

**IMPACT OF LANGUAGES SUBJECT ADVISORS' ROLES ON TEACHING AND
LEARNING OF LANGUAGES IN THE INTERMEDIATE PHASE, VHEMBE DISTRICT
IN LIMPOPO PROVINCE**

by

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DECLARATION

I, **TSHIMANGADZO RACHEL MUNYAI** declare that the dissertation, titled - **“Impact of Languages Subject Advisors’ roles in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province,”** - is the product of my own work through the professional guidance of my expert supervisors. It is an original work and has not previously been submitted to this University or another institution.

Signature: _____ **Date:** _____

DEDICATION

I dedicate this dissertation to God Almighty, my Creator, for giving me strength to finish this research. He has been the Source of my Strength, my Teacher, my Ever-Present Helper, my Source of Inspiration, Wisdom, Knowledge and Understanding throughout this journey of research. I also want to dedicate this work to my Spiritual Father, the late Pastor Dr NL Khorombi; without him I would not have been counted among the living. This work would not have been possible without his unwavering support in my life. He held my hand and walked with me in this journey of life. He believed in me and stood in the gap of a father when no one could.

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ABSTRACT

The study investigated the Impact of Languages Subject Advisors' roles in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province. The study sought to identify the relevant intervention strategies to improve Languages pass rate in the Intermediate Phase. The study used two research methods and the relevant information was gathered using questionnaires and interviews from the two (2) circuits of Vhembe District, namely, Mvudi and Soutpansberg West Circuits. Purposeful and random samplings were used to select 100 languages teachers in the Intermediate Phase, 5 Languages Heads of Departments (HODs), plus 2 Languages Subject Advisors as participants for this study. From these, 05 HODs in Languages participated in the interviews together with the 2 Languages Subject Advisors, hence, 100 Languages teachers responded to the questionnaires. Quantitative data were analysed through the Statistical Package for the Social Sciences (SPSS). Qualitative data was analysed thematically. The main finding of this study revealed that the roles that Subject Advisors are playing have a serious impact in enhancing language teaching and learning. The study recommends, among others, that Action Research by teachers should be effective in enhancing the teaching and learning of Languages.

Key words: Language Subject Advisor, Intermediate Phase, Systemic Evaluation, First Additional Language.

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessment
ANC	African National Congress
CAPS	Curriculum and Assessment Policy Statement

CASS	Continuous Assessment
C2005	Curriculum 2005
DBE	Department of Basic Education
DoE	Department of Education
ELRA	Educators' Labour Relations Act
FFLC	Foundations for Learning Campaign
FAL	First Additional Language
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
LoLT	Language of Learning and Teaching
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NPA	National Protocol for Assessment
NPPPPR	National Policy Pertaining to the Programme and Promotion Requirements
NQF	National Qualification Framework
PCK	Pedagogic Content Knowledge
RNCS	Revised National Curriculum Statement
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SASA	South African Schools Act
SBA	School-Based Assessment
SE	Systemic Evaluation
SPSS	Statistical Package for the Social Sciences

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

In South Africa, the services of Subject Advisors were initiated before 1994. These services fell under the Inspectorate Directorate (inspectors and Subject Advisors) of the then Department of Education and Training (DET, 1986). In addition, these services, operated in separate departments for Whites, Indians, Coloureds and Blacks. They operated according to previously demarcated four provinces of South Africa, namely, Transvaal, Orange Free State, Cape and Natal. The Inspectorate Directorate served according to the education act for a race, hence, the Bantu Education Act of 1953. The Bantu Education Act (1953) was promulgated for the Black South Africans for the purpose of consolidating discriminatory educational practices so they could be uniformly implemented across South Africa. Each provincial education department, for example, the Transvaal Education Department (TDE), had a manual for its inspectors of education. The manual clearly spelt-out functions of the inspectors and for Subject Advisors, hence, the manual optimized their functions (Dilotsohle, Smith & Vreken, 2001; Lieberman, 1995: 591-596).

