researcher to such an extent that ethnically guided decision making, humane, and sensitive treatment of participants become part of the total lifestyle. In this study, ethical protocol was strictly followed and adhered to as reflected below:

3.8.1 Informed consent

Informed consent was obtained from the participants. Participants were initially briefed about the topic under investigation to allow them to feel free to engage positively during the interviews.

3.8.2 Privacy and confidentiality

It is important for the findings of the study and the entire study at large to be made available to the general public, it was emphasised that their names would be kept confidential during and after the study.

3.8.3 No harm to participants

Appropriate steps were taken to avoid compelling participants to take part in the study. The researcher explained that the study would be for educational purposes only. Embarrassing and harmful issues were avoided.

3.8.4 Right to non-participation

The participants were informed that their participation in the research was voluntary, and they may withdraw their involvement whenever they wanted to.

3.8.5 Right to anonymity

Participant were further assured that the study would not collect identifying information such as names, email addresses and telephone numbers. Individual responses with participants' identities were not linked.

3.8.6 Permission

In order to proceed with this study, the researcher first sought permission from the Department of Education through a letter (see Appendix A). The participants were informed that their participation in the research was voluntary; and they may withdraw their involvement whenever they wanted to. The researcher was granted permission by the University of Venda, which was used as proof to the participants that this was a genuine educational study (see Appendix B). Participants also gave consent to participate in the research. Permission to conduct research was either obtained verbally or in written letters delineating the purpose of the study. Furthermore, the importance of the participants' contributions, as well as the significance of the study, were explained to the participants.

3.9 Summary

This chapter focussed on the research design and methodology, data collection processes, and the approaches used for data analysis. The researcher was granted permission to conduct the study by the Department of Education, as well as the University of Venda. Voluntary participation was emphasised to the participants. Furthermore, questionnaires were distributed to educators who offer English and Tshivenda HLs in the FET Phase, as well as to subject advisors for the particular subjects. A pilot study was also conducted, however, these responses were excluded from the data analysis. Document analysis was conducted by examining CAPS documents for English and Tshivenda HLs.

The above-mentioned procedures were conducted with the purpose of investigating the content of the FET Phase HL CAPS, in respect of language structures and conventions as the Tshivenda CAPS document was translated from English.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of this Chapter is to present, analyse and interpret the data collected from both primary and secondary sources. The data presented, represents the opinions of the participants. Questionnaires were distributed to two groups of participants, namely; curriculum advisors and educators for English and Tshivenda HLs. The research designs were both qualitative and quantitative in nature. Four curriculum advisors and 24 educators for English and Tshivenda HLs participated in the study. Furthermore, the analysis and interpretation were presented in the form of tables, pie charts and graphs.

4.2 Return rate of the questionnaires

Four questionnaires were distributed to curriculum advisors and 24 were distributed to educators, and they were all returned, which suggests that a total of 28 questionnaires were presented for analysis. The return rate was highly possible due to a good working relationship between the researcher and the participants who consistently upheld the questionnaires code of ethics.

4.3 Validity and reliability of the questionnaire

The researcher designed the questionnaire and submitted it to the supervisors to ensure its validity. Thereafter, the questionnaire was piloted to subject advisors and educators who were not part of the participants. However, certain questions were repeated among the two categories of participants to ensure the reliability of questions.

4.4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION FOR EDUCATORS

4.4.1 Section A: Biographical information for educators

In this first part of the analysis, the researcher embarked on issues relating to the language that the educator teaches, gender, age, highest academic qualification, professional qualification, work experience and area of residence.

4.4.1.1 The statistics of educators who teach Tshivenda/English content

Table 4.1. Tshivenda/English language content

Subject	Frequency	Percent	Valid Percent	Cumulative Percent
Tshivenda	16	66.7	66.7	66.7
English	8	33.3	33.3	100.0
Total	24	100.0	100.0	

Looking at the statistical recordings above, it is clear that the majority of Tshivenda HL educators (66.7%) are responsible for teaching the languages under investigation, while this was only the 33.3% educators are responsible for English HL. This indicated that there are more Tshivenda HL educators than English HL educators. This suggests that there are numerous educators who do not benefit from the translated version of the curriculum. Tshivenda HL educators do not get original words from the curriculum, but the translated ones.

4.4.1.2 Gender

Table 4.2 Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	13	54.2	54.2	54.2
Male	11	45.8	45.8	100.0
Total	24	100.0	100.0	

Table 4.2 indicated that the majority of participants were females (54.2%), while 45.8% were males. This indicated that female educators dominated the FET band offering HLs. The difference in percentage is considerable small, suggesting that there is a slight domination of female educators as compared to male educators. This suggests that females are educated than males.

4.4.1.3 Age group

Table 4.3 Age group

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
25-30 years	3	12.5	12.5	12.5
31-40 years	6	25.0	25.0	37.5
41-50 years	10	41.7	41.7	79.2
51 years and above	5	20.8	20.8	100.0
Total	24	100.0	100.0	

The statistics in Table 4.3 reveal that the majority of the participants, 41.7% were aged between 41-50 years, followed by 25% aged 31-40 years. The lower percentage, which was 12% of educators were those aged 25-30. This suggests that CAPS documents are effectively used by educators aged 31-40. This was based on the idea that the old educators (41-50) find it difficult to implement the new curriculum, as there have been numerous curriculum changes since the democratic era.

4.4.1.4 Educators' academic qualifications

Table 4.4 Educators' academic qualifications

Highest Academic Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Grade 12	1	4.2	4.2	4.2
Degree	16	66.7	66.7	70.8
Honours	6	25.0	25.0	95.8
Masters	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Table 4.4 shows that the majority of the participants had undergraduate degrees (66.7%), followed by educators 20% who hold an Honours degree in the HLs under investigation (25%), while Grade 12 and Masters were the same (4.2%). Based on these statistics, it could be argued that most of the educators are not as highly educated as expected. This suggests that these educators may experience challenges in implementing some of the linguistic aspects.

4.4.1.5 Professional qualifications

Table 4.5 Professional qualifications

Highest Professional Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
STD	8	33.3	33.3	33.3
BA ED	13	54.2	54.2	87.5
UED	1	4.2	4.2	91.7
PGDE/PGCE	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Table 4.5 indicated that the majority of participants hold a Bachelor of Arts in Education (BA ED) (54.2%), followed by Senior Teachers' Diploma (STD) (33.3%), Postgraduate Diploma in Education (PGDE/PGCE) (8.3%), and University Education Diploma (UED) (4.2%). This suggests that the majority of the educators were highly educated to enable them to effectively execute their teaching responsibilities. Surprisingly, the analysis also reveals that these educators have challenges in effectively teaching linguistic aspects of the Tshivenda HL.

4.4.1.6 Teaching experience

Table 4.6 Teaching experience

Teaching Experience	Frequency	Percent	Valid Percent	Cumulative Percent
5-10 years	9	37.5	37.5	37.5
11-15 years	6	25.0	25.0	62.5
16-20 years	4	16.7	16.7	79.2
21 years and above	5	20.8	20.8	100.0
Total	24	100.0	100.0	

Table 4.6 shows the distribution of participants according to their teaching experience. It can be deduced that the majority of the participants (37.5%) have 5-10 years teaching experience, followed by 25% with 11-15 years, 21 years and above (20.8%), and 16-20 years (16.7%). This suggests that the educators' teaching experience is reasonably high as most of them were already in the education field during the introduction of CAPS in 2011. Thus, the researcher is of the view that all the educators are able to implement CAPS, without any difficulties.

4.4.1.7 Position occupied

Table 4.7 Position occupied

Position Occupied	Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Principal	1	4.2	4.2	4.2
HOD	2	8.3	8.3	12.5
Educator	21	87.5	87.5	100.0
Total	24	100.0	100.0	

In performing this analysis there were cases where the researcher needed to establish the position and leadership role played by the participants. Table 4.7 shows that the majority of the participants were educators (87.5%), followed by Heads of Department (8.3%) and Deputy Principals (4.2%). This suggests that most of the teaching work was offered by educators.

4.4.1.8 Place of residence

Table 4.8 Place of residence

Place of Residence	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	5	20.8	20.8	20.8
semi-urban	9	37.5	37.5	58.3
Rural	10	41.7	41.7	100.0
Total	24	100.0	100.0	

It was imperative to establish the participants' areas of residence as it might affect how they teach these HLs. Table 4.8 reveals that the majority of educators resided in rural areas (41.7%), followed by semi-urban areas (37.5%), and urban areas (20.8%). It is therefore clear that the educators from rural areas have experienced the topics they teach about as there is a scarcity of television sets, libraries, overhead projectors and other resources at their schools.

4.4.1.9 Number of learners in the classroom

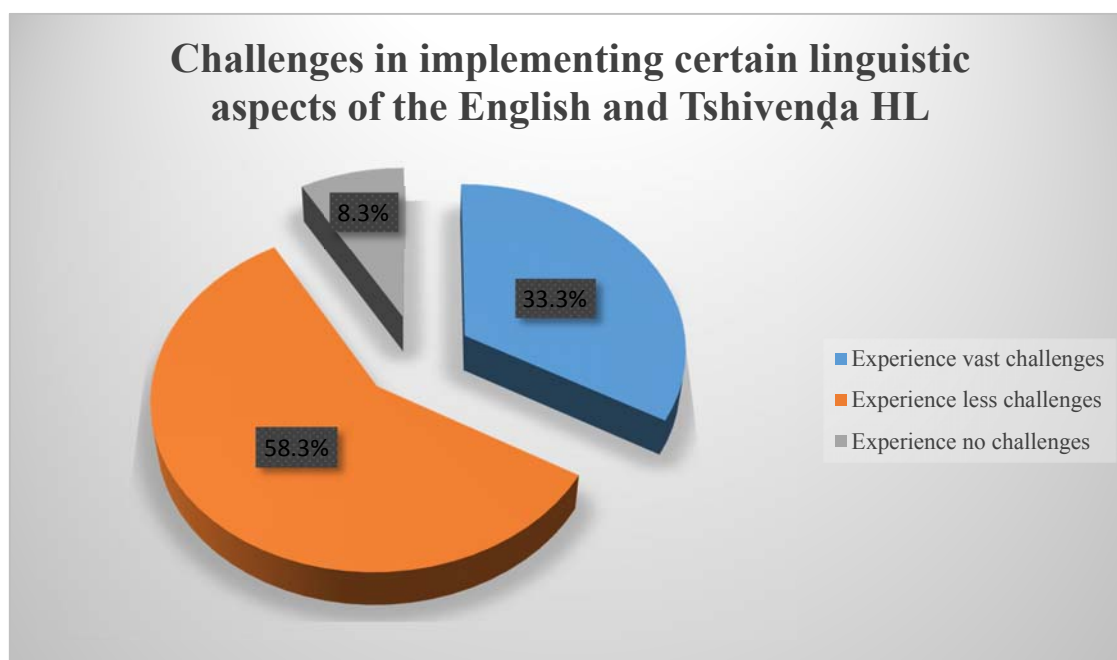
Table 4.9 Number of learners in the classroom

Number of Learners	Frequency	Percent	Valid Percent	Cumulative Percent
less than 40	3	12.5	12.5	12.5
More than 40 but less than 50	6	25.0	25.0	37.5
More than 50	15	62.5	62.5	100.0
Total	24	100.0	100.0	

Table 4.9 indicated that the majority of the classes 62.5% have more than 50 learners, followed by more than 40 learners, but less than 50 (25%), and less than 40 learners (12.5%). From the statistics provided, the researcher is of the view that educators with a small number of learners can easily manage their classroom and provide individual feedback to learners, which may not be the case for educators with bigger classroom numbers. Section B: Contextual questions

4.4.1. 10 Challenges in implementing certain linguistic aspects of English and Tshivenda Home Languages

Pie Chart 4.1 Challenges in implementing some linguistic aspects of English and Tshivenda Home Languages



Responses by participants

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	12.5	12.5	12.5

Regarding borrowing of English words to the aspects of semantics and poetic language (e.g. email, fax, ambiguity, oxymoron, alliteration, pun, and many more).	1	4.2	4.2	16.7
In Tshivenda textbooks.	1	4.2	4.2	20.8
There is incompatibility between Tshivenda and English language structures and conventions since most learners translate from Tshivenda to English when writing, especially creative writing.	1	4.2	4.2	25.0
Indigenous languages were perceived as having limited applicability, more practical support had been provided to schools to assist. Minimal support of indigenous languages prevailed at high school level. A clear link existed between effective application of language of learning and teaching.	1	4.2	4.2	29.2
Learners are largely non-native English speakers; it is often their 2nd /3rd language. No support from external authority. Basic/Foundation knowledge /skills are lacking. Teaching is mainly task-completed-based, rather than knowledge /skills attained-based.	1	4.2	4.2	33.3
Learners are non-native English speakers; it is often their 1st or 2nd additional language. Teaching is focussed mainly on completion of assessment tasks, rather than attainment of knowledge and skills.	1	4.2	4.2	37.5

Learners have a tendency of mixing languages.	1	4.2	4.2	41.7
Less challenges especially when implementing literature. There are few books at school and learners read in groups.	1	4.2	4.2	45.8
Most of the topics are borrowed from English. These include aspects such as twitter, abbreviations, articles, emails, ambiguity, oxymoron, alliterations, pun, report, etc.	1	4.2	4.2	50.0
There are no resources, there are not enough literature books for all learners and they are delivered late to the schools	1	4.2	4.2	54.2
Not applicable.	1	4.2	4.2	58.3
Spelling is the most challenging in English.	1	4.2	4.2	62.5
The influence of other languages on HL.	1	4.2	4.2	66.7
There are challenges in teaching rules that govern language because of changes in the use of grammar which is now influenced by social charts.	1	4.2	4.2	70.8
Translating some English words/terms into Tshivenda (e.g., dramatic irony translated into Tshivenda is <i>Aironi ya dīrama</i>).	1	4.2	4.2	75.0
Translation is the issue as Tshivenda speaking learners do that when writing transactional text and essays.	1	4.2	4.2	79.2
We do not have enough study materials e.g., no television sets for film study.	1	4.2	4.2	83.3

We do not know how to explain certain aspects as they are identical to those found in the English HL, but are not clearly explained in textbooks (e.g. abbreviations, articles, newspaper articles, etc.).	1	4.2	4.2	87.5
When implementing English and Tshivenda HL, I come across newspaper articles and articles “a”, “an” and “the”.	1	4.2	4.2	91.7
When learners write essays in English, I noticed the influence of Tshivenda in sentence construction and other language aspects.	1	4.2	4.2	95.8
Most of the learners in my current class do not understand English/Tshivenda well.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Challenges in implementing certain aspects of English and Tshivenda Home Language

Challenges in implementing certain aspects of English and Tshivenda Home Language	Frequency	Percent	Valid Percent	Cumulative Percent
Experience vast challenges.	8	33.3	33.3	33.3
Experience fewer challenges.	14	58.3	58.3	91.7
Experience no challenges at all.	2	8.3	8.3	100.0
Total	24	100.0	100.0	

This statistical data revealed that the majority of participants (58.3%) experience fewer challenges in implementing certain aspects of the English and Tshivenda HLs, followed by participants who experience vast challenges (33.3%), and participants who experience no

challenges at all (8.3%). Most of the aspects are taught in both languages and learners simply translate what they are taught in Tshivenda into English. Therefore, in this case, the researcher observed that there is language interference in the teaching of both Tshivenda and English HLs. This interference makes it difficult for Tshivenda HL learners to develop language proficiency and be on the same level as English HL learners.