The aspect of school inspection is a world-wide phenomenon. Its aim is to supervise teaching and learning activities in schools. This entails monitoring how principals manage the curriculum (Brighouse, 1995; De Grauwe & Carron 2007). In South Africa the Inspectorate Directorate was divided into academic and services (Dilotsohle, Smith & Vreken, 2001). The academic section, for example, provided in-service training programmes to support teachers, while new and existing principals were trained in TopDown Management Model (DET, 1986). Changes in 1990, however, rendered the Inspectorate Directorate of DET obsolete. Teachers criticized the inspectors and Subject Advisors as being incompetent and that their services were infrequent, that irregular criteria were used in the appraisal processes and that secrecy shrouded their operations

(African National Congress - ANC, 1994:53-54). In addition, teachers complained that Subject Advisors were concerned with bureaucratic efficiency and social control rather than professional development; hence, loyalty to top officials outweighed the interest and needs of teachers (Dambuza, 2015; De Grauwe & Carron, 2007).

1.2 BACKGROUND

The ANC led government inherited the structure of colleges of education which proliferated in the 1960s. These colleges were in the homelands; as such their purpose was to control and thwart the Africans' aspirations and advancements and divert them from the urban areas (ANC, 1994; Lieberman, 1995).

From 1996, restructuring of teacher education saw the redeployment and rationalisation of teachers. The DoE in partnership with trade unions provided the rationale for redeployment of teachers from 'oversupplied' to 'under-supplied' areas – from white to black areas and from urban to rural, peri-urban and informal settlement areas (Educators' Labour Relations Act, 1993; ELRA; Lieberman, 1995; Gerwel, 2009).

In 1999, rationalization extended to colleges and universities. This led to the closure of colleges of education and merging of universities to 26 public institutions of higher learning (Gerwel, 2009). The rationalisation of colleges for teachers brought into existence, a crop of Subject Advisors. Lecturers were deployed at circuits and districts as Subject Advisors. They were exposed to workshops as part of their professional development for their new responsibilities (Chigona, 2017; De Grauwe & Carron, 2007). This was a burden to circuits and districts that saw several ex-lecturers flooding their limited spaces; the colleges' infrastructures were declared multi-purpose centres.

Schools became skeptical of the metamorphosis that these lecturers underwent, from teaching pre-service to in-service programmes, hence, their visits to school was met with resistance (Dambuza, 2015). Their roles, however, could not be undermined since there was an improvement in the matric pass rate after their interventions. These Subject

Advisors participated also in reviews of the curriculum, its delivery and its monitoring (ANC, 1994; Lieberman, 1995).

In 1995, 15 Ministries of Education from Southern and Eastern Africa joined in attempts to improve the quality of education. This is where Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) was born. South Africa, Zimbabwe, Botswana and several nearby countries were also part of the Consortium. After SACMEQ was officially launched, it started to operate. The results showed that while South Africans had improved their performance across the SACMEQ studies, they were still underperforming in certain areas and Language was one such area (SACMEQ 2011:1).

The Ministry of Education made use of two types of national assessments to report the results of the performance of learners. Following on the designs of the cross-national and regional studies, the first type involved Systemic Evaluation (SE) conducted on a 5 year cycle on random samples of public schools at either Grade 3, 6 or 9. The central function of SE involves benchmarking performance and tracking progress obtained towards achieving the goals of transformation of the education system regarding access, quality, equity and redress (DBE, 2012), See Tables 1.1, 1.2 and 1.3).

Table 1.1: The Corresponding Figures in Language Assessment (Report on ANA, 2012:22)

Province	Percentage
Mpumalanga	46%
Free State	26%
North West	22%
KwaZulu-Natal	17%
Limpopo (focus of this study)	17%
Eastern Cape	13%

Western Cape	10%
Northern Cape	8%

The score differences between the home and second language learners averaged approximately 18% in favour of the Home Language learners (DoE, 2003:64; DBE, 2011 & DBE, 2014). This difference is extremely high and suggests a need for further investigation.

Table 1.2: Summary Table of Average Percentage Marks for Languages in 2011 and 2012 (ANA, 2014:9)

Grade	First Additional Language 2011	Home Language 2012
1	59	58
2	52	55
3	35	52
4	34	43
5	28	40
6	28	43
9	Not written in 2011	43

These two Tables (1.2 and 1.3) show it clearly that there is a decrease in language acquisition since performance went down from 2011 to 2014. In 2011 and 2012 the average percentage was a bit higher in Foundation Phase, but in Grades 4 to 9 there is no tangible change or improvement in performance. This is a clear indication that learners have been struggling for the past four years.