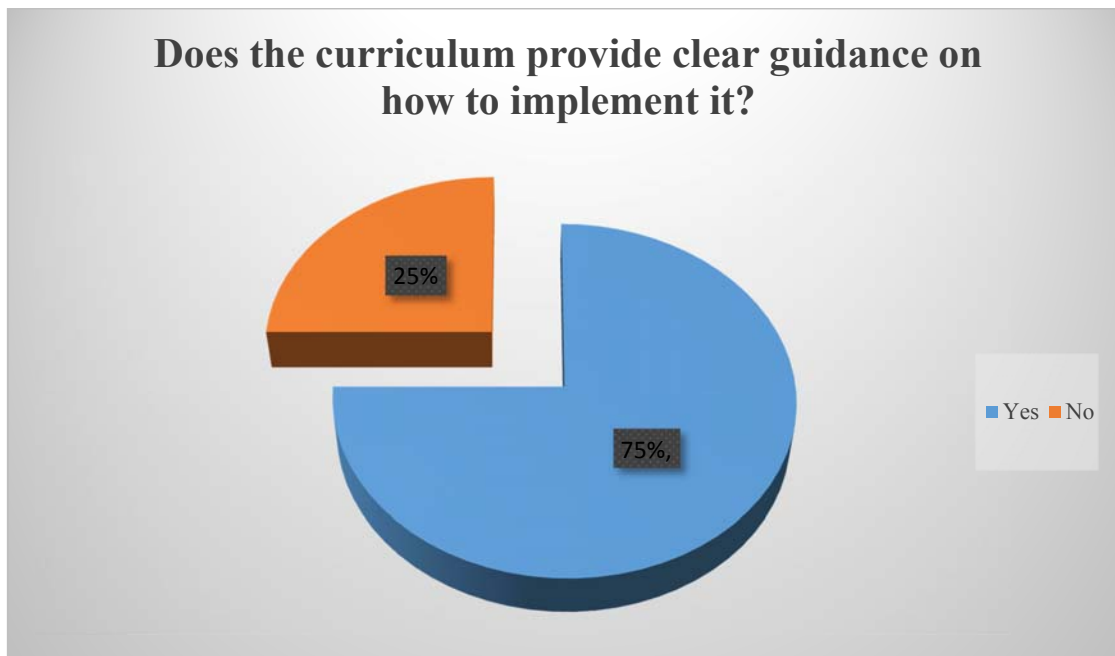
Interpretation

The interpretation of Pie Chart 4.1 could be that certain aspects, especially terminology, are borrowed from the English HL which causes learners to transliterate and distort Tshivenda creative writing. The majority of the learners who take English as a HL are non-native English speakers, therefore, teaching and learning of this language is task-completion based, without linguistic knowledge and competency skills. As learners come from a Tshivenda HL background, Tshivenda influences their English sentence construction which affects their performance. Moreover, there are insufficient resources for HL literature books. In the specification for teaching film study in HL, this requires that educators and learners have access to a television set, overhead projector, and other resources. This leads to the failure of teaching CAPS content effectively, as educators would be forced to skip some of the content, and learners would not be able to get specific knowledge and skills from an overlooked topic or content.

Another challenging factor in implementing linguistic aspects in these HLs, is that learners confuse the two when using them in conversation during classroom interactions where the learner is expected to respond in the specific HL. They then code-switch, use spelling incorrectly and do not follow correct rules governing the specific language. Inconsistencies exist in translated versions from the English to Tshivenda HL document, for example, newspaper articles are specified as “athikili” while linguistic articles in English namely, ‘a’, ‘an’ and ‘the’, are also referred to as “athikili”. It could be argued that while the articles are included in the Tshivenda version, in reality, such articles do not exist in the Tshivenda language.

4.4.1.11 Guidance on how to implement the curriculum

Pie Chart 4.2 Guidance on how to implement the curriculum



Responses

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.2	4.2	4.2
As educators, we are given teaching plans to follow.	1	4.2	4.2	8.3
At least the CAPS document clearly shares how to implement the curriculum and we are also given the lesson plans.	1	4.2	4.2	12.5
It indicated what should be done in each term (CAPS indicated the weekly topics for each term).	1	4.2	4.2	16.7

It shows us when and how to teach the content topics.	1	4.2	4.2	20.8
Books and guidelines are provided.	1	4.2	4.2	25.0
CAPS documents explain. Workshops are held to clarify certain aspects that appear to be unclear.	1	4.2	4.2	29.2
CAPS documents state that there are four skills to be developed, namely, listening, speaking, reading and writing, and guides us how to deal with them.	1	4.2	4.2	33.3
Clear guidance on how to implement the curriculum.	1	4.2	4.2	37.5
Educators do not get full support from the district office through curriculum advisors.	1	4.2	4.2	41.7
Everything is clear in the CAPS document.	1	4.2	4.2	45.8
For learning, skills are divided accordingly, into listening and speaking, reading, writing language structures and literature. Assessment is of critical importance.	1	4.2	4.2	50.0
Implementation of the framework and related standards can more readily occur. Standards provide a vision for teaching and learning, but the vision cannot be realised unless the standard permeates into the education system, and guides curriculum and instructions, teaches preparation and professional development, and assessment.	1	4.2	4.2	54.2
In certain aspects, similar to the above, there is no clear guidance.	1	4.2	4.2	58.3

Curriculum gives us steps to follow when teaching and also provides lesson plans.	1	4.2	4.2	62.5
It provides clear guidance as I do not have any issues in implementing it.	1	4.2	4.2	66.7
It provides clear guidance; there is a plan to follow before you teach. It provides a plan covering two weeks.	1	4.2	4.2	70.8
No support from curriculum advisors, etc. Document/policy is vague, where it is clear it is often impractical.	1	4.2	4.2	75.0
Sometimes the curriculum is not clear on what should be done.	1	4.2	4.2	79.2
The CAPS document has a list of requirements for the learners and detailed guidelines for the educator.	1	4.2	4.2	83.3
The curriculum should be designed by educators who are in the teaching field.	1	4.2	4.2	87.5
The guidelines are clearly written and easy to follow.	1	4.2	4.2	91.7
There is no clear guidance on how to implement the curriculum.	1	4.2	4.2	95.8
Tshivenda is sidelined in favour of English as most subjects at school are done in English.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Does the curriculum provide clear guidance on how to implement it?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	18	75.0	75.0	75.0
No	6	25.0	25.0	100.0
Total	24	100.0	100.0	

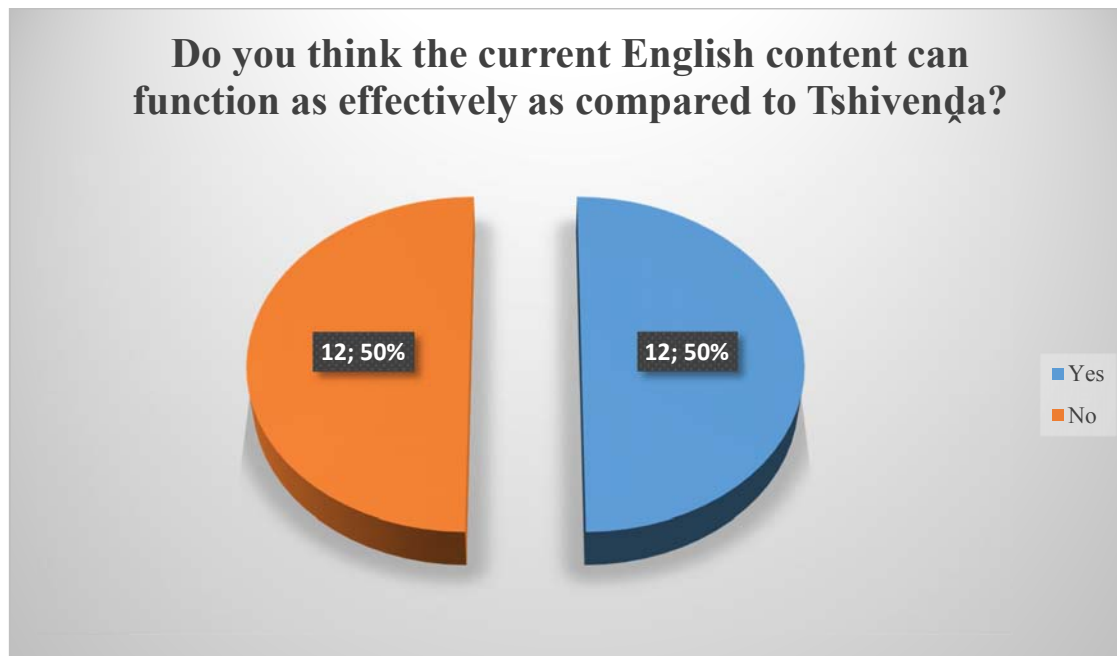
Interpretation

In Pie Chart 4.2, there is statistically significant difference between the responses of the participants. The majority of the participants indicated that the curriculum (CAPS) provided clear guidance on how to implement it (75%), whereas 25% of the participants indicated that the curriculum does not provide clear guidance. This suggests that the curriculum has provided an outline to be followed in implementing it. However, the researcher observed that the majority of educators still encountered a challenge in implementing some of the linguistic aspects, especially for the Tshivenda HL.

Furthermore, the researcher believes that educators are not given full support by the district office through curriculum advisors. CAPS documents are vague, to such an extent that when the educators find that they are clear, it becomes impractical, suggesting that what is said in the document is often unclear as the educators had difficulties implementing them. In some instances, if it is a language content, such as articles ‘a’, ‘an’ and ‘the’ in Tshivenda that should be taught, educators leave out important aspects.

4.4.1.12 *The effectiveness of English content compared to Tshivenda content*

Pie Chart 4.3 Effectiveness of English content compared to Tshivenda content



Motivation related to experience

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	8.3	8.3	8.3
As long as learners know what they want to be. If a learner wants to be a lawyer, as an example, she/he must be able to summarise facts, write obituaries, speeches and give direction.	1	4.2	4.2	12.5
English is used as an official language nationally.	1	4.2	4.2	16.7
These learners do not take languages seriously, as their focus is on Mathematics and Sciences.	1	4.2	4.2	20.8

Content in some areas is different, for example, Shakespeare has no Tshivenda equivalent. Where content is similar, the receivers of the content have varying abilities and (foundation) in relation to the subject.	1	4.2	4.2	25.0
English can stand on its own as many learners nowadays use English as their everyday language.	1	4.2	4.2	29.2
English has been chosen as the official language.	1	4.2	4.2	33.3
I always see Tshivenda educators do the same things with us when teaching topics such as letter and report writing, etc. It is as if we do the same thing at the same time and according to the curriculum assessment policy document.	1	4.2	4.2	37.5
I am familiar with the Tshivenda syllabus.	1	4.2	4.2	41.7
If other subjects are taught in Tshivenda, it can function equally so.	1	4.2	4.2	45.8
It is mostly undermined and looked down upon.	1	4.2	4.2	50.0
It is not working effectively as the content terminology is pure English which is translated to the Tshivenda HL.	1	4.2	4.2	54.2
Learners are taught aspects such as letters, CVs, reports, essays, advertisements, etc.	1	4.2	4.2	58.3
Learners read and write, speak and listen to the language, including writing transactional texts such as letters, CVs, reports writing, advertisements, diary entries, etc.	1	4.2	4.2	62.5

Learners do not know how to use idioms in their writing. They cannot write an essay whose topic is an idiomatic expression.	1	4.2	4.2	66.7
People feel ashamed of themselves when speaking Tshivenda. They think that speaking in English will give them a higher social status.	1	4.2	4.2	70.8
The approved language textbook is CAPS compliant. Thus, it is structured according to the required language skills, especially those which provide learners with adequate reading and writing material.	1	4.2	4.2	75.0
The government encourages people to use Tshivenda as their mother tongue and to be proud of it.	1	4.2	4.2	79.2
The Tshivenda content is narrow. Tshivenda is not used, especially when communicating nationally.	1	4.2	4.2	83.3
There is a development of learners, similar to in a case learnt, obituary writing and even summary writing in case he/she wants to be a lawyer.	1	4.2	4.2	87.5
This is because learners and parents frown upon their HL and prefer English.	1	4.2	4.2	91.7
We must consider the articles and newspaper articles that may not make it capable of the functioning, in comparison to Tshivenda and English.	1	4.2	4.2	95.8

Whatever is not available in Tshivenda is borrowed from English. We just have to stick to that for a lack of better options.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Do you think the current English content can functioning effectively as compared to Tshivenda?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	50.0	50.0	50.0
No	12	50.0	50.0	100.0
Total	24	100.0	100.0	

Interpretation

According to the results displayed in Pie Chart 4.3, half of the participants (50%) indicated that the English content can function effectively as compared to Tshivenda, while 50% of the participants were in disagreement. According to research statistics, the English language is translated into Tshivenda in the daily use of language, although learners are expected to speak in their mother tongue.

Furthermore, it became evident during data collection that the Tshivenda HL is looked down upon when communicating nationally and, furthermore, both learners and parents do not think highly of it, in comparison to English. Therefore, low regard given to Tshivenda makes learners struggle to write topics that have idiomatic expressions; as learners literally translate English into Tshivenda word for word. The English HL content is quite different when studying literature such as those written by Shakespeare as there is no Tshivenda HL equivalent.

4.4.1.13 Development of Tshivenda to the level of English

Bar Graph 4.1 Development of Tshivenda to the level of English

Reasons	Frequency	Percent	Valid Percent	Cumulative Percent
	3	12.5	12.5	12.5
As long as both Tshivenda and English HL documents are structured in the same way.	1	4.2	4.2	16.7
For as long as Vhavenda people refuse to speak in their own language, using proverbs, idioms and the like, Tshivenda will not be on the same level as English.	1	4.2	4.2	20.8
Due to the content terminology which is not correct and is mostly written in English.	1	4.2	4.2	25.0
Some educators cannot apply English content while teaching Tshivenda.	1	4.2	4.2	29.2
Both languages are grouped under the same levels as: HL, FAL and SAL, hence their structures are the same.	1	4.2	4.2	33.3
Firstly, Vhavenda prefer not to speak their language. When they are in the presence of other cultures, they speak English and other languages, so Tshivenda will never be at the same level as English.	1	4.2	4.2	37.5
Group work and learning skills can ensure that Tshivenda is on the same level as English.	1	4.2	4.2	41.7

The Tshivenda HL is undermined everywhere. People do not feel comfortable to speak their language, as a result English is spoken (used) everywhere.	1	4.2	4.2	45.8
I do not think so because both learners and adults look down Tshivenda.	1	4.2	4.2	50.0
If the Tshivenda CAPS policy document is structured in the same way as the English one, it should be possible for Tshivenda to be on the same level as English.	1	4.2	4.2	54.2
If learners are given ample and quality information, it can be possible, and if aspects such as articles, abbreviations, etc. are brought back, Tshivenda will become the best language.	1	4.2	4.2	58.3
If the same content is used, yes, it will be on the same level as English	1	4.2	4.2	62.5
Not Applicable. I do not have adequate knowledge of Tshivenda to respond to this.	1	4.2	4.2	66.7
Parents are still encouraging their children to speak and to learn English as a means of communication.	1	4.2	4.2	70.8
The one hindrance is that it is corruption.. Some set-works /literature books do not meet the required standard.	1	4.2	4.2	75.0

As we know the ways of applying and teaching certain topics in Tshivenda, we cannot be on the same level as English (e.g. teaching articles, abbreviations, etc.).	1	4.2	4.2	79.2
Tshivenda will become a medium of instruction, this is based in the way in which people are considering it.	1	4.2	4.2	83.3
They tend to say that Tshivenda is their mother tongue, so they do not mind studying it. However, they perform dismally in it.	1	4.2	4.2	87.5
This is because all other school subjects are taught in English, with the exception of Tshivenda.	1	4.2	4.2	91.7
Tshivenda has to be given equal value as English and to be on the same level.	1	4.2	4.2	95.8
Tshivenda will not be on the same level as English. Everyone is encouraged to learn English, while Tshivenda is for Vhavenda people who study/learn it.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Through CAPS, do you think Tshivenda will be on the same level as English?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	41.7	45.5	45.5
No	12	50.0	54.5	100.0
Total	22	91.7	100.0	

Missing System	2	8.3		
Total	24	100.0		

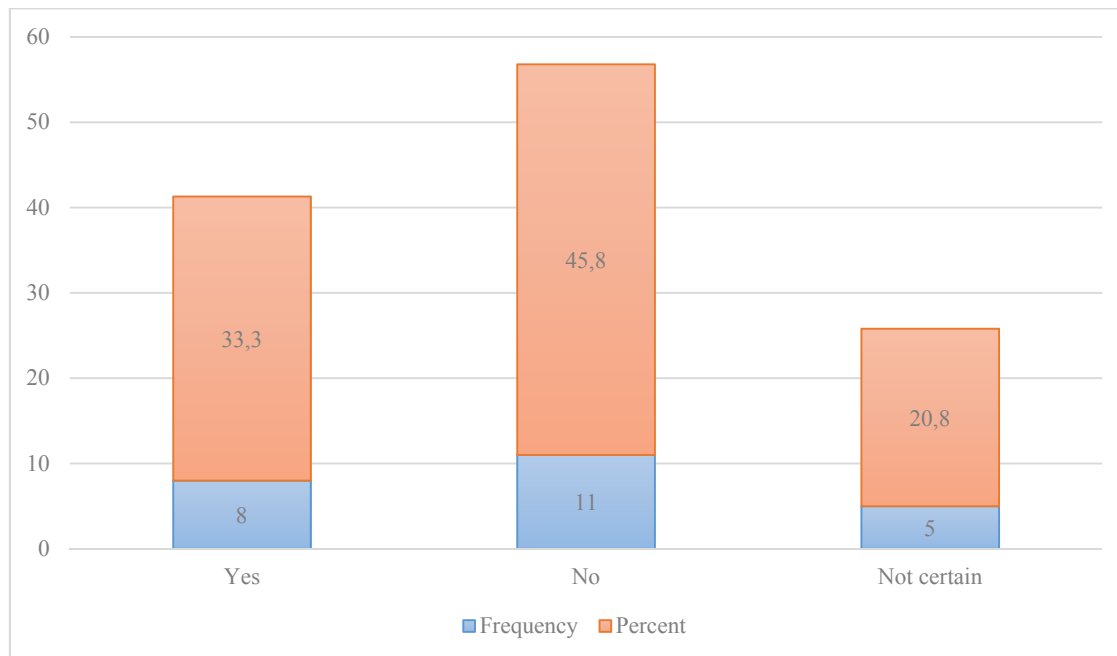
Interpretation

From the Bar Graph 4.1, it is clear that the majority of the participants (50%) did not think that Tshivenda would be on the same level as English through CAPS, while 41.7% thought it would.