Table 1.3: Summary Table for First Additional Language in 2012, 2013 and 2014 (ANA, 2014:44)

Grade	First Additional Language Average Percentage Mark		
	2012	2013	2014

4	34	39	41
5	30	37	47
6	36	46	45
9	35	33	34

Tables 1.2 and 1.3 show the results that many learners in both Home Language and First Additional Language (FAL) are still facing challenges. This shows that although the performance has improved, the achievement is still lower than expected, particularly in FAL, where in all grades performance has remained on the low side, to the extent that most of the learners cannot read and write for Language studies in the GET Band, their own language, particularly Intermediate and Senior Phases which was not so, before 1994, because learners used to read and write in the Foundation Phase (DoE, 2003:64; DBE, 2011 & DBE, 2014).

The data from three consecutive large-scale assessment programmes conducted in 2012, 2013 and 2014, involving more than 7 million learners, allowed for an intensive analysis of the system from a qualitative and quantitative perspective and for an evaluation of the progress made in learner performance over the years. This kind of assessment serves as an early warning system of potential problems that may emerge in the Further Education and Training (FET) bands (DBE, 2014).

The teacher constitutes another factor influencing the quality of language teaching and learning. Effective use of contact time and time on task were also identified as problematic as most teachers surveyed did not use their contact time effectively (DoE, 2003; Brinko, 1993). To ensure access to quality education, learning support materials must be made available to learners. Access to in-service training by all teachers should be prioritized, so that teaching practices can be improved (DoE, 2003:64; DBE, 2011 and DBE, 2014).

In so doing, SE aspired the promotion of accountability to attract public confidence in education. SE also monitors whether learners are meeting national standards, especially in reading, listening, writing, numeracy and life skills at the Foundation Phase, and at key

transitional stages in the learning ladder, namely, Intermediate Phase and Senior Phase (DoE, 2003:5). The end goal of SE is to improve education delivery and its outcomes. The results of SE were used to report on the policy goals with regards to access, quality and equality as indicators of the 'health' of the education system.

The second type of national assessment, although now abandoned, was the Annual National Assessment (ANA). ANA was based on a similar framework to the previously conducted Systemic Evaluations but targets a more diagnostic interpretation of learner achievement. The design of ANA broke new ground in primary school assessment in South Africa by embarking on a census type of external assessment involving all learners registered in every public school. South Africa falls in the small group of countries that have adopted a census model of national assessment. In 2014, all grades in the General Education and Training Band (GET) were assessed. Within the context of a long-term sector plan, such as the Action Plan 2014, the ANA is aimed at providing valuable data to planners in Government, the Basic Education Ministry, social partners and various institutional role players. The prime purpose is to enhance basic education quality (DBE, 2014).

The findings of the SE and ANA mentioned above report on learner performance. Country-wide, approximately 76% of the learners indicated that their language of learning and teaching was the same as their Home Language. This implies, however, that nearly one-quarter of learners received instruction in their second or third languages. This situation was particularly "bad" in Mpumalanga (54%) and Gauteng (33%), (DoE, 2003:21). Learner performance in Language is not satisfactory.

The situation reveals that practices related to language teaching and learning were not fully implemented in classes. The national average scores obtained by learners was the lowest for Numeracy (national mean of 30%) and 54% for both Life Skills and Literacy (DoE, 2003:58). For Literacy, learners were assessed for Reading, Writing and Listening Comprehension, where the national scores averaged 39% and 68% for each of these areas, respectively (DoE, 2003:58). Literacy was conducted in Home Language;

however, performance was very low. The results, hence, supported the findings that learners seem to have greater difficulty in producing their own written responses in contrast to selecting from given answers.

The statistics above were taken seriously by DBE, thus, in 2011; the Minister of Education launched the National Education Evaluation and Development Unit (NEEDU) in pursuit of providing quality education. The NEEDU's primary objective was to conduct monitoring and evaluation of schools, districts, provinces and the national Department of Basic Education (DBE, 2011). Functions of NEEDU were incorporated with Quality Learning and Teaching Campaigns (QLTC), which were meant to mobilise communities to support schools. The NEEDU at its initiation had two cycles of mandate. The first monitoring cycle by NEEDU was 2012-2016 and second one is 2017-2021.