The study further revealed that the Tshivenda HL is regarded as inferior everywhere as a result of the fact that Vhavenda do not speak it amongst speakers of other languages. They look down upon their language culture and tradition, which is rich in idioms and proverbs. The researcher is of the view that literature books should be included in the list of prescribed books only if it meets the required standard. Until educators are familiar with ways of teaching some language topics such as abbreviations, articles, and more in Tshivenda, it is then that the development of this language will take place.

4.4.1.14 Relevance of time allocation

Bar Graph 4.2 Relevance of time allocation



Responses

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.2	4.2	4.2
As the aspects under longer and shorter transactional writing, there should be a clear division amongst Grade 10, 11 and 12.	1	4.2	4.2	8.3
I think specifying the allocation of time helps educators to manage their curriculum.	1	4.2	4.2	12.5
If the educator is not time conscious when teaching, the content will not be completed timely.	1	4.2	4.2	16.7

If the educator is slow, he/she will not complete the content as there is a lot of work CASS which needs time to work on it).	1	4.2	4.2	20.8
It guides the educators to complete the syllabus timely.	1	4.2	4.2	25.0
Literature books are too many, there should be uniformity of the prescribed books. They need ample time. According to the time allocated they are too many. CASS work is also a challenge, educators can no longer do remedial work with learners trying to catch-up.	1	4.2	4.2	29.2
Less time is allocated to vast content. Educators are pressurised and rush to meet deadlines. Learners are left behind without even following.	1	4.2	4.2	33.3
No, pacing wastes time.	1	4.2	4.2	37.5
Unsure as the topic you selected may be incomplete due to the allocated time.	1	4.2	4.2	41.7
Not sure.	2	8.3	8.3	50.0
Pace-setter is relevant to the specific content.	1	4.2	4.2	54.2
Pacing is often impractical. Learners are diverse and have different needs. So, it can never be a one size fits all approach. However, pacing is also a good guide.	1	4.2	4.2	58.3
Sometimes educators are behind with their work as they attend workshops, and they have a lot of literature books to get through. They are always behind the stipulated time.	1	4.2	4.2	62.5

Sometimes exams are written on different dates as pace-setters.	1	4.2	4.2	66.7
There is ample for time for CAPS English HL for oral, reading and writing activities. However, language structures seem to be overlooked, given that our learners are non-native English speakers.	1	4.2	4.2	70.8
The teaching time for HL is 5 hours weekly. Time tables should make provision for weekly continuous double periods.	1	4.2	4.2	75.0
The time allocated for reading and viewing is insufficient. There is no allocated time for teaching language conventions and structures based on the false assumption that learners are first language English speakers.	1	4.2	4.2	79.2
There are so many activities happening in the department of education. Educators are expected to do a lot of work e.g. completing CASS portfolios with learners, instead of teaching. There is no proper teaching, and remedial work is not done well.	1	4.2	4.2	83.3
There is a lot of administrative work done by educators which includes completing CASS portfolios. There is no time for doing remedial work and teaching comfortably.	1	4.2	4.2	87.5
This is because according to CAPS document the Tshivenda language must be taught for 4.5 hours per week.	1	4.2	4.2	91.7

These are not practical as learners are diverse. Although educators are able to provide extra support to learners with learning disabilities, it is difficult to achieve stated outcomes because of high enrolment.	1	4.2	4.2	95.8
Time allocated for reading and viewing the textbooks is not enough. Moreover, there are too many textbooks.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Does pacing determine the relevant time allocated for specific content?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	8	33.3	33.3	33.3
No	11	45.8	45.8	79.2
Not certain	5	20.8	20.8	100.0
Total	24	100.0	100.0	

Interpretation

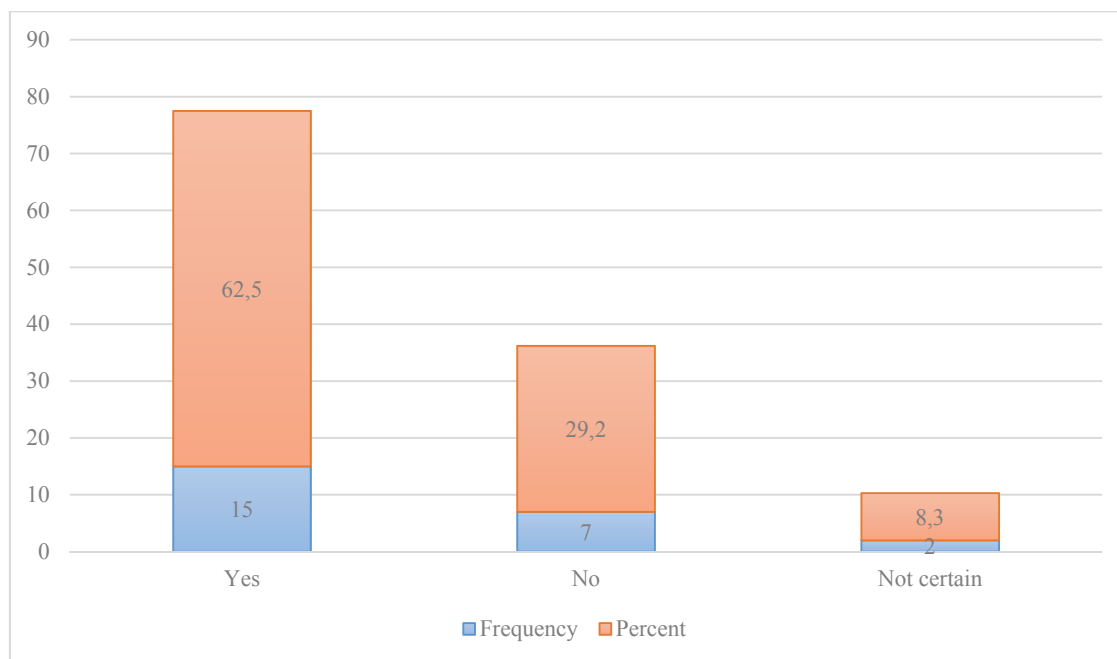
The statistical data shared in Bar Graph 4. 2 revealed that the majority (45.8%) of the participants did not think that pacing determines the relevant time allocated for specific content, followed by 20.8% who were uncertain, while 33.3% believed that it did. These responses suggest that pacing does not determine the relevant time allocated for specific content, as one may find that a specific topic cannot be completed in the allocated time.

For example, as there are many literature books to be taught, insufficient time is allocated for the teaching of literature. Thus CASS work becomes a challenge. There should be ample time for teaching. However, educators attend workshops and find themselves behind the stipulated time. Moreover, remedial work is no longer conducted properly as educators rush to cover the content

without providing proper understanding for learners. Furthermore, the CAPS documents provide ample time for oral, reading and writing activities, however language structures seem to be overlooked, and there is no time allocated for teaching language conventions and structures.

4.4.1.15 Clear interpretation of language content topics

Bar Graph 4.3 Clear interpretation of language content topics



Motivation	Frequency	Percent	Valid Percent	Cumulative Percent
	2	8.3	8.3	8.3
There is no one size fits all approach. It can only be used as a guide for one to be effective.	1	4.2	4.2	12.5
The educator is used to the language with experience.	1	4.2	4.2	16.7

I am unable to interpret some of the language content topics such as articles a, the, an as they are not in the Tshivenda language.	1	4.2	4.2	20.8
I do not have any challenges with that.	1	4.2	4.2	25.0
I do not understand content terminology such as articles, allusions, collocations, and denotations. In Tshivenda they are not well explained since they are derived from English words.	1	4.2	4.2	29.2
I have no issues with that.	1	4.2	4.2	33.3
I fumble in some topics as I may not know how to explain it, e.g., I find abbreviations problematic.	1	4.2	4.2	37.5
It is difficult.	1	4.2	4.2	41.7
It is easy for me to follow and interpret the language as content because my learners pass well.	1	4.2	4.2	45.8
It is extremely difficult to interpret certain language content topics with ease for most learners.	1	4.2	4.2	50.0
Language content topics are stipulated well in CAPS and can be followed. The problem arises when one wants to interpret some of them. They are not understandable, e.g. teaching articles ‘a’, ‘an’ and ‘the’, abbreviations and film study, etc.	1	4.2	4.2	54.2
The CAPS document contains clear and easy topics. It is easy to understand if you can follow the instructions.	1	4.2	4.2	58.3

The CAPS document helps with the provision of an easy to follow teaching plan. All relevant activities are operating, such as listening and speaking, reading and viewing and writing.	1	4.2	4.2	62.5
The more effort I give to it, it becomes easier to understand.	2	8.3	8.3	70.8
Pacesetter is well understood based on the way it is written.	1	4.2	4.2	75.0
There are lesson plans to help and follow. There are also times allocated for writing, reading, speaking and listening.	1	4.2	4.2	79.2
Some content such as homograph and homonymy is not applicable in Tshivenda.	1	4.2	4.2	83.3
There is an issue as Tshivenda newspaper articles no longer exist.	1	4.2	4.2	87.5
Educators should be guided by the CAPS documents when teaching learners. CAPS documents indicate that learners should be taught the indicated topic in this term and until the last school term.	1	4.2	4.2	91.7
Through interacting and communicating with others, they gradually acquire not only linguistic competence, but vocabulary and rules or grammar of the language.	1	4.2	4.2	95.8

Vocabulary is expanded through various aspects of language structures, and to such an extent that the learners improve their language usage. Language elements and editing test the knowledge gained.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Do you follow and interpret language content topics as stipulated in the curriculum with ease/without challenges?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	15	62.5	62.5	62.5
No	7	29.2	29.2	91.7
Not certain	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Interpretation

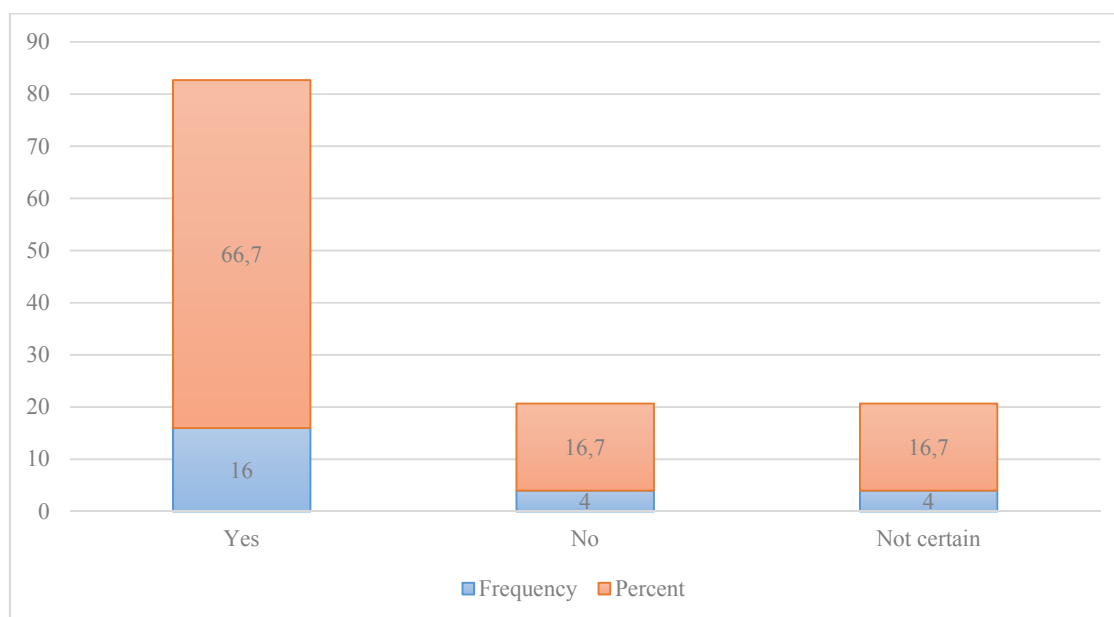
According to Bar Graph 4.3, it is clear that the majority of the participants (62.5%) follow and interpret language content topics as stipulated in the curriculum with ease/without challenges, followed by 29.2% who did not have challenges in implementing the content, whereas 8.3% of the participants were unsure. Therefore, the language content stipulated in the curriculum can be followed without challenges.

Although the majority of the participants indicated that they have no challenges in implementing the content topics as stipulated in the CAPS document. There are, however educators who are unable to interpret some language content topics such as articles ‘a’, ‘an’ and ‘the’, allusions, abbreviations, collocations and denotations. There is a challenge of the content topic newspaper article in Tshivenda, as there are no Tshivenda newspapers and magazines. Learners are not

familiar with Tshivenda articles, except for the fact that they would be shown the English ones, so that they could have an idea of how it should look.