It should be noted that NEEDU and QLTCs monitor the quality of the education system; this implies monitoring Subject Advisors' impact on teaching and learning activities. The first finding of NEEDU during the 2012-2016 cycles was on Reading. Of the 134 schools that were monitored for reading, 87% of them had teachers who did not have any methods of teaching reading. In addition, where teachers had identified learners who had challenges in reading, they did not know how they could assist these learners. In most schools (90%), the School Management Teams (SMT) did not monitor reading. In most districts visited (80%), did not have a system of monitoring reading levels in schools (DBE, 2016).

Based on this background, the researcher argues that education restructuring, as is happening in South Africa, is bound to influence teachers as the recipients and implementers of the educational changes. The Subject Advisors, languages Subject Advisors in this case, therefore, have the responsibility of equipping the country's teachers with literacy skills necessary to implement changes in language teaching and learning. Subject Advisors have to train, support, workshop, monitor school teachers regarding the implementation of present-day National Curriculum Statement (NCS) which is meant for Grades R-12. Furthermore, the researcher argues that the country will do

well by investing in Subject Advisors as teacher-trainers in view of teachers' high attrition rate.

1.3 STATEMENT OF THE PROBLEM

This study sought to investigate the impact which Languages' Subject Advisors have in teaching and learning of Languages, through their support to teachers. The teaching of Language as a subject, serves a crucial part in the promotion requirements of South African learners. Languages in South Africa have the highest promotion requirement in the General Education and Training (GET) band; the requirements outline what every learner must obtain in order to be promoted to the next grade, from Grades R to 12. If a learner fails English and Home Language, in the Intermediate Phase or GET band, he or she cannot go to the next grade even if he or she obtains 100% in all other subjects (DBE, 2011:10).

The Language of Learning and Teaching (LoLT) in the Foundation Phase is Home Language, except in English as a subject. English is being taught as a subject at that Phase, but when Foundation Phase learners progress to the Intermediate Phase, English becomes both a subject and a LoLT. This transition causes learners to face challenges with languages, particularly, English because they have to learn in English, Mathematics, Life Skills and other new subjects, which were being taught in their Home Language. Learners fail to express themselves well in English as a LoLT. The researcher as a Languages Subject Advisor has witnessed this every year when monitoring and supporting of schools, as well as during verification of schedules and Continuous Assessment moderation, especially, in Grade 4. This poses a challenge to learners in trying to grasp everything in English and hence the pass rate in Languages, at this Phase, declines (DBE: 2011:6, 9).

Most learners in Limpopo Province perform poorly in languages because of so many factors, which range from learners undermining them on daily basis, lack of resources, dyslexia and teachers' lack of support, to teachers' lack of pedagogic content knowledge

(PCK). Teachers' lack of PCK is one factor investigated in this study. Teachers do not implement the content as it is structured in NCS, and they also claim to know the subject matter or content 'by heart', hence, learners are failing because the external examiners will stick to the policy (NCS) when they set the external examinations (DBE, 2011:10).

Interventions, therefore, must take place, to address the challenges that teachers face in the teaching and learning of languages. Teachers usually assume that a child who enters Grade 4 has acquired the basic reading skills needed to comprehend or to get through written text. If this is true, the child is then ready to build new skills to cope with new kinds of reading materials and is also ready to increase his/her reading in all subject fields, however, this is not the case, as the poor language skills limit him or her. Languages teachers at this Phase, struggle to introduce the new LoLT and new subjects, to the extent that they need to code-switch, continuously, from English to Home Language, for learners to understand what they are teaching (DoE, 2003:64; DBE, 2011 and DBE, 2014).

It is, therefore, imperative that languages teachers be well-equipped through training, workshops and monitoring as the promotion of learners to the next grades rests upon their shoulders. Failure to read and write prevents learners from becoming what they want to be in life or to pursue career paths that require language skills (Ayua, 2017).

Several studies conducted after 1994 in South Africa depict that subject advisory services need attention in this new dispensation in order to make an impact in the teaching and learning of subjects. The studies touch on areas such as - services of inspectors and Subject Advisors (ANC, 1994); teacher development support (Lieberman, 1995); supposed functions and roles of Science Subject Advisors in schools (2001); teacher engagements by Subject Advisors (DoE, 2009b); teachers' perceptions of Curriculum Advisors of Mathematics in the Intermediate and Senior Phases (2014); the roles of Subject Advisors in strengthening teacher instructional leadership practices (2014) and the perceptions of Subject Advisors on their practice of supporting teaching and learning in South African schools (2016) – among others.

Findings of the studies above are as follows:

- Subject Advisors do not belong to any professional body; hence, their accountability is questionable (ANC, 1994).
- Need for practices that support teacher development (Lieberman, 1995).
- Shortage of experienced Subject Advisors (Dilotsothle, Smith & Vreken, 2001).
- The role of Subject Advisors is problematic and limiting, based on their low frequency of interaction and communication, to effectively engage teachers on teaching and learning issues (DoE, 2009b).
- Subject Advisors play a technical role, demanding unnecessary administrative tasks and box ticking by the teachers (Addendorff & Moodley, 2014: 424-433).
- Subject Advisors lack capacity; they need to be capacitated continuously to meet the on-going curriculum challenges (Mbanjwa, 2014).
- Perspectives of teachers on Subject Advisors as instructional leaders (Dambuza, 2015).
- Subject Advisors display a top-down model in their role and teachers do not have much input in pedagogical content knowledge (Mavuso, 2016).

Ayua, (2017); Brinko, (1993); Darling-Hammond and McLaughlin (1995) are for the view that any professional development reform needs to be supported by policy. The studies above confirm that Subject Advisors have not improved or developed in their roles, hence, this study dwelt on the impact of Languages Subject Advisors in enhancing effective teaching of languages in the Intermediate Phase.

1.4 AIM OF THE STUDY

The purpose of this study was to investigate the **“Impact of Languages Subject Advisors’ roles in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province.”** To improve the achievement of learners in languages, it will be realized through the following objectives of the study:

- To identify the roles of Languages Subject Advisors in the enhancement of effective teaching and learning of languages in the Intermediate Phase.

- To explore how Intermediate Phase languages teachers can be supported towards effective learning and teaching of languages.
- To identify strategies to enhance the effective teaching and learning of languages in the Intermediate Phase.

1.5 RESEARCH QUESTIONS

The major research question of the study is - *How do Languages Subject Advisors support languages teachers in teaching and learning of languages in the Intermediate Phase?*

The study intends to find responses to the research questions given hereunder:

- What are the roles of Languages Subject Advisors in enhancing effective teaching and learning of languages?
- How best can Intermediate Phase languages teachers be supported towards enhancing effective teaching and learning of languages?
- What strategies can be used to enhance the effective teaching and learning of languages in the Intermediate Phase?

1.6 HYPOTHESIS

There is significance increase in language performance of teachers due to the support of Languages Subject Advisors than in those languages teachers who are not supported.

1.7 LITERATURE REVIEW

This chapter has provided a critical summary of published research literature relevant to the researcher's topic which focuses on the impact of Languages Subject Advisors' roles in enhancing effective teaching and learning of languages. In this chapter, therefore, an in-depth knowledge of the researcher's topic has been revealed.

1.7.1 Theoretical Framework of the Study

The concept, Subject Advisor, relates to an office-based education Educator Labour Relations Professional Handbook for Educators – (ELR PHE, 2003). The Subject Advisor is at the centre of teaching and learning, exercising leadership, communication, management, transformation, research and development as well as curriculum delivery techniques.

The theory related to the concept Subject Advisor, for this study, is the Facilitation Theory. Carl Rogers (1902-1987) created this theory during the 1980s. Rogers & Spiegel (1980) believes that: “We cannot teach another person; we can only facilitate his learning” (McLeod, 2014). This theory is in line with this study since Subject Advisors and teachers are both adults, hence, their encounter is reciprocal as was briefly explained below.

The critical aspects of the facilitation theory were explained in detail in Section 2.3 of this study. In a nutshell, there is a paradigm shift in Subject Advisory services. Several scholars are contributors to Carl Rogers’ Facilitation Theory. Four contributors were highlighted and further discussed in chapter 2 - McLeod, (2014), Dunn, (2002), Burns, (1995) and Brookfield (1986). According to the Facilitation Theory, the Subject Advisor, the educator/facilitator of adult learners/teachers creates an atmosphere or culture of learning in teachers. The Subject Advisor (educator) exposes teachers (learners) to new ideas in their subject (Dunn, 2002). According to the Facilitation Theory, teachers are innovators rather than consumers of knowledge; hence, the relationship between Subject Advisors and teachers is reciprocal.