4.4.1.16 Alignment of the language in textbooks with the sequence of content topics in the CAPS

Bar Graph 4.4 Alignment of the language in textbooks with the sequence of content topics in the CAPS



Responses

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	8.3	8.3	8.3
Our school textbooks are aligned with the CAPS document known as 'English for Success'.	1	4.2	4.2	12.5

Each textbook indicated that educators should cover the content up to term four. The language content in textbooks was aligned with the sequence of the CAPS content topics.	1	4.2	4.2	16.7
CAPS was introduced through textbooks.	1	4.2	4.2	20.8
Before I teach, I visit my CAPS document. If I want to teach drama (literature), there are certain aspects to consider.	1	4.2	4.2	25.0
CAPS documents need to be followed. The authors try to follow it so that their textbooks can be marketable. It becomes a challenge when the topic is not well formulated in the Tshivenda HL, then the author skips it.	1	4.2	4.2	29.2
CAPS indicated that sequencing, pacing content and assessment per subject, simplified assessment requirements, improved the quality and status of assessment by making GET and FET Phases consistent.	1	4.2	4.2	33.3
Educators consider the language structure usage and critical language awareness very important. There are activities that include language structures, language elements and editing.	1	4.2	4.2	37.5
We find that some topics are skipped in certain textbooks and the information is haphazardly shortened and there are no explanations, only examples are given.	1	4.2	4.2	41.7

In some of the textbooks, topics stipulated in CAPS have been omitted, for example, articles ‘a’, ‘an’ and ‘the’, abbreviations, etc..	1	4.2	4.2	45.8
It depends on the publishers.	1	4.2	4.2	50.0
Most of the language content has relevant topics in CAPS.	1	4.2	4.2	54.2
Not all textbooks for both educators and learners have ample information.	1	4.2	4.2	58.3
Recommended textbooks are CAPS compliant. They were prepared and structured strictly according to the requirements of the CAPS document.	1	4.2	4.2	62.5
Some of the textbooks are aligned with the CAPS document.	1	4.2	4.2	66.7
Some of the textbooks’ topics namely, abbreviations, articles and newspaper articles have been omitted in CAPS.	1	4.2	4.2	70.8
The content is aligned to the sequence of the content topics.	3	12.5	12.5	83.3
The language content in textbooks is aligned with the sequence of content topics in CAPS.	1	4.2	4.2	87.5
The language content and sequence are lacking.	1	4.2	4.2	91.7
The English for Success textbook that educators use is aligned with the CAPS policy document.	1	4.2	4.2	95.8

Unfortunately, textbooks delivered by the department are not necessarily aligned with the CAPS requirements. Educators also use other textbooks.	1	4.2	4.2	100.0
	24	100.0	100.0	

Is the language content in textbooks aligned with the sequence of content topics in CAPS?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	66.7	66.7	66.7
No	4	16.7	16.7	83.3
Not certain	4	16.7	16.7	100.0
Total	24	100.0	100.0	

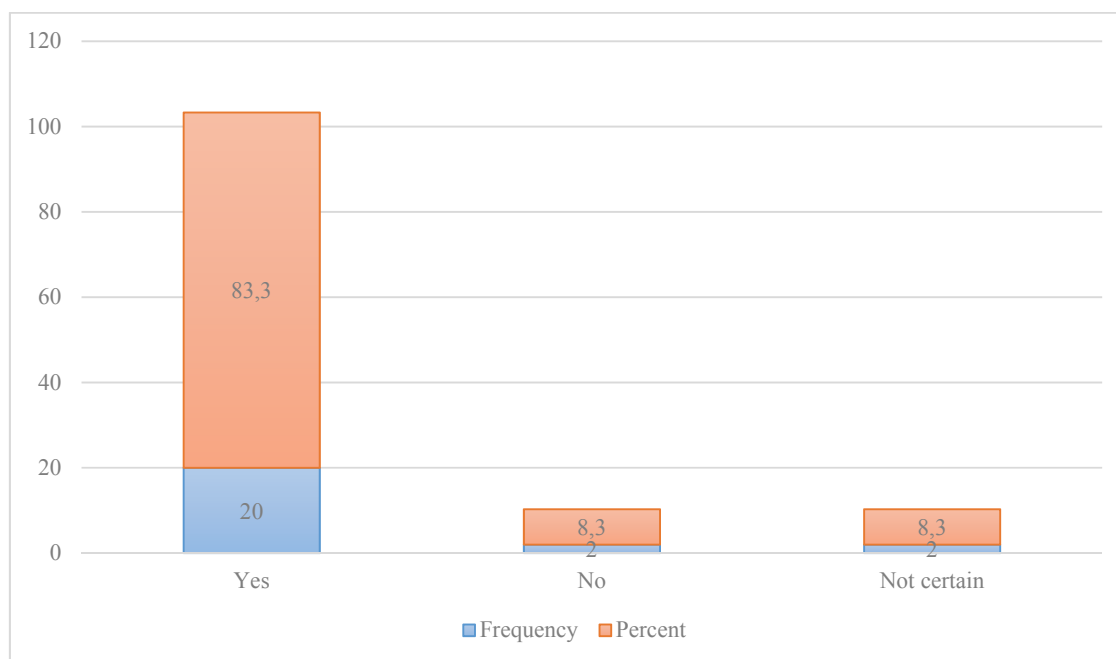
Interpretation

Bar Graph 4.4 depicts that the majority of the participants (66.7%) believed that the language content in textbooks was aligned with the sequence of content topics in CAPS, followed by 16.7% of the participants indicated that language content in textbooks was not aligned with the sequence of the content topics in CAPS and others were not certain.

Moreover, both educators and learner books are available however they do not have ample content information. Some of them do not have topics such as abbreviations, articles and newspaper articles. In some Tshivenda HL textbooks, certain topics are skipped, and the information is haphazardly written in short, without explanations, but only examples are provided.

4.4.1.17 Integration between English and Tshivenda Home Language and the subject taught at school?

Bar Graph 4.5 Integration between English and Tshivenda Home Language and the subject taught at school?



Responses

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.2	4.2	4.2
All subjects are integrated as one can code-switch when teaching.	1	4.2	4.2	8.3
All subjects are taught in English with the exception of Tshivenda, where educators use code-switching.	1	4.2	4.2	12.5

All subjects are taught in English with the exception of Tshivenda, however, code-switching is done.	1	4.2	4.2	16.7
When teaching History, Agricultural Sciences, etc. there is code-switching that can be used so that learners understand.	1	4.2	4.2	20.8
Both English and Tshivenda languages are used, thus integration exists.	1	4.2	4.2	25.0
Composition and essays integrate more, usually with the same topics.	1	4.2	4.2	29.2
English always takes dominant role.	1	4.2	4.2	33.3
English is the language of instruction. All other subjects are taught in English with the exception of Tshivenda. There is definitely integration for English, not so sure about Tshivenda.	1	4.2	4.2	37.5
I am not certain.	1	4.2	4.2	41.7
I am not familiar with Tshivenda.	1	4.2	4.2	45.8
English is used for teaching life orientation as learners construct sentences correctly using verbs, adjectives, etc.	1	4.2	4.2	50.0
It is done especially when an English educator code-switches to Tshivenda. When parts of the speech are taught in Tshivenda instead of English.	1	4.2	4.2	54.2
Learners are only offered one HL.	1	4.2	4.2	58.3

Most of the explanations in subjects such as Life Sciences and Geography, to mention a few, are conducted in Tshivenda HL.	1	4.2	4.2	62.5
Most Tshivenda words are borrowed from English.	1	4.2	4.2	66.7
Most words in Tshivenda are borrowed from English, and can now be used in Tshivenda.	1	4.2	4.2	70.8
Most words in Tshivenda are borrowed from English and can now be used in Tshivenda.	1	4.2	4.2	75.0
Educators use English when teaching all subjects, with the exception of Tshivenda. However, they switch to Tshivenda when learners do not understand something.	1	4.2	4.2	79.2
There is a strong correlation between English and other subjects, especially those that deal with topical and current issues, such as Geography and Life Sciences.	1	4.2	4.2	83.3
There is code-switching when one is teaching any other subject such as Geography and Life Orientation. They are taught in English, but Tshivenda is used for explaining/clarifying to them.	1	4.2	4.2	87.5
There is integration between English and Tshivenda because we teach the same content.	1	4.2	4.2	91.7

This is because all subject are taught in English, with the exception of Tshivenda (e.g., Mathematics, Science, History, Geography, Business, Economics and Accounting are taught in English).	1	4.2	4.2	95.8
When teaching Mathematics, as an example, one uses English. When learners do not understand, the educator switches to the Tshivenda HL.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Is there any integration between English and Tshivenda Home Language and the subjects taught at school?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	83.3	83.3	83.3
No	2	8.3	8.3	91.7
Not certain	2	8.3	8.3	100.0
Total	24	100.0	100.0	

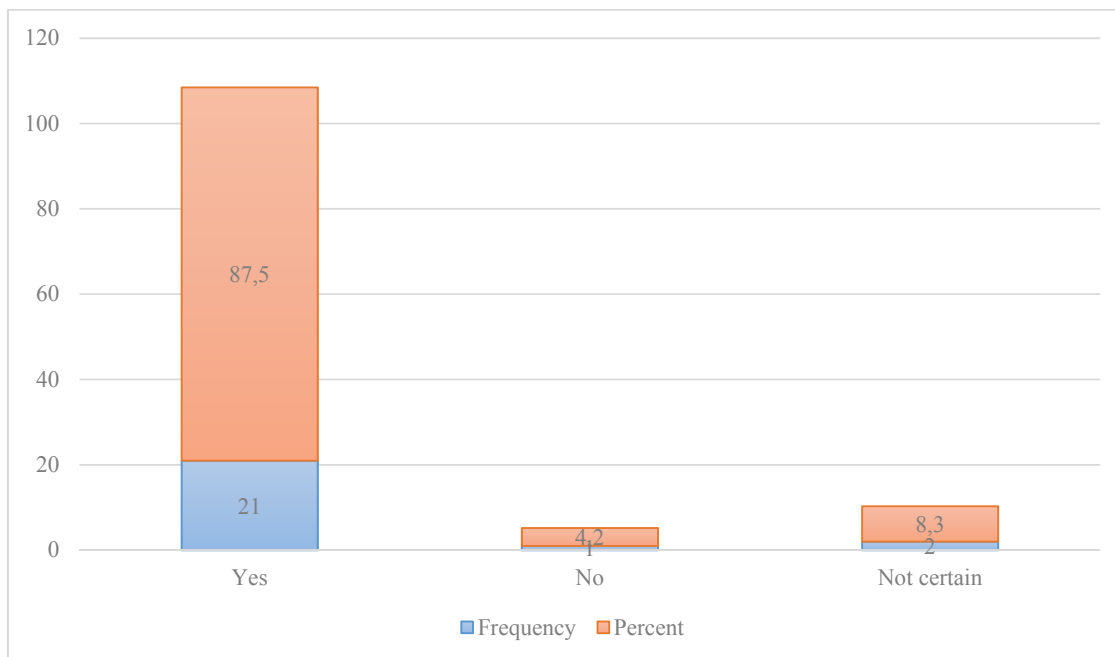
Interpretation

Bar Graph 4.5 reveals that the majority of participants (83.3%) believe that there is an integration between English and Tshivenda HLs and the subjects taught at school, whereas 8.3% indicated that they did not think so or were uncertain. These results suggest that there is definitely an integration between English and Tshivenda HLs and the subjects taught as some of the participants show that subjects such as Mathematics, Natural Sciences, History, Geography, Business and Economics, are taught in English, but educators could switch to Tshivenda to explain/clarify certain aspects for learners.

It could be further indicated that most of the Tshivenda words were borrowed from English and could be used in Tshivenda. English always takes a dominant role. In other words, all subjects are taught in English with the exception of Tshivenda, however code switching happens when learners do not understand what they are being taught. For example, in certain instances, a Geography educator to explain some concepts that need to be understood, will switch to Tshivenda.

4.4.1.18 Applicability of the content in English or Tshivenda Home Language in real life situation

Bar Graph 4.6 Applicability of the content in English or Tshivenda Home Language in real life situation



	Frequency	Percent	Valid Percent	Cumulative Percent
	2	8.3	8.3	8.3
Tshivenda HL learners use their language when they speak to each other.	1	4.2	4.2	12.5
What learners are taught in English and Tshivenda is what they experience in everyday life.	1	4.2	4.2	16.7
Context helps educators to frame learning, determine success, how to solve problems, how to speak and how to achieve, or to set goals.	1	4.2	4.2	20.8
Learners do everything through language (either English or Tshivenda).	1	4.2	4.2	25.0
Learners apply what they are taught in their everyday lives, such as tweeting, writing CVs, obituaries, letters, etc.	1	4.2	4.2	29.2
Learners always communicate in Tshivenda since they cannot express themselves well in English.	1	4.2	4.2	33.3
Learners are taught skills which reflect social norms and values.	1	4.2	4.2	37.5
Learners can write letters, CVs, reports, speeches, essays, advertisements, flyers, etc.	1	4.2	4.2	41.7
Learners do not use idiomatic expressions.	1	4.2	4.2	45.8

Most of the topics are drawn from contexts that learners are familiar with, and express in their daily experiences.	1	4.2	4.2	50.0
Learners use English and HL in their everyday life.	1	4.2	4.2	54.2
People use both English and Tshivenda.	1	4.2	4.2	58.3
People write letters, CVs, advertisements, speeches, etc.	1	4.2	4.2	62.5
Somehow, English focuses on more traditional forms (letters, etc.), the world has since changed. Critical thinking and creativity skills are applicable (essays in paper 3). Language is crucial (and most applicable) for communicating.	1	4.2	4.2	66.7
The structure of the content and question papers is the same. Exam guidelines are also the same for levels. Knowledge gained is applicable in learners' everyday lives.	1	4.2	4.2	70.8
No day goes by without the use of both English and Tshivenda HLs.	1	4.2	4.2	75.0
These languages are a medium of everyday communication. Learners speak, read and write daily.	1	4.2	4.2	79.2
Learners use English at home, similar to how they use Tshivenda.	1	4.2	4.2	83.3

This is because learners communicate effectively using HL and English first additional language. When learners communicate, code switching may occur.	1	4.2	4.2	87.5
Both Tshivenda and English words are used.	1	4.2	4.2	91.7
When they communicate with others at home, they are expected to use Tshivenda HL. When writing letters, giving reports to illiterate parents, they use Tshivenda.	1	4.2	4.2	95.8
When we communicate, we use that language every time. Learners have no option but to use the language they know and feel comfortable in.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Is the English or Tshivenda Home Language content applicable in your learners everyday life?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	87.5	87.5	87.5
No	1	4.2	4.2	91.7
Not certain	2	8.3	8.3	100.0
Total	24	100.0	100.0	

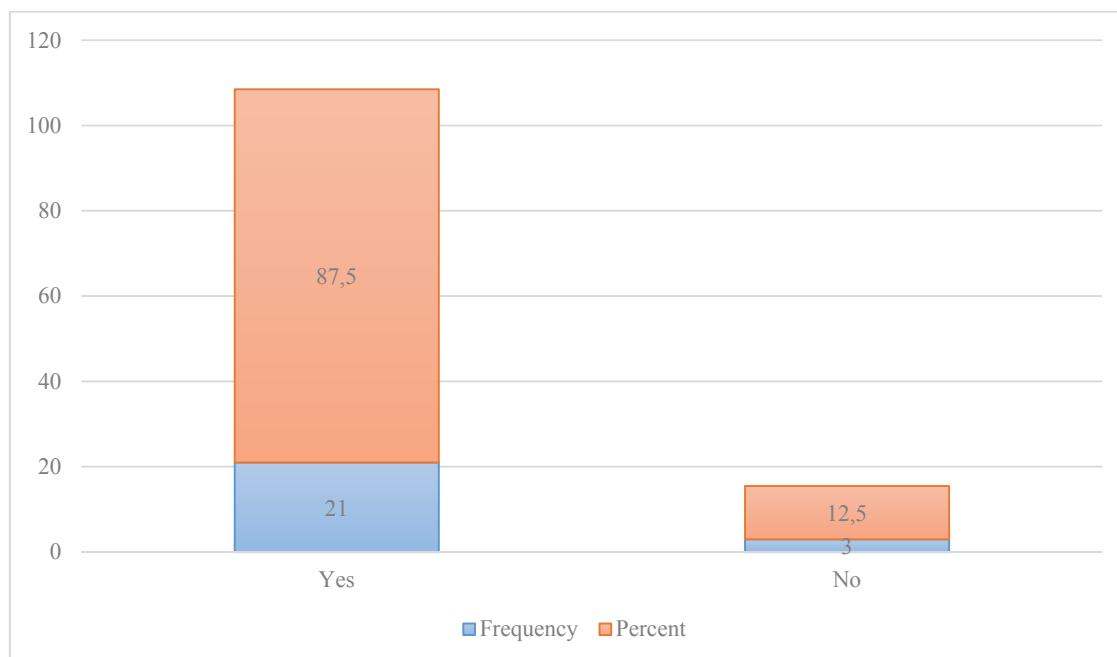
Interpretation

Bar Graph 4.6 depicts that the majority of the participants (87.5%) believe that English or Tshivenda HL content is applicable in their learners everyday life, followed by 8.3% who were unsure, while 4.2% disagreed.

Although learners speak both English and Tshivenda HLs, they code-switch when communicating with people who do not understand English. For example, when communicating with illiterate people they are forced to speak in Tshivenda. Furthermore, these learners can write letters, CVs, reports, obituary, speeches, essays and advertisements. Both languages are a medium of everyday communication as no day passes without using them.