1.7.2 Curriculum Changes

After 1994, the Christian National Education philosophy changed, the National Qualification Framework was put in place and Curriculum 2005 (C2005). Later the C2005 was streamlined and strengthened and it was re-named Revised National Curriculum Statement (RNCS) initially, for Grades R to 9, then it was also made available for Grades

10 to 12. The two National Curriculum Statements were restructured and repackaged into one National Curriculum Statement for Grades R to 12 (DBE, 2012:3).

New operational policy documents were introduced for the teachers to implement this NCS for Grades R – 12 (January 2012), namely:

- (i) Curriculum and Assessment Policy Statement (CAPS) for each approved school subject, therefore, CAPS is not the name of the current curriculum used in South Africa, but one of the three policy documents that are used in the current NCS Grades R-12 (DBE, 2012:3).
- (ii) National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR) of the NCS Grades R-12 (DBE, 2012:3).
- (iii) National Protocol for Assessment (NPA) NCS Grades R-12 (DBE, 2012:3).

The research reports (ANA, 2011/2014; SE, 2003/2011/2014 and NEEDU, 2016) show that teachers are not able to interpret and implement the three operational documents mentioned above. CAPS document is the mostly used document for NCS Grades R-12. It has Teaching Plans that teachers are supposed to use during Teaching and Learning, whereas the other two documents are used for Assessment (NPA), Progression and Promotion requirements (NPPPPR). Some teachers taught using their own experiences; for teachers who resist change - some do not use the CAPS document at all, some fail to implement CAPS correctly, some are using textbooks without reference from CAPS document and some are using workbooks only – hence, they are lowering learners' performance (NEEDU, 2016). This is very evident in the Vhembe District where common formal tasks are given, in all grades, at the end of every quarter. The common tasks setters focus on the CAPS document; hence, the results of the learners tell the real story; that teachers have problems on the correct implementation of CAPS. Those who are trying to implement fail to interpret CAPS policy document and this is where the roles of Subject Advisors come in.

This study sought to investigate the impact of the Languages Subject Advisors' roles in enhancing effective learning and teaching of languages in the Intermediate Phase.

Subject Advisors are required to execute their roles in line with the current NCS Grades R to 12.

1.7.3 Teacher Development in Curriculum Changes

According to the researcher's experience as a Language Subject Advisor, curriculum changes impose a huge impact on learning and teaching of languages in the classroom situation; under these circumstances much is expected from the teacher. Most of the languages teachers became frustrated and could not align themselves with these drastic changes in the teaching and learning of languages and they became demotivated and demoralized. There is, hence, a serious need for teachers to be trained, workshopped and support for the correct implementation of NCS Grades R to 12 (DBE, 2011).

The NCS is founded on the principle of increased knowledge and skills: it specifies and sets high minimum principles in terms of knowledge and skills to be attained in all subjects per grade (DBE, 2011:4).

The above-mentioned purpose and principle on their own demand high competences on the side of teachers. Reading is a learned skill and, without being taught, children will not learn to read. This simply means that teachers must change their way of teaching languages. This is where the roles of Languages Subject Advisors come in to help and support languages teachers to achieve those set objectives of NCS Grades R-12. (DBE, 2011:4).

Based on above, education providers, like schools, depend on teacher training institutions like colleges, Technikons and universities. These institutions may be concerned with preservice or in-service training programmes and both serving and training teachers need to be given the latest information in terms of content, teaching methods, teaching and assessment strategies.

1.7.4 The Roles of Languages Subject Advisors

One of the main roles of Languages Subject Advisors is to increase teaching and learning quality of languages in the classroom by helping teachers to interpret and implement the three NCS operational policy documents. The researcher's experience shows that some of the teachers know CAPS policy document only. Most of the schools were supplied with one copy each of the National Protocol for Assessment (NPA) and the National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR). Some teachers, hence, do not have access to those documents. What is more worrisome is that, some teachers have not yet seen those documents according to the report collected during monitoring and support of languages teachers. There is a very serious need for training and supporting teacher on the correct implementation of NCS Grades R to 12 at schools, clusters and workshops. The support from the Languages Subject Advisors also helps teachers to mediate learning and to do continuous assessment.

1.7.5 Languages Subject Advisors' Support to Intermediate Phase Languages Teachers

Every subject has Subject Advisors who help the teachers to demonstrate content knowledge of their subjects. Languages as subjects also have Subject Advisors who help teachers by monitoring and supporting the implementation of the curriculum as they are specialists in their fields of operation; they have content knowledge of the subject. They support teachers in effective delivering of the curriculum in the classroom and by strengthening their content knowledge. They support by ensuring that teachers have all the NCS Grades R-12 policy documents (namely, CAPS, NPA and NPPPPR), programmes, learning and teaching support materials, assessment documents and all relevant documents for the subject. Subject Advisors assist by developing some materials which will be of help to teachers, such as rubrics, lesson plan exemplars, record sheets and others; also monitor the informal and formal tasks as well as moderating those tasks. Teachers are also helped to organize activities, such as storytelling or writing, reading, spelling BEE and debate competitions (DoE: 2003; DBE: 2011; DBE: 2014 and DBE:

2016).

Languages teachers must be monitored first by the Languages Subject Advisors in order to get the relevant support that they really need. Needs analysis must take place before support is given to teachers. Monitoring offers an opportunity to assess the progress of a teacher. It facilitates decision-making in terms of what to do next, whether to modify what the teacher is doing or planning and gives feedback to the teachers on their performance. According to Peterson (1995), much of teachers' work is carried out in self-contained classrooms that isolate them from the support of their colleagues. This organizational structure means that teachers are difficult to supervise; they do not receive regular feedback from others, and often find it hard to collaborate. Hence, the support from the Languages Subject Advisors has a serious impact to languages teachers.

1.7.6 Strategies to be used to Enhance the Effective Teaching and Learning of Languages

A strategy is a method, or a plan chosen to bring about a desired future action, such as achievement of a goal or solution to a problem. It is the art and science of planning and marshalling resources for their most efficient and effective use.

The learning community consists of both learners and teachers. Learners benefit from effective teaching and learning strategies inside and outside the classroom; they learn differently as they have different learning styles (Peterson, 1995; Lieberman, 1995).

Helping learners learn is a challenge to teachers. Identifying effective teaching strategies, therefore, is also a challenge as they both assess the effectiveness of the current teaching style and consider innovative ways to improve their teaching to match their learners' learning styles (Peterson, 1995; Lieberman, 1995).

This study seeks to investigate the impact of Languages Subject Advisors' roles in teaching and learning of languages in the Intermediate Phase, Vhembe District in

Limpopo. Languages Subject Advisors play a pivotal part in enhancing language teaching and learning in Intermediate Phase as they are required to execute their roles in line with current NCS Grades R to 12 (January 2012).

These changes have had considerable impact on teaching and learning of languages in the classroom situation. Subject Advisors and teachers are expected to have a mutual relationship to ensure effectiveness of the schools which should ultimately lead to quality teaching (*The Policy on the Organisation, Roles and Responsibilities of Education Districts*, DBE, 2013). There is, thus, an urgent need for teachers to be trained, workshopped and directed for the correct implementation of NCS Grades R to 12 (DBE, 2011). This is where the roles Languages Subject Advisors come in to help languages teachers to achieve those set objectives of NCS Grades R-12. (DBE, 2011:4).

1.8 DEFINITION OF CONCEPTS

Definition of relevant and commonly used concepts assist in readers' understanding of the study, however, only a few will be defined below.

1.8.1 Language Subject Advisors

According to the DBE (2013:11), Subject Advisors are specialist office-based educators in a district office or circuit office whose function is to facilitate curriculum implementation and improve the environment and process of learning and teaching by visiting schools, consulting with and advising school principals and teachers on curriculum matters.

The Employment of Education Act (No. 76 of 1998) specifies that the Subject Advisors facilitate curriculum delivery and provide guidance to institutions on policy formulation and implementation.

In this study, a Subject Advisor is a person who has special content knowledge of a particular subject. In this study, a Subject Advisor is an individual with a specialization in

Languages, for example, English, and can demonstrate pedagogical content knowledge in languages. A Subject Advisor is responsible for supporting teachers in the implementation of the current curriculum so that they can apply new approaches and strategies of teaching. The role of the Subject Advisor is to assist in improving the quality of content delivery among learners in classroom through giving guidance, monitoring and generally, supporting teachers at schools, clusters and workshops. In this study, the roles of Languages Subject Advisors are to support and impact teachers' abilities to effectively teach language - will be investigated (DoE, 2003).