4.4.1.19 Development of sound knowledge and skills for English Home Language content

Bar Graph 4.7 Development of sound knowledge and skills for English Home Language content



	Frequency	Percent	Valid Percent	Cumulative Percent
	2	8.3	8.3	8.3
The CAPS document is meant to give every learner an equal opportunity to education that will develop their skills and equip them with reading, writing, listening and speaking skills.	1	4.2	4.2	12.5
Despite borrowing, there is development. Borrowing new words from English is itself part of development.	1	4.2	4.2	16.7
I am not sure as I am not well equipped with knowledge of the English HL.	1	4.2	4.2	20.8
I do not see any development since I started teaching Tshivenda. Nothing new was implemented, meaning that people are not interested in Tshivenda.	1	4.2	4.2	25.0
I see development of sound knowledge and skills for English HL content in the future.	1	4.2	4.2	29.2
If learners are expected to deliver a speech, they can do so, as well as write letters (official and unofficial), CVs, etc.	1	4.2	4.2	33.3
Learners can write well-structured essays, letters, CVs and other aspects in language.	1	4.2	4.2	37.5
Literature texts and core textbooks are selected carefully with regards to the language skills they are capable of imparting.	1	4.2	4.2	41.7

Only if Tshivenda HL speakers start to respect their HL and use it more often.	1	4.2	4.2	45.8
Only if Tshivenda HL speakers start to respect their HL and use it more often will Tshivenda be on the same level as English.	1	4.2	4.2	50.0
Skills learnt are applicable to learners' everyday lives, such as preparing CVs, obituary, sending emails or SMSs, analysing literature books and the use of idiomatic expressions, presenting a speech, setting a panel of interviews, etc.	1	4.2	4.2	54.2
Sound language and skills are used in language content.	1	4.2	4.2	58.3
Educators try to develop skills for Tshivenda HL, e.g., writing CVs, letters, etc.	1	4.2	4.2	62.5
Educator are often the key to learners' knowledge and adapting the curriculum to their needs	1	4.2	4.2	66.7
The curriculum is based on a comprehensive policy document aimed at developing all the relevant learners' skills.	1	4.2	4.2	70.8
There are some new technological terms which are not found in Tshivenda, they were borrowed from English and this develops Tshivenda language.	1	4.2	4.2	75.0

There is development because there is specialized language development, are vocabulary relevant to the subject, to write well-structured and coherently, present assignments and work productively with others, show understanding of principal, concepts as well as interpret particular aspects.	1	4.2	4.2	79.2
The educators, especially secondary educators, took Tshivenda as one of their major subjects.	1	4.2	4.2	83.3
Tshivenda speakers should be proud of their language and feel confident when communicating in it everywhere and all the time.	1	4.2	4.2	87.5
We only teach what is applicable in our lives and exclude riddles.	1	4.2	4.2	91.7
When learners debate and presenting speeches was a sign of an improvement in skills.	1	4.2	4.2	95.8
Learners who were trained for job interviews are successful as they are able to answer questions based on their training.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Do you foresee any development of sound knowledge and skills for English Home Language content?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	87.5	87.5	87.5
No	3	12.5	12.5	100.0
Total	24	100.0	100.0	

Interpretation

Bar Graph 4.7 provides the statistical data that the majority of participants (87.5%) indicate that they see the development of sound knowledge and skills for English HL language content, while 12.5 indicated that there was no development. Based on this statistical report, it could be argued that there is a development of sound knowledge and skills for English HL content.

Furthermore, it could be argued that learners who excel in debate and presenting speech had developed sound knowledge and skills for the English HL content. When learners attend interviews, they passed and presented their assignments and work had improved immensely, indicating that they understand the principles of concepts. These learners also know how to write well-structured essays, letters, CVs and other aspects in language.

4.4.1.20 Motivation to teach English content using CAPS

Explanation

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.2	4.2	4.2
A National Catalogue and Sector Plan were developed to provide all educators and learners with LTSM. Workbooks were developed for teaching and learning.	1	4.2	4.2	8.3
As an educator, I must create worksheets and exercises, not simply relying on the CAPS textbooks only. This curriculum is task-based, rather than focusing on real learning and teaching.	1	4.2	4.2	12.5
CAPS indicated that an educator must do this in each term, namely term one, two, three and four.	1	4.2	4.2	16.7
It encourages group learning and skills.	1	4.2	4.2	20.8
Learners should have the basic foundation for reading and writing. They need people to teach them such skills.	1	4.2	4.2	25.0
CAPS documents are easy to follow and implement. I also enjoy the lesson plans given to us.	1	4.2	4.2	29.2
CAPS is challenging though I find it motivating.	1	4.2	4.2	33.3

CAPS makes it easier to understand how to plan a lesson and how to teach the lesson you plan. CAPS is a relevant source to use.	1	4.2	4.2	37.5
CAPS make it easier as one can plan a lesson well and follow the steps on how to teach learners.	1	4.2	4.2	41.7
I am worried about some content topics that are left out, e.g. articles and newspaper articles.	1	4.2	4.2	45.8
I did not encounter any challenges since I have been teaching English content using CAPS.	1	4.2	4.2	50.0
I feel discouraged when I am about to teach articles (in English they are there that is ‘a’, ‘an’ and ‘the’). In addition, when teaching newspaper articles in the Tshivenda HL, I have a challenge as it is not easy to teach Tshivenda newspapers since they are not available.	1	4.2	4.2	54.2
I feel motivated.	1	4.2	4.2	58.3
I feel motivated as it is easy to follow or understand CAPS.	1	4.2	4.2	62.5
I feel motivated as I gain knowledge in it.	1	4.2	4.2	66.7
I follow the CAPS documents, but fail to understand them.	1	4.2	4.2	70.8
Languages are treated equally, and the implementation of Tshivenda has improved.	1	4.2	4.2	75.0

Some learners achieve A symbols in Tshivenḡa, which is level 7, then I feel motivated in teaching it. Attending more CAPS workshops will be helpful.	1	4.2	4.2	79.2
The CAPS curriculum is easy to use and implement. I know what is expected of me weekly. As such, planning for individual lessons becomes simple and fascinating.	1	4.2	4.2	83.3
The content is dynamic and offers a variety of texts which create opportunities for learners to succeed.	1	4.2	4.2	87.5
The content is the same as in the NCS.	1	4.2	4.2	91.7
However, the content is task-based and is demotivating as it takes away the real learning experience.	1	4.2	4.2	95.8
One feels motivated with CAPS.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Do you feel motivated to teach English content using CAPS?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	83.3	83.3	83.3
No	4	16.7	16.7	100.0
Total	24	100.0	100.0	

Interpretation

The above table shows that the majority of the participants (83.3%) feel motivated to teach English content using CAPS (83.3%), where the minority (16.7%) did not feel confident to teach English content using CAPS.

4.4.1.21 Educators were asked if there was anything that could be done to ensure that Tshivenda content is on the same level as English

Responses

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4.2	4.2	4.2
By conducting more research and expanding vocabulary to master Tshivenda spelling, as well as conducting more regularly reading exercises, and engaging learners with more exercises to improve their grammar.	1	4.2	4.2	8.3
Educators, especially those who teach Tshivenda, together with the parents should motivate their learners to take Tshivenda as a major subject at tertiary level.	1	4.2	4.2	12.5
I am not familiar with Tshivenda.	1	4.2	4.2	16.7
I think educators must follow the CAPS document and report.	1	4.2	4.2	20.8
I think it is extremely impossible as Tshivenda is not.	1	4.2	4.2	25.0

Identify the language barrier which are common to most learners. New teaching methods must be implemented.	1	4.2	4.2	29.2
If Tshivenda used in other content subjects such as Mathematics, History, etc, there will be a vast improvement with the mastery of the subject, as well as the command of the language.	1	4.2	4.2	33.3
If Tshivenda can be used in other content subjects such as Mathematics, History, Geography, etc. there will be a vast improvement.	1	4.2	4.2	37.5
It is the duty of PanSALB or the language board to increase and align the vocabulary of Tshivenda words into English.	1	4.2	4.2	41.7
It would be futile and useless if the department of education does not consider where we come from as a nation. Learners who do not know their mother tongue (Tshivenda) find it difficult to understand English.	1	4.2	4.2	45.8
Learners have to be encouraged to regard Tshivenda in a serious light.	1	4.2	4.2	50.0
Learners must be encouraged to read Tshivenda books in their spare time. They must also use Tshivenda on social media.	1	4.2	4.2	54.2

PanSALB must do its work. Let it get the right words to be used as content terminologies. Those who designed the curriculum should contact the PanSALB team.	1	4.2	4.2	58.3
PanSALB should be involved in formulating topics for Tshivenda HL. All topics in CAPS documents should be taught and studied to eliminate loopholes.	1	4.2	4.2	62.5
Phonetics must be introduced so as to be in par with English.	1	4.2	4.2	66.7
Reading and writing must be given priority as they are the basics of learning.	1	4.2	4.2	70.8
The Language Board (PanSALB) should resolve the vocabulary issues in Tshivenda, which are the same as those in English.	1	4.2	4.2	75.0
The Tshivenda language history is not as rich as in English, vague, not clear. However, a parallel approach to textbook structuring examination, etc. could help.	1	4.2	4.2	79.2
There should be a concrete foundation about writing, reading, speaking and listening.	1	4.2	4.2	83.3
To try and create interest in Tshivenda, educators must prepare their lessons.	1	4.2	4.2	87.5
Tshivenda content must not be translated from English content.	1	4.2	4.2	91.7

Tshivenda should be treated the same way as English, wherein people should learn to use it in every learning subject.	1	4.2	4.2	95.8
Well, I think that the question above is conclusive. It implies that “English is superior, and Tshivenda is inferior” which I do not necessarily concur with. Assuming that the question is factual, those at the helm of Education should try and establish what the English department is doing that can be implemented in Tshivenda.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Interpretation

According to the educators’ comments, learners are to be encouraged to read Tshivenda books during their spare time in order to improve their language. Language specialists, in consultation with PanSALB, should be contacted so that they create or develop the appropriate words to be used as content terminologies, and should be involved in naming the linguistic aspects. The phonology and phonetics aspects are to be fully taught in order for the Tshivenda language to be on par with English. Moreover, all the four language skills, namely; speaking, listening, reading and writing should be regarded as the concrete foundation for the learners.

This implies that learners have educators as their mentors. They are the rightful individuals to help them. Learners should be taught all four basic skills since the PanSALB team will develop the correct Tshivenda words, and phonology and phonetics would be fully taught so that learners will be able to pronounce words correctly.

4.4.1.21 Further comments/suggestions

	Frequency	Percent	Valid Percent	Cumulative Percent
	6	25.0	25.0	25.0
CAPS documents show that all learners are equal and therefore require equal education. All equipment such as iPads and laptops used by English HL learners in urban areas and rural areas should be the same.	1	4.2	4.2	29.2
Encourage parents to refrain from taking pride in speaking English at home with their children. Discourage parents and their children from spending time watching TV, and on social media networks where Tshivenda is not celebrated. Introduce Tshivenda reading and writing competition (with awards) of books in libraries. Award Grade 12 scores in Tshivenda in the same way that Accounting, Business and Economics are awarded. PanSALB should give bursaries to learners who would like to study Tshivenda at institutions of higher learning (Universities). Encourage learners to study Tshivenda at institutions of higher learning. Remind the nation to be proud of its local languages.	1	4.2	4.2	33.3

<p>The government should introduce Tshivenda as a medium of instruction and that all other subjects should be done in Tshivenda. This should be similar to individuals whose mother tongue is English to learn all their subjects in their mother tongue, it is easy for them to learn more words in their language.</p>	1	4.2	4.2	37.5
<p>I think that somewhere under the “Instructions” paragraph, you should have indicated Tshivenda and English, after HL. It is also factual that the kind of curriculum we are subjected to is Western in nature. Thus, those of us who teach Tshivenda HL have no choice but to borrow words from English, as CAPS is a western product and not ours.</p>	1	4.2	4.2	41.7
<p>Lay foundation at the beginning of the year on how to do things uniformly. Train educators in whatever you want them to do, such as how to interpret CAPS documents at the beginning of the year.</p>	1	4.2	4.2	45.8
<p>Learners do not take languages seriously. Parents and educators must work together in helping learners to be proud of their languages, especially their HLs. Learners must differentiate between written and spoken English as I have noticed that they are proficient in speaking English, but it is not necessarily so in writing it.</p>	1	4.2	4.2	50.0

Learners need to be motivated to speak in their Tshivenda HL. More exercises must be given to them to develop their writing skills. Learners must be taught how to read, speak, write and listen as the most important skills.	1	4.2	4.2	54.2
Learners should be motivated to use Tshivenda as their HL. If learners can learn that Tshivenda is as important as English, there will be improvement in its speaking as well.	1	4.2	4.2	58.3
Let the PanSALB get into the habit of using English terms instead of Tshivenda language, let them change where necessary. Tshivenda HL speakers must communicate with each other in Tshivenda and in English with native English speakers.	1	4.2	4.2	62.5
More time should be allocated for teaching literature. Language structures require more time to be taught.	1	4.2	4.2	66.7
Parents and educators must motivate their children to regard Tshivenda as an important language. Universities, such as the University of Venda, must introduce Tshivenda as one of the compulsory subjects for all registered students. Moreover, PanSALB should offer bursaries to those registered for Tshivenda as a major subject, equally to those who register any other official language, such as English, and any other African language.	1	4.2	4.2	70.8

Reading and writing skills must be given first preference. More work must be given in order to motivate learners and engage themselves in their HL.	1	4.2	4.2	75.0
Reduce paperwork that is consuming teaching time. There are too much literature books, they must be minimised to allow educators to do other work. Educators must be trained on how to interpret CAPS documents.	1	4.2	4.2	79.2
The CAPS curriculum should allocate more time to the teaching and learning of language structures. Learners really need to improve their language skills.	1	4.2	4.2	83.3
The government should allow the teaching of other content subjects in Tshivenda for Tshivenda HL speakers. This will improve Tshivenda as a language and learners will also benefit because they will understand subject content much easier.	1	4.2	4.2	87.5
The government should treat Tshivenda as an important language, similar to English. Tshivenda should be used as an official language, wherein everyone should learn to use it. Interviews for jobs should also be conducted in Tshivenda.	1	4.2	4.2	91.7

Tshivenda is a superior language which people must be proud of. If people want it to be recognized they should speak it everywhere, and avoid speaking other languages as this promotes these languages. E.g., English is spoken in a lot of countries, however, English do not even attempt to speak our language and this speaking people implies that they undermine our languages.	1	4.2	4.2	95.8
When we learn our language, we first listen, then we speak, read and finally speak. Listening, speaking, writing and reading are four language skills we need to develop for complete communication. To achieve these four basic skills, one need to surround oneself with Tshivenda speakers people.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

Interpretation

Considering the educators' additional comments, it is clear that learners should be taught all the relevant language skills, namely; listening, speaking, reading and writing as they are the basics of learning. More written work should be given to learners to enable them to develop their writing skills. Furthermore, language structures are to be allocated ample time as it is done for literature, and the number of literature books should be reduced, as they are too many, considering the learners level.

4.5 Section C: Data presentation, analysis and interpretation for subject advisors

This section aims to present, analyse and interpret the collected data from the subject advisors. It was imperative to look at the view of the subject advisors, as they have an important role to perform.

4.5.1 Biographical data

Biographical data for subject advisors was specifically on gender, age, highest qualifications, experience and place of residence.

4.5.1.1 Gender

Table 4.10 Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	1	25.0	25.0	25.0
Male	3	75.0	75.0	100.0
Total	4	100.0	100.0	

Interpretation

From Table 4.10, it is clear that the majority of the participants (75%) were male, while 25% were female. However, this did not have any influence on the results of this study.

4.5.1.2 Age group

Table 4.11 Age group

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
31-40 years	1	25.0	25.0	25.0
41-50 years	2	50.0	50.0	75.0
51 years and above	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Interpretation

From table 4.11, the statistics reveal that a majority of the participants (50%) were aged between 41-50, followed by 51 years and above (25%), and 31-40 years (25%). Looking at the dominating percentage, the researcher is of the view that the CAPS documents could be effectively implemented because of the subject advisors' vast experience and knowledge. The table further shows that those who are between 31 and 40 years are in the minority, this may result from the fact that they are still new in the subject advisor field.

4.5.1.3 Highest qualification

Table 4.12 Highest qualification

Highest Qualification	Frequency	Percent	Valid Percent	Cumulative Percent
Postgraduate Degree	4	100.0	100.0	100.0

Interpretation

Based on Table 4.12, it is evident that all the participants (100%) held postgraduate degrees. In analysing this table, the researcher is of the view that all the participants are highly educated, and thus have the relevant knowledge and skills to train educators.

4.5.1.4 Work experience

Table 4.13 Work experience

Number of years working in current position	Frequency	Percent	Valid Percent	Cumulative Percent
6-10 years	3	75.0	75.0	75.0
11-15 years	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Interpretation

Table 4.13 indicated that the majority of participants (75%) have 6-10 years working experience in their current position, while 25% have 11-15 years. Thus, participants with the bigger percentage, that is 75% have been in their current positions for a shorter period, as compared to their counterparts who have been in their current positions for a longer time. This suggests that the subject advisors who have not been in their current positions long enough may struggle to help educators, as they are still new to CAPS, and subject advisors with more experience may be of assistance, based on their experience.

4.5.1.5 Place of residence

Table 4.14 Place of residence

Place of Residence	Frequency	Percent	Valid Percent	Cumulative Percent
semi-urban	3	75.0	75.0	75.0
Rural	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Table 4.14 reflects that the majority of participants (75%) resided in semi-urban areas, while 25% were from rural areas. This reveals that as subject advisors who reside in semi-urban areas are in the majority, they would be of assistance to educators as they are exposed to numerous experiences that educators might teach regarding language structures, such as film study, as opposed to their counterparts in the rural areas.

4.5.1.6 Challenges in guiding educators

Table 4.15 Challenges in guiding educators

The challenges in guiding educators who implement English and Tshivenda Home Language CAPS	Frequency	Percent	Valid Percent	Cumulative Percent
Experience vast challenges	4	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
As educators are sometimes late for workshops, they miss important content.	1	25.0	25.0	25.0
Educators do not bring the relevant documents to the workshops.	1	25.0	25.0	50.0
More teaching and contact time is spent on administration instead of actual teaching.	1	25.0	25.0	75.0
We do not have ample time for guiding the educators but spend time on administration.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

The statistical report from Table 4.15 indicated that 25% of the participants indicate that educators come to workshops late, 25% indicate that educators do not bring the relevant documents to the workshops, 25% indicate that educators spend more time on administrative work, while 25% indicate that curriculum advisors spend more time on administrative work than guiding educators.

Therefore, when educators are late for workshops and do not have the relevant documents, they miss important content and misunderstand what is required of them. When educators spend most of their time on administrative work, they generally do not complete the syllabus. Moreover, the subject advisors are always busy with administration, and thus do not have an opportunity to guide educators.

4.5.1.7 Knowledge of CAPS

Table 4.16

Does your knowledge of CAPS make you feel effective in your work?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
I can also guide someone or educators in implementing CAPS in their classrooms.	1	25.0	25.0	25.0
I mostly focus on everything, more especially on language teaching.	1	25.0	25.0	50.0
In CAPS documents, more emphasis is on grammar.	1	25.0	25.0	75.0
Traditional grammar focus is more effective in language teaching, and this is emphasised in CAPS.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Based on Table 4.16, it is clear that all (100%) subject advisors agreed that their knowledge of CAPS makes them effective in their work (100%). Furthermore, 25% of participants indicate that they could guide the educator in implementing CAPS in their classrooms, 25% indicate that the subject advisors focus more on language teaching, 25% indicate that focus is on grammar, while 25% indicated that CAPS emphasises language teaching.

Therefore, the above-mentioned information indicates that subject advisors prioritise language teaching which educators focus on. The table was based on this CAPS document that the subject advisors were able to help educators and relied on the CAPS documents.

4.5.1.8 CAPS teaching and learning materials

Table 4.17 CAPS teaching and learning materials

Are there any CAPS teaching and learning materials that you provide to educators under your supervision?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
CAPS document, pace - setters, annual programme of assessment, etc.	1	25.0	25.0	25.0
Educators are given lesson plans, annual teaching plans, pace-setters, and CAPS documents.	1	25.0	25.0	50.0
Pace-setters, annual teaching plans, annual programme of assessment, rubrics and CAPS documents, etc.	1	25.0	25.0	75.0
Rubrics, CAPS documents, annual teaching plans, pace- setters, etc.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Table 4.17 shows that all the participants agreed that they supply educators with pace-setters, annual programme of assessment and teaching plans, the CAPS document, rubrics, and other relevant teaching and learning materials (100%). This indicated that educators rely on subject

advisors as they supply them with resources for teaching English and Tshivenda HLs in schools. These materials are important for executing their curriculum responsibilities.

4.5.1.9 The language content

Table 4.18 Language content

Which language content do educators require guidance to interpret in the CAPS documents?	Frequency	Percent	Valid Percent	Cumulative Percent
Educators need to be guided in teaching grammar.	1	25.0	25.0	25.0
Grammar.	1	25.0	25.0	50.0
Language structures, and in this case grammar.	1	25.0	25.0	75.0
Language structures (e.g., antonyms, synonyms and homonyms).	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Table 4.18 indicated that all the participants (100%) identified grammar as the language content which educators require guidance for interpreting in the CAPS documents. Based on this data, the researcher could suggest that educators need guidance, specifically in language structures, such as antonyms, synonyms, homonyms, and many more.

4.5.1.10 Assurance on the interpreting of CAPS documents

Table 4.19 Assurance on the interpreting of CAPS documents

How do you ensure that educators follow and interpret language content topics as stipulated in the CAPS document?	Frequency	Percent	Valid Percent	Cumulative Percent
As a subject advisor, I sometimes visit them check whether they are coping with what was trained in a workshop.	1	25.0	25.0	25.0
Educators are told to stick to the CAPS document.	1	25.0	25.0	50.0
One tells them to abide by the CAPS document.	1	25.0	25.0	75.0
Educators are always advised to stick to the CAPS teaching plans and they are monitored regularly to ensure that they are teaching according to the teaching plans provided.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

From Table 4.19, it is clear that 25% of the participants indicated that subject advisors visit educators to check if they are coping with what they were trained to do in workshops, 25% indicated that educators are told to stick to the CAPS document, 25% indicate that educators are told to abide by the CAPS document, while 25% indicate that educators should stick to the teaching plans provided. This suggests that educators are monitored in order to ensure that they follow what has been taught in the workshops. Subject advisors also indicate that they sometimes visit schools to monitor educators while implementing the CAPS document.

4.5.1.11 Facilitation of the CAPS document to a sound knowledge and skills for Tshivenda Home Language

Table 4.20 Facilitation of the CAPS document to a sound knowledge and skills for Tshivenda Home Language

Does CAPS facilitate the development of sound knowledge and skills for Tshivenda HL speakers in the written and contexts?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Educators teach transactional writing skills for letters, CVs, advertisements, posters, flyers, etc.	1	25.0	25.0	25.0
Educators teach transactional writing skills for posters, letters, obituary and advertisement.	1	25.0	25.0	50.0
Learners are equipped with transactional writing skills for CV writing, formal letters, obituary, advertisements, posters, flyers, etc. Learners are able to prepare and deliver speeches.	1	25.0	25.0	75.0
Transactional writing is taught (e.g. letter writing, obituary, advertisement, diary entries, etc.).	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Looking at Table 4.20, it is evident that all the participants (100%) indicated that educators offer transactional writing for skills such as letters, obituary, flyers, diary entries, and many more. This

suggests that CAPS documents provide educators with sound knowledge of language aspects and skills. Thus, educators are obliged to teach these in order to provide learners with knowledge and skills to help them contribute meaningfully in their communities.

4.5.1.12 Teaching plans and their applicability for Tshivenda Home Language

Table 4.21 Teaching plans and their applicability for Tshivenda Home Language

Are the CAPS teaching plans well designed and applicable to the Tshivenda language?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	100.0	100.0	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
All transactional writing skills for CV, flyers, posters, letters, etc. are taught.	1	25.0	25.0	25.0
Different topics from CAPS are included in lesson plans paced in different weeks.	1	25.0	25.0	50.0
Most topics are found in CAPS document and included in lesson plans.	1	25.0	25.0	75.0
They are organised in such a way that different content topics are offered weekly.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

The statistical analysis of Table 4.21 reflects that all the participants (100%) indicated that CAPS teaching plans were designed well and applicable to the Tshivenda language. Furthermore, 25% of the participants indicated that different topics are included in the lesson plans, according to the different weeks, 25% indicated that most of the language topics are found in CAPS documents, and are also included in lesson plans, 25% indicated that lesson plans are organised in such a

way that different language topics are offered weekly, while 25% indicated that all transactional writing skills for CV, flyers, posters, letters, etc are taught. Thus, it can be suggested that lesson plans are designed well as they can guide what, when and how educators should teach.

4.5.1.13 Difficulty in implementing CAPS

Table 4.22 Difficulty in implementing CAPS

Do educators report any difficulties they experience in implementing CAPS?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	25.0	25.0	25.0
No	3	75.0	75.0	100.0
Total	4	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Educators do whatever they can. They teach all the language structures (grammar) that they are familiar with.	1	25.0	25.0	25.0
It is rare, but two educators once asked me to come up with a solution on how and where to find them something to help when teaching film study.	1	25.0	25.0	50.0
The majority of educators dedicate their teaching contact time to topics they are most comfortable with.	1	25.0	25.0	75.0
Most educators rely on the topics provided in CAPS.	1	25.0	25.0	100.0

Total	4	100.0	100.0	
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Table 4.22 indicated that the majority of the participants (75%) disagreed with the notion that educators reported any difficulties they experience in implementing CAPS, whereas 25% believed that they did. Therefore, it could be argued that this may negatively affect the way educators impart knowledge, and skills to learners, due to a lack of information regarding language aspects.

4.5.1.14 Concern about language content in the implementation of CAPS

Table 4.23 Concern about language content in the implementation of CAPS

Do you have any concern regarding language content in the implementation of CAPS for teaching HLs in the FET band?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3	75.0	75.0	75.0
No	1	25.0	25.0	100.0
Total	4	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
In rural areas, teaching film study is a challenge as they do not have television sets and laptops to watch from.	1	25.0	25.0	25.0
In the Tshivenda HL, educators complain about how to teach articles 'a', 'an' and 'the' in Tshivenda. Newspaper articles are also a challenge when teaching Tshivenda HL.	1	25.0	25.0	50.0

Some of the language structures cannot be taught well, for example the teaching of articles ‘a’, ‘an’, ‘the’ and the newspaper articles.	1	25.0	25.0	75.0
The English HL educators are mostly encouraged to focus on language content in the implementation of CAPS for teaching English HL. This is experienced during meetings when HL learners are left alone.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

Interpretation

Table 4.23 reflect that the majority of the participants 100% indicated that they had concerns regarding language content in the implementation of CAPS for teaching HLs in the FET band, while 25% did not have concerns regarding language content in implementing CAPS. The fact that the majority of the educators had concerns suggests that they encounter challenges when implementing some of the linguistic aspects.

4.5.1.15 Further comments

Table 4.24 Further comments

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	75.0	75.0	75.0
In CAPS, educators are given topics such as newspaper articles to teach. It is taught well in English HL but not in Tshivenda HL, as they do not appear in the CAPS documents.	1	25.0	25.0	100.0
Total	4	100.0	100.0	

In Table 4.24, an analysis and interpretation from the two categories of educators and subject advisors reveal that educators experience challenges similar to those experienced by subject advisors, although their challenges differ as they do not perform the same work. What is interesting to note is that the linguistic aspects that are challenging are the same: for example the newspaper articles issue and articles ‘a’, ‘an’ ‘and’ ‘the’ which do not appear in the Tshivenda HL CAPS documents. However, the challenges experienced by the curriculum advisors are that educators attend workshops late and without the relevant documents. Thus, they miss out on certain content which they are later unable to impart in their classrooms.

4.6 Document analysis of CAPS

4.6.1 Overview of language curriculum

4.6.1.1 Similarities in language content for English and Tshivenda Home Language

Looking at the CAPS documents, it could be argued that the analysis supports the findings from the questionnaire. In the overview, there is content and teaching plans for both English and Tshivenda language skills. These policy documents present listening and speaking, reading and viewing, and writing and presenting. Considering sentence structures and the organisation of texts, both languages have the same information.

Requirements to offer the English and Tshivenda HLs as subjects are the same in English (pg. 13) and Tshivenda (Pg. 15) documents, e.g., an approved language textbook (“*bugu pfarwa yo randelwaho ya luambo ya vhagudi*”) and a Curriculum and Assessment Policy Statement (“*Tshiṭṭamennde tsha Phoḽisi tsha Kharikhulamuna u Linga tsha Lushaka*”).

The features of literary texts, as indicated in English (pg. 25) and Tshivenda (pg. 27) HLs are: poetry, drama, novel, short story, film study, etc. Texts used for the integrated teaching of language skills (pg. 28) in English documents (pg. 32) and in Tshivenda documents, e.g., recommended genres (drama, novel, short stories), written texts for information (dictionaries, encyclopedia, obituaries, notes, reports) and multimedia/visual texts for information: charts, maps, illustrations, films, cartoons, adverts, data projection, posters, flyers, etc. The length of the

written texts to be produced in words, those in the English document (pg. 40) are the same as those found in the Tshivenda HL document (pg. 44) in all Grades (10-12).

It is evident that the English CAPS document had been translated into the Tshivenda language. All four basic skills, namely; listening, speaking, reading and writing are considered as they all consider features of literary texts, written texts for information, and multimedia visual texts. The challenge is that all the aspects were designed for the English HL, until it was decided that it should be translated into Tshivenda, as there is no single Tshivenda word translated into English.

4.6.1.2 Content terminology

There is interpretation of visual texts (pg. 23) in English and Tshivenda HL CAPS documents (pg. 27). Most of the terminology used here is difficult. For example, English terms such as denotation are ‘dinothesheni’ (thalutshedzo ire khagala) and connotation is ‘khonothesheni’ (thalutshedzo yo dzumbamaho) in the Tshivenda HL.

Other terminology examples include the following:

- Collocations – ‘maipfi ano shuma othe’, eg., bannda na vhurukhu
- Allusions – ‘alushini’, eg., ndi Tomasi matenda nga u vhona
- Article – ‘atikili’
- Prepositions – ‘thangeladzina’
- Evaluate – ‘vhupimandeme’

This begs the question of whether the educators and learners understand these difficult terminologies. In reality, Tshivenda HL learners will struggle to understand them, while native English learners will understand what they mean.

4.6.2 Language teaching approaches

The approaches to teaching language in the documents are text-based, communicative, integrated and process oriented. The first two approaches, namely; text-based and communicative are dependent on the continuous use and production of texts. A text-based approach teaches learners

to become competent, confident and critical readers, writers, viewers and designers of texts. This includes listening, reading, viewing and analysing texts in order to understand how they are produced and what their effects are. Learners develop the ability to evaluate texts through critical interaction. The main source of content and context for the communicative, integrated learning and teaching of languages are authentic texts. The text-based approach also involves producing different kinds of texts for a particular purpose and audience.

A communicative approach suggests that when learning language, a learner should have a great deal of exposure to the target language and many opportunities to practice or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing a lot of writing. Furthermore, the process approach is the process used when learners read and produce oral and written texts. Learners engage in different stages of the listening, speaking, reading and writing processes. During these processes, they must think of the audience and the purpose. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only, but also focuses on the purpose and process of writing.

During the process of writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts. Therefore, time allocated for language content is not sufficient, as the educators' workload is too many, and revision cannot easily take place.

4.6.3 Requirements to offer English and Tshivenda Home Languages as subjects

4.6.3.1 Each learner should have:

- a. An approved language textbook
- b. The approved/prescribed literary genres: novel, drama and poetry
- c. A dictionary
- d. Media resources: a collection of newspapers and magazines

4.6.3.2 The educator should have:

- a. A Curriculum and assessment Policy Statement
- b. The Language in Education Policy
- c. The language textbook used by learners and other textbooks for resource purposes in addition to the approved text
- d. The following approved/prescribed literary genres: novel, drama and poetry
- e. Dictionaries
- f. Media resources: a variety of newspapers, magazines and brochures.

In terms of media resources for both educators and learners, this does not apply in the Tshivenda HL, as there are no newspapers and magazines written in the Tshivenda HL.

4.6.3.3 Relevance

Topics for essays should be relevant to the learners' area of residence. For example, it can occur to both English and Tshivenda HL native speakers that a question regarding 'a library' can be posed in an essay. However learners may not know anything about a library as their knowledge of a library depends on their area of residence. For the purposes of this study, it could be argued that a majority of the participants, especially the educators, were from rural areas where libraries are scarce.

4.6.4 Process writing

In both the English (pg. 33-40) and Tshivenda (pg. 34-44) HLs, there are types of text with specific formats and features for process writing. Essay types include: narrative, descriptive, argumentative, discursive and reflective. Transactional texts, on the other hand, include; formal letters, informal letters, a meeting agenda, minutes, speeches, dialogues, interviews, reports (formal and informal), curriculum vitae, obituaries, reviews, newspaper and magazine articles.

In the English (pg. 40) and Tshivenda (pg. 44) CAPS documents, the length of written texts to be produced in words are the same. They are shown in Table 4.25 on the following page:

Table 4.25 Process writing

Texts	Grades	poetry (words)	novel/drama (words)
Literary essays	10	150 – 200	300 – 350
	11	200 – 250	350 - 400
	12	250 – 300	400 – 450
	Texts	Grades	Length in words
Essays		10	300 -350
Narrative/descriptive/reflective/argumentative/discursive		11	350 -400
		12	400 – 450
Transactional texts			
Curriculum vitae and covering letter/written interviews/			180 -200
Dialogues/formal and informal letters to the press/		10 -12	(content only)
Formal letters of application, request, complaint/			
Thank you cards, congratulations and business letters/ friendly			
L/magazine/newspaper articles and columns/			
Minutes and agendas asked as a combination/			
Obituaries/reports/formal and informal/reviews/			
Written formal and informal speeches			

Table 4.25 suggests that learners will become independent as they acquire important skills and knowledge of aspects such as letters, obituaries, formal speeches, informal speeches, curriculum vitae, dialogues, etc.

4.6.5 Language structures and conventions

An analysis of the English (pg. 40-41) and Tshivenda (pg. 45) CAPS documents shows all language structures and conventions. Learners are expected to be well acquainted with the basics of grammar, which include parts of speech (word classes), rules of concord, use of tenses, auxiliaries and modals, and sentence structures. Isolated lessons of language structures should not be part of the teaching time: language structures now becomes a means to an end in these two main areas:

- The importance of exploration, analysis and examination of texts, both fiction and non-fiction. Here, the learners need to observe how writers make specific use of, for example, grammatical structures, sentence patterns that demand attention, use of direct and indirect speech, use of passive rather than active voice.

There is a concern about the words **fiction and non-fiction** (**'fikishini' na izwo zwi si zwa fikishini in Tshivenda**). It seems there is no other way of naming such words. This is an indication that these words are translated from English into Tshivenda. This may create a challenge as both issues as both educators and learners may not understand the terms.

- It becomes important in their own writing. It is important that learners make rough drafts of their essays in class. Educators get ample time to point out learners' grammatical mistakes as they write. By making corrections here, rather than when the work is handed in for marking, educators will find there is less correction work, and learners will be shown how to improve before they complete the work. This practice gives the educators the opportunity to see if there are any general areas of ignorance in grammar, which can then be taught to the class as a whole. Another way of connecting language with writing is to hand out copies of written work (preferably not learners' work) with incorrect language usage, and have the class mark the work in pairs, and explain what is wrong and why this is the case. Educators can focus on a particular common mistake for correction. In fact, the best way of working with language structures is through working with writing.

Having learners mark each other's work is time consuming as learners will still need to assess each other's work and provide comments.

4.7 Dissimilarities in language content for English and Tshivenda Home Languages

Looking closely at the English (pg. 24) and Tshivenda (pg. 28) policy documents, there are **abbreviations** and **articles** ('a', 'an' and 'the'). Those abbreviations and articles are displayed in English textbooks, but not in the Tshivenda textbooks. However, this suggests that they are taught as they are in the Tshivenda language.

4.7.1 Common nouns

These are the names given to ordinary objects. In the English language, they are identified by **articles 'a', 'an' and 'the'**, e.g., the boy, an egg and a jersey. **Tshivenda examples** are: 'mutukana' (the boy), 'kumba' (an egg) and 'dzhesi' (a jersey). However, the articles are not included in the Tshivenda version as there are no articles in the Tshivenda language.

4.7.2 Abstract nouns

According to Darmons et al., (2017), this refers to ideas and concepts that you cannot see, touch or measure. It is often a feeling or an emotion, e.g., music, fear, love, democracy, etc, more. Many abstract nouns end with the following suffixes:

- -age courage
- -ism optimism
- -ment detriment

Tshivenda examples

In Tshivenda we do not have e

xamples that end with –age, -ism and –ment.

4.7.3 Prepositions

Prepositions are ‘the small words’ that usually relate two words or phrases to one another (Lutrin & Pincus, 2007).

English examples

Prepositions are words that show the relationship of one thing to another.

The computer is **on** the table. (Where is the computer in relation to the table?)

Prepositions usually precede nouns, pronouns and articles.

I went **with** Peter.

In English there are many prepositions to study, they are understandable when taught.

Tshivenda examples

In Tshivenda, there are no prepositions to study. It is evident that the English version was translated into Tshivenda. Additionally, Tshivenda textbooks do not have prepositions and this term is not written in a way that suggests that it was translated from English. If one is familiar with the English and Tshivenda languages, it is easy to guess that the word written in italics is a preposition, for example;

‘O dzhena **ndishini**’. (He gets into a dish).

4.7.4 Conjunctions

Conjunctions connect words that join two or more sentences into a single sentence.

English

Co-ordinating conjunctions join two words or ideas of equal weight, e.g., fish **and** chips, and subordinating conjunctions join a main clause to a subordinate clause. They played a soccer match **although** a storm threatened.

Tshivenda examples

In Tshivenda grammar books, N̄evhuṭalu, Mamphwe and Mmbi (2015) mentioned the only examples of the conjunctions, with the exception of conjunctions such as, ‘*ndi ḡo ḡa **na**ho ndi songo bika*’ (I shall eat **although** I did not cook).

4.7.5 Spelling

Abbreviations and acronyms fall under spelling. According to Luttrins and Pincus (2007) an abbreviation is a shortened or brief form of a word or phrase. It is often used to save time.

English examples

An abbreviation is usually found in the written form and is not pronounced as it is written.

When we speak, we pronounce Mr as Mister.

An abbreviation usually ends in a full stop.

Geog., Pres., Prof. etc.

If the abbreviation ends in the last letter of the word, then the full stop is omitted.

Dr Mr Mrs

In the Tshivenda HL, we have Mr (*‘vhokhotsi’*) and Mrs (*‘vhomme’*). We use Mr and Mrs as borrowed words. If the initial letters of words are used, the full stop is omitted.

USA – United States of America

If the initials of a group of words are used to form a new word, we call this an **acronym**. The word is pronounced as it is spelt. No full stops are used here.

AIDS – Acquired Immune Deficiency Syndrome

Tshivenda examples

According to N̄evhuṭalu et al., (2015), there are four ways of abbreviating words or phrases.

Hu *'dzhiwa mubvumo wa u thoma na wa u fhedzisela kha ipfi, kanzhi hu a vhewa tshithoma mafhedziseloni a pfufhifhadzo'*, (the full stop is written at the end of the last letter for a word as the way of abbreviating, after all, what is supposed to be written is the first letter, and the last one that will be followed by a full stop), tsumbo: Road – Rd. Unfortunately, words that are given in Tshivenda as examples are written in English.

'Nḁila ya vuvhili ndi hune ha siedzwa zwiṁwe kha ipfi' (some words are omitted).

Tsumbo: nga'ni (nga mini)

'Nga u dzhia ḁedere la u thoma kha ipfi mbumbano sa PSL' (Premier Soccer League). By taking the first letter in a compound word such as PSL. Even here, we do not have a Tshivenda word to abbreviate.

'Nga u shumisa ḁedere la u thoma kha tshigwada tsha maipfi zwa fhedza zwi tshi vho vhumba ipfi ḁiswa. Haya mapfufhifhadzi a vhidzwa u pfi akironimi' (by using each first letter of the grouped words put together, it is known as an acronym), e.g., SAFA.

Interpretation

Viewing both documents, there is no equality in terms of imparting the content to the learners in terms of the general aims of the South African Curriculum as stipulated in the English (pg. 4) and Tshivenda documents (pg. 5). It is stipulated that social transformation must ensure that educational imbalances of the past are redressed, and for all sections of the population, film study, as an example, is one of the genres to be chosen as learners are expected to be taught. In most cases, poetry, drama, novels and short stories are chosen to be taught in both the English and Tshivenda HL. The challenge lies in film study as some of the schools do not have access to it, and thus cannot teach it. For example, in rural areas where access to electricity is a challenge, films cannot be shown to learners and resources such as suitable viewing rooms are not available.

In written interpersonal and transactional texts, we have *'Twitter'* in English (pg. 28). In Tshivenda the word is *'Thwita'* (pg. 32), it should be *'Thwitha'* instead of *'Thwita'*. In multimedia/visual texts for information on page 28, there is television documentaries, web pages, internet sites, blogs, data projection, and transparencies. They are very helpful if found at schools. In both the Tshivenda and English HLs, it is practical to offer them in urban and semi-urban areas as electricity, network and overhead projectors are available. The absence of these resources reflects that there is no quality in imparting the content to all different areas where education should take place.

In multimedia/visual texts for enjoyment and entertainment in English (pg. 28) and Tshivenda (pg. 32) CAPS documents, they mention newspapers and magazines which do not exist in the Tshivenda HL, which no longer existed. Thus, Tshivenda educators cannot teach this as we do not have any newspapers and magazines written in Tshivenda do not exist.

In written texts in the media (transactional texts, page 39), no educator will be able to ensure that learners know the magazine, editorials and newspaper articles since they are not available. It is only possible in the English HL as they are readily available. In order to ensure that learners understand what they are taught (theory), it can be done practically by checking what is said in the newspapers and magazines, e.g. one can check the availability of the name of the article, and the style which is personal, that speaks directly to the reader, etc.

4.8 Summary

Analysis from both participant categories, i.e. educators and subject advisors of English and Tshivenda HLs and document analysis, were presented. The educators' analysis showed that if:

- The curriculum provides clear guidance on how to implement it;
- Tshivenda content is capable of functioning effectively, as compared to English;
- Educators follow and interpret language content topics as stipulated in the curriculum with ease or difficulties;
- Whether the language content in textbooks is aligned with the sequence of content topics in CAPS;
- Tshivenda HL is applicable in everyday life;

- There is something that can be done to improve the Tshivenda HL content to ensure that it is on the same level as English;
- The challenges that the subject advisors experience when implementing CAPS affect learning;
- Educators are supplied with teaching material;
- Subject advisors supervise educators;
- Educators need help from the subject advisors;
- Subject advisors experience challenges when guiding educators.

It appeared that Tshivenda HL educators experienced numerous challenges when implementing the CAPS curriculum as it became evident that the English HL document was merely translated into Tshivenda. Thus, certain language aspects cannot be well-taught as they are not elaborated in the Tshivenda CAPS document, and some of them do not appear in the school textbooks. Moreover, document analysis also showed that certain information does not appear in both the CAPS documents, e.g., the types of conjunctions that learners should be taught.

CHAPTER 5

PRESENTATION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to provide the findings revealed by the interpretations of data collected from the educators and subject advisors, as well as CAPS documents that were consulted. Recommendations on designing and structuring Grades 10-12 Tshivenda HL curriculum CAPS content and adequate provision of relevant literature is also included. Furthermore, concluding remarks will be drawn from the findings and recommendations.

5.2 Discussion of the findings

Analysis and interpretation of data in Chapter 4 revealed key findings that will be discussed in this section. Specific findings relating to the aims and objectives of this study will be discussed first, followed by findings from the biographical data.

5.2.2 Linguistic content of English and Tshivenda Home Language CAPS in terms of language structures

Some of the educators indicated that they were unable to follow and interpret language content topics such as articles ‘a’, ‘an’ and ‘the’ allusions, abbreviations, collocations and denotations (Chapter 4 bar graph 4.3). There are also challenges of the content topic newspaper article in Tshivenda, as there are no Tshivenda newspapers and magazines. Learners do not know how a Tshivenda article looks, except that they would be shown the English one, so that they could have an idea of how it should look. Furthermore, educators have challenges regarding how to prepare lesson plans and how to teach language aspects. In the English language, it should be taught that antonyms affix prefixes such as **im-**, **un** etc. and suffixes such as **-ful**, **-less**, etc. to form antonyms such as joy + ful which become joyful. In the Tshivenda language, suffixes are only attached to form antonyms, for example ‘**vhofha**’ + **suffix –‘olol’** becomes **vhofholola**. There are no prefixes to attach like in English. In the English language, there are words that are

pronounced in the same way, but different in spelling and meaning, these are called homophones, e.g. ‘by’ and ‘buy’ but in Tshivenda antonyms are formed differently. Words are written in the same manner and have the same spelling, but have different meaning, such as ‘**ṭavha**’ (to plant) and ‘**ṭavha**’ (the rising of the sun).

There are no prepositions to study in the Tshivenda language, this suggests that the English version was translated to Tshivenda. The Tshivenda textbooks also do not have prepositions and this term is not even written in the way that one can suggest that it was translated from English. Furthermore, if one understands English and Tshivenda, they would guess that the word written in italics in the following sentence is a preposition e.g. ‘*O dzhena **ndishini***’. (He gets in a dish).

Conjunctions

Conjunctions are connecting words that join two or more sentences into a single sentence. In **English** coordinating conjunctions are used to join two words or ideas of equal weight, e.g. fish **and** chips while subordinating conjunctions function as joining words in the use of main clauses and subordinate clauses in teaching syntax, e.g. They played a soccer match **although** the storm threatened.

In Tshivenda grammar books, examples of conjunctions are mentioned with the exception of conjunctions, like ‘ndi ḑo ḷa **naho** ndi songo bika’ (I shall eat **though** I did not cook). Furthermore, in Tshivenda grammar books (such as in Nḑvhuḷalu, 2010), there are no types of conjunctions but only examples. This implies the fact that most of the Tshivenda HL textbooks are inadequate since they do not have all aspects are found in the English HL textbooks.

5.2.3 FET level educators’ experiences in implementation of prescribed CAPS English and Tshivenda Home Language content

In discussing this point, educators shared their experiences while implementing the prescribed CAPS English and Tshivenda HL content. They spoke about the terminology used in the Tshivenda HL, CAPS documents, which was translated from the English HL CAPS document and that caused learners to transliterate which resulted in distortion of Tshivenda creative writing

(Chapter 4, bar graph 4.1). Learners who took English as a HL did not speak English as a first language, and thus did not have the competency, skills and linguistic knowledge. As learners come from Tshivenda HL environment, it influences their English sentence construction which affects their performance. Another issue highlighted by the educators was the fact that there were insufficient resources for HL literature books. In CAPS, they had specifications for teaching film study in HL, which required that educators and learners have access to a television set, overhead projector, and other resources. This affects the quality of teaching CAPS content, as educators are forced to skip such content, and thus learners would not get the specific knowledge and skills from such overlooked topic and content.

Moreover, learners tend to mix certain aspects in these HLs when they have to apply them in conversation during classroom interactions. When the learner is expected to respond in the specific HL, he/she has to code-switch to another, spell incorrectly, and show influence of not following the correct rules governing the specific language. Inconsistencies exist in translated versions to Tshivenda HL documents, for example, newspaper articles are referred to as “athikili” while linguistic articles in English, such as ‘a’, ‘an’ and ‘the’ are also named “athikili”. Another challenge is that while linguistic articles are included in the Tshivenda version, they do not exist in the Tshivenda language.

Considering the issue of time management, it could be argued that both educators and subject advisors are unable to manage time, as they are always busy with administration work. When they go to class, they do not cover lot of scope, because they also have to conduct assessments. There are too many prescribed literature books, as a result, language structures are ignored, because focus is on teaching literature.

5.2.4 Linguistic diversity influenced by socio-cultural, and environmental perspectives that are abound in both English and Tshivenda HL curriculum content

Considering both CAPS documents, there is no equality regarding imparting the content to the learners in terms of the general aims of the South African Curriculum as stipulated on page 4 (English) and page 5 (Tshivenda) of the CAPS documents. It is stipulated that social transformation should ensure that educational imbalances of the past are redressed, and for all sections of the population, film study, as an example, is one of the genres to be chosen as

learners are expected to be taught both. In most cases, poetry, drama, novels and short stories are chosen to be taught in both the English and Tshivenda HL. The challenge lies in film study as some of the schools do not have access to it, and thus cannot teach it. For example, in rural areas where electrical power is not available, films cannot be shown to learners and resources (such as suitable viewing rooms) are not available. Thus, there is a lack of quality in imparting content to all different areas where education should take place.

In the written interpersonal and transactional texts, we have *'Twitter'* in English (pg. 28). In Tshivenda (pg. 32), the word is *'Thwita'* (in reality, in be *'Thwitha'* instead of *'Thwita'*). In multimedia/visual texts for information (pg. 28), there are TV documentaries, web pages, internet sites, blogs, data projection, and transparencies. They are very helpful if available at schools. In both Tshivenda and English HLs, it is practical to offer them in urban and semi-urban areas since electricity, network and equipment such as overhead projectors are available. The absence of those resources reflect that there is no equality in imparting the content to all different areas where education should take place.

In multimedia/visual texts for enjoyment and entertainment in the English (pg. 28) and Tshivenda (pg. 32) CAPS documents, newspapers and magazines which we do not have in the Tshivenda HL are not referred to. They were taught in previous years, however this is no longer the case. Thus, Tshivenda educators do not teach these aspects as newspapers and magazines written in Tshivenda are not available.

In written texts in the media, namely transactional texts, page 39, educator will not be able to ensure that learners know the magazine, editorials and newspaper articles since they are not available. This is only possible in the English HL, as they are readily available. In order to ensure that learners understand what they are taught (theory), it can be done practically by checking what is said in the newspapers and magazines, e.g. one can check the availability of the name of the article, and the style which is personal (that speaks directly to the reader, etc.).

5.3 Recommendations

Since the final objective of this study is to make recommendations for improvement of the teaching and learning practice, recommendations on the equitable way of designing and structuring Grade 10-12 Tshivenda Home Language curriculum CAPS content is elaborated in detail below.

To refrain from translating English words into Tshivenda, the Department of Basic Education (DBE) must use the capable and relevant individuals (teacher unions) to conduct research on the curriculum issues, and the results should be shared with the DBE. Educators should then implement the new curriculum if they are considered to be the integral part of the changing process. This means that educators should be consulted during the initial stage of adopting the new policy. Pan South African Language Board (PanSALB) should be given a mandate to rectify terminologies so that the Tshivenda language lesson plans are planned and taught effectively. Another recommendation is that educators should allow and encourage learners to communicate in English (during English periods) and Tshivenda (during Tshivenda periods) as this will improve the learners' command of English as well as sentence construction. The Tshivenda HL cannot be ignored as learners come from a Tshivenda environment.

Additional recommendations:

- The DBE should deliver adequate literature books timely for both educators and learners in all schools;
- The number of literature books to be read from Grades 10-12 should be reduced so that there is ample time for teaching grammar;
- Television sets for film study must be provided. In addition, educators should improvise by selecting learners to dramatise films in the interim that is in schools where there is no electricity;
- The curriculum should indicate that learners should not take a language that is different from their own as a HL as it is impossible for them to be fully conversant in another

language due to their limited skills and knowledge (in essence, learners must select their mother tongue as their HL);

- Those responsible for the curriculum development should be able to impart language structures such as conjunctions in Tshivenda since they are available in English;
- The curriculum developers should be able to name the language structured words borrowed from English words in the right way (every language aspect should be named according to the specific language area).
- Tshivenda language newspapers should be reintroduced so that learners can be taught about newspaper articles;
- Prefixes that can be attached to form antonyms should be identified, and taught in the Tshivenda language, similar to the English language;
- A clear explanation in the formation of homophones in the Tshivenda HL should be provided, similar to the way it is done in the CAPS document in the English section;
- The types of conjunctions available in the Tshivenda HL should be mentioned, similar to the way it is reflected in the English language; section of the CAPS document;
- Ample resources for HL literature, such as textbooks, overhead projectors, television sets, etc. should be delivered to schools timely;
- ‘Athikili’ in Tshivenda should appear in the Tshivenda HL textbooks, as in English textbooks, since it is translated from the CAPS documents;
- All areas (urban, semi-urban and rural) should be supplied with electricity in order to ensure that schools and educators teach learners language aspects that need such resources;
- Tshivenda concepts should be developed so that they can be used, as opposed to using translated words.

Recommendations for further research

In the light of the limited scope of this study, further research is required. For instance, the questionnaires were delivered to a few research participants namely, only two stakeholder groups. In further research, stakeholders can be expanded by adding the language practitioners,

editors and grammar book developers. It is recommended that a more in-depth study should be conducted to provide more insight into this topic. There is a need for more investigation and comparison on how educators from advantaged and disadvantaged schools answer questions posed in questionnaires. For example, advantaged schools are former model C schools, while disadvantaged schools are in the rural areas.

5.3 Conclusion

The study investigated the content of the FET Phase HL CAPS. It was conducted with educators who had been in the teaching profession for a considerable number of years and the majority of them had only been exposed to CAPS, while others had experienced different curriculum changes. It became evident from the study that it was of paramount importance to teach FET Phase HL learners linguistic aspects such as abbreviations, newspaper articles, articles ‘a’, ‘an’ and ‘the’, as they are elements that are not explained in the Tshivenda HL CAPS document. It was further emphasised that both educators and subject advisors are faced with the same challenges, such as the difficulty in teaching some of the language structures, e.g. ‘a’, ‘an’ and ‘the’ and newspaper articles. The subject advisors also alluded to the fact that in rural areas, film study is a challenge as educators do not have television sets and laptops for teaching some of the linguistic aspects. The study recommended that the DBE should ensure that curriculum implementors have the necessary knowledge and skills for the curriculum implementation process.

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APPENDIX A: RESEARCH QUESTIONNAIRE ON LANGUAGE CONTENT FOR EDUCATORS

INSTRUCTIONS

The aim of this questionnaire is to investigate the content of FET Phase Home Language CAPS.

Please answer the following questions by marking your response with an X and elaborating your response where requested. Feel free to use additional paper should this be required. Do not write your name on this answer sheet as all responses will be treated with strict confidentiality.

SECTION A: PERSONAL INFORMATION

1. Gender

Female	
Male	

2. Age group

25-30 years	
31-40 years	
41-50 years	
51 years and above	

3. Highest academic qualification

Grade 12	
Degree	
Honours	

Masters	
PhD	

4. Highest professional qualification

PTC	
STD	
BA ED	
UED	
PGDE/PGCE	

5. Teaching experience

5-10 years	
11-15 years	
16-20 years	
21 years and above	

6. Position

Principal	
Deputy principal	
HOD	
Educator	

7. Place of residence

Urban	
Semi-urban	
Rural	

8. Number of learners in your class

Less than 40	
More than 40	
More than 50	

SECTION B: CONTEXTUAL QUESTIONS

1. Challenges in implementing certain aspects of the English and Tshivenda Home Languages

Experience vast challenges	
Experience less challenges	
Experience no challenges	

Please elaborate

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2. Does the curriculum provide clear guidance on how to implement it?

YES	NO
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Please elaborate

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3. Do you think that the Tshivenda content, in its present form, is capable of functioning effectively as compared to English?

YES	NO
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Please elaborate

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4. Through CAPS, do you think that Tshivenda will be as developed as English?

YES	NO
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Please elaborate

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5. Does pacing determine relevant time allocated for specific content?

YES	NO	NOT CERTAIN
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Please elaborate

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6. Do you follow and interpret language content topics as stipulated in the curriculum with ease/without challenges?

YES	NO	NOT CERTAIN
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Please elaborate

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7. Is the language content in textbooks aligned with the sequence of content topics in CAPS?

YES	NO	NOT
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		CERTAIN
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Please elaborate

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8. Is there any integration between English and the Tshivenda Home Language and the subjects taught at school?

YES	NO	NOT CERTAIN
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Please elaborate

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9. Is the English or Tshivenda Home Language content applicable in your learners everyday life?

YES	NO	NOT CERTAIN
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Please elaborate

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10. Do you foresee any development of sound knowledge and skills for Tshivenda Home Language content?

YES	NO

Please elaborate

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11. Do you feel motivated to teach Tshivenda content using CAPS?

YES	NO

Please elaborate

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APPENDIX B: RESEARCH QUESTIONNAIRE ON LANGUAGE CONTENT FOR SUBJECT ADVISORS

INSTRUCTIONS

The aim of this questionnaire is to investigate the content of FET Phase Home Language CAPS.

Please answer the following questions by marking your response with an X and elaborating your response where requested. Feel free to use additional paper should this be required. Do not write your name on this answer sheet as all responses will be treated with strict confidentiality.

SECTION A: PERSONAL INFORMATION

1. Gender

Female	
Male	

2. Age group

25-30 years	
31-40 years	
41-50 years	
51 years and above	

3. Highest qualification

Teacher Certificate	
Professional Diploma	
Postgraduate Degree	

4. Number of years working in current position

1-5 years	
6-10 years	
11-15 years	
16 years and above	

5. Place of residence

Urban	
Semi-urban	
Rural	

SECTION B: CONTEXTUAL QUESTIONS

1. Do you experience challenges in guiding educators to implement English and Tshivenda Home Languages CAPS?

Experience vast challenges	
----------------------------	--

Experience less challenges	
Experience no challenges	

Please elaborate

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2. Does your knowledge of CAPS make you effective in your work?

YES	NO
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Please elaborate

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3. Are there any CAPS teaching and learning materials that you provide to educators under your supervision?

YES	NO
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Please elaborate

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4. Which language content do educators seek guidance for interpreting in the CAPS documents?

Please elaborate

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5. How do you ensure that educators follow and interpret language content topics as stipulated in the CAPS document?

Please elaborate

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6. Does CAPS facilitate the development of sound knowledge and skills for English/Tshivenda Home Language speakers in the written and oral contexts?

YES	NO
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Please elaborate

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7. Are the teaching plans for CAPS well designed and applicable for English/Tshivenda language?

YES	NO
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Please elaborate

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8. Do educators report difficulties in implementing CAPS?

YES	NO
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Please elaborate

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9. Do you have any concerns regarding language content in the implementation of CAPS for teaching Home Languages in the FET band?

YES	NO
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Please elaborate

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**APPENDIX C: LETTER REQUESTING PERMISSION FROM THE LIMPOPO
DEPARTMENT OF EDUCATION: VHEMBE DISTRICT**

PO Box 703

Thohoyandou

0950

30 August 2017

The District Senior Manager

Vhembe District

Thohoyandou

**APPLICATION FOR PERMISSION TO CONDUCT RESEARCH AT SELECTED
SCHOOLS WITHIN THE VHEMBE DISTRICT**

I, Nnditsheni Irene Lumadi, am a currently registered student studying towards Master of Arts in Linguistics degree at the University of Venda, Department of Communication and applied Language Studies under the supervision of Dr M.T. Babane. My research topic is entitled: **An investigation into the content of the Further Education and Training (FET) Phase Home Language Curriculum and Assessment Policy Statement (CAPS): A Linguistic Perspective.**

I would like to distribute questionnaires to language educators from the selected schools and the subject advisors for Home Languages within the Vhembe District. The research will in no way disrupt the daily functioning of the schools. Confidentiality and anonymity of participants will be maintained at all levels of this research project.

I hope that my request will be considered favourably.

With regards,

NI Lumadi – student No. 9314812

APPENDIX D: LETTER REQUESTING PERMISSION FROM SCHOOL PRINCIPALS

ENQ: Lumadi NI

PO Box 703

Thohoyandou

0950

20 September 2017

The Principal

School name

Town

Dear Sir/Madam,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a Masters student at the University of Venda, at the Department of Communication and Applied Linguistics in the School of Human and Social Sciences, currently undertaking a research project under the supervision of Dr. M.T. Babane. I kindly request for your permission to collect data from language educators in your school. My research topic is entitled: **An investigation into the content of the Further Education and Training (FET) Phase Home Language Curriculum and Assessment Policy Statement (CAPS): A Linguistic Perspective.** It focuses on the linguistic aspects that present challenges in teaching the Tshivenda Grades 10-12 Home Language Curriculum.

Educators will be provided with a brief explanation of the research process and questionnaires. It will only take ten minutes to complete the questionnaire. As part of the ethical requirements, their anonymity, confidentiality and privacy will be maintained in all the research steps including data collection, analysis and reporting. To ensure this, their names and that of the school will not be divulged in any publication and public presentation. Participation in this study is voluntary and participants can withdraw at any stage during the research process.

Your positive consideration in allowing your educators to participate in this project will be highly appreciated. Should you grant the educators consent to participate in the study, please sign the informed consent attached to this letter.

Yours faithfully,

NI Lumadi

Masters student

APPENDIX E: INFORMED CONSENT FROM PARTICIPANT

ENQ: Lumadi NI

PO Box 703

Thohoyandou

0950

21 September 2018

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

I am a Masters student at the University of Venda, at the Department of Communication and Applied Linguistics in the School of Human and Social Sciences, currently undertaking a research study under the supervision of Dr. M.T. Babane. My research topic is entitled: **An investigation into the content of the Further Education and Training (FET) Phase Home Language Curriculum and Assessment Policy Statement (CAPS): A Linguistic Perspective.** It focuses on the linguistic aspects that present challenges for teaching the Tshivenda Grades 10-12 Home Language Curriculum.

As part of the ethical requirements, your anonymity, confidentiality and privacy will be maintained in all the research steps including data collection, analysis and reporting. Therefore, your name or that of the school will not be divulged in any publication and public presentation. I do not anticipate any risk by participating in this project. Furthermore, participation in this study is voluntary, and participants can withdraw at any stage during the research process.

Your positive consideration to participate in this project will be highly appreciated. If you agree to participate in this study, please sign in the space provided below.

Lumadi N.I

Masters student

Participant

APPENDIX F: UHDC PROPOSAL APPROVAL

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS N.I LUMADI
SCHOOL OF HUMAN AND SOCIAL SCIENCES

FROM: PROF J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

DATE : 05 DECEMBER 2016

DECISIONS TAKEN BY UHDC OF 29TH NOVEMBER 2016

Application for approval of Master's research proposal in Human and Social Sciences: N.I Lumadi (9314812)

Topic: "An investigation into the content of the further Education and Training (FET) Phase Home Language Curriculum and Assessment Policy statement (CAPS): A Linguistic Perspective."

Supervisor:	UNIVEN	Dr. N.E Phaswana
Co-supervisors:	UNIVEN	Dr. M.T Babane
	UNIVEN	Mrs. M.F Sadiki

UHDC approved Master's proposal



Prof J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

APPENDIX G: ETHICAL CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mrs NI Lumadi

Student No:

9314812

PROJECT TITLE: **An investigation into the content of the further education and training FET Phase home language curriculum and assessment Policy Statement (CAPS): A Linguistic perspective.**

PROJECT NO: SHSS/17/COM/01/2911

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NE Phaswana	University of Venda	Supervisor
Dr MT Babane	University of Venda	Co - Supervisor
Mrs MF Sadiki	University of Venda	Co - Supervisor
Mrs NI Lumadi	University of Venda	Investigator - Student

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: December 2017

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: Senior Prof. **G.E. Ekosse**

UNIVERSITY OF VENDA DIRECTOR RESEARCH AND INNOVATION 2018 -01- 24 Private Bag X5050 Thohoyandou 0950




University of Venda

PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA

TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

"A quality driven financially sustainable, rural-based Comprehensive University"

APPENDIX H: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

 **LIMPOPO**
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

CONFIDENTIALITY

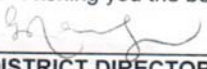
REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

LUMADI N.I
P.O BOX 703
THOHOYANDOU
0950

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
2017-09-15
PRIVATE BAG 2250 SIBASA 0970
TEL: 015 962 1313/4 FAX: 015 962 6039
LIMPOPO PROVINCE

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. You are hereby informed that your request for permission to conduct research on ***"An investigation into the content of the further education and training (FET) Phase Home Language Curriculum and Assessment Policy Statement (CAPS): A Linguistics perspective"*** has been granted.
3. You are expected to adhere to research ethical considerations, particularly those relating to confidentiality, anonymity and informed consent of your research subjects.
4. Kindly inform circuit manager and School Principals of selected school prior to commencing your data collection.
5. Wishing you the best in your study.


DISTRICT DIRECTOR

15/09/2017
DATE

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH: LUMADI N.I

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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APPENDIX I: EDITORIAL LETTER

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Reg. No. 2016/488856/07



16 February 2019

Editorial Certificate

To Whom It May Concern,

This letter certifies that the dissertation titled: "*An Investigation into the Content of the Further Education and Training (FET) Phase Home Language Curriculum and Assessment Policy Statement (CAPS): A Linguistic Perspective*", by Nnditsheni Irene Lumadi was edited for language, grammar, punctuation, spelling, and overall style by NIM Editorial.