1.8.2 Intermediate Phase

Intermediate Phase is one of the three phases in the General Education and Training Band, whose entry point is Grade 4 and its exit point, is Grade 6. It is, therefore, a phase between the Foundation Phase and Senior Phase, where learners are required to do six subjects and language is one of them (DoE, 1998). In fact, learners do four content subjects, namely; Mathematics, Life Skills, Natural Sciences and Technology, and Social Sciences plus two languages, that is, Home Language and First Additional Language (FAL). In the Foundation Phase the same learners who are now in the new phase called Intermediate Phase were taught only four subjects in their Home Language, except English. Intermediate Phase becomes an essential phase, because the very same learners are now introduced to two new extra subjects such as Natural Sciences and Technology, and Social Sciences, which were not there in the Foundation Phase. To make it worse the two new subjects plus the four subjects from Foundation Phase are now being taught in English as a Language of Learning and Teaching (LoLT), which was not the case in the Foundation Phase, hence the languages teachers in this phase are to be supported by Languages Subject Advisors for the enhancement of language teaching and learning.

Van der Merwe (2018) indicates that it is essential for learners in the Intermediate Phase to become proficient in academic language in order to successfully engage optimally with tasks at school, and without teachers who are competent users of (English) academic language, they may lack opportunities to develop an awareness of the discourse and may

fail to develop them. All learners, from Grade 4 that is Intermediate Phase, onwards, use English as the medium to engage with text and to participate in conversation in class, therefore Languages teachers need to teach English intentionally and explicitly. They themselves need to be competent enough and make sure that learners are fully developed in English as a language and as a subject.

In the Intermediate Phase, learners are introduced to new concepts like time management, study time tables and more advanced assessments. More technical and academic skills are the focus in this phase. It is a phase wherein a great transition takes place in the lives of learners. From Foundation Phase, learners were taught in their Home Language and in this phase is English. Hence, this study is to address the challenges of language teaching and learning in this phase.

1.8.3 Systemic Evaluation

Systemic Evaluation is the assessment of the degree to which the economic, transformational and social goals of the education system are achieved. It is concerned with the context in which the teaching and learning discourses are experienced and measures the performance of learners. The Assessment Policy requires that Systemic Evaluation be conducted in three grades of the education system, namely, Grades 3, 6 and 9. The DoE (2001a) states that the prime function of Systemic Evaluation is the benchmarking of learner performance and tracking advancement towards achieving the goals of transformation in education, such as access, quality, equity and redress. In this way, systemic evaluation strives to ensure and promote accountability, to further arouse confidence of the community in education. It is to evaluate the performance of the education system at Grades 3, 6 and 9 in order to inform interventions for continual improvement of the quality of instruction in the classroom. The indicators against which evaluations are done centre around the transformational goals of access, equity, quality and learner achievement.

Systemic evaluation surveys involve collection of data on contextual systemic factors from samples of learners, parents, teachers, principals and district officials through the administration of specially designed questionnaires. In addition, learners take special tests to assess their levels of achievement in identified Learning Programmes or Learning Areas (DoE, Annual Report, 2002-2003:51)

In other words, it is an assessment of the way in which the system of education attains the goals of socio-economic transformation. This is achieved through the measurement of the performance of learners and their experiences in the teaching and learning context. In this study, the results of Systemic Evaluation on learner performance in languages will be used.

1.8.4 First Additional Language (FAL)

The FAL refers to a language which is not a mother tongue, but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their First Additional Language as a LoLT. Many children in South Africa utilise their additional language as LoLT, which in most cases, is English. This implies that they should attain the highest degree of proficiency in English, because they must be able to speak, read and write in English (DBE, 2011:8).

English as First Additional Language focuses on communicative competence involving oral work, creative writing, language and grammar and literature. In this study, learners are beginning to learn all the subjects in English except their Home Language. Learners will begin to understand concepts and will learn skills and strategies for thinking and accessing information in their subjects. They begin to learn the language and the content subjects at the same time and that is the reason why teachers are to be supported by Subject Advisors in order to enhance language teaching and learning.

1.9 RESEARCH DESIGN AND METHODOLOGY

Research is a journey and this journey needs to be planned beforehand, hence, a need for a research design and methodology.

1.9.1 Resign Design

The research design is a detailed outline of how an investigation will take place. The research design relates to the entire strategy which one opts to integrate various parts of the study in a logical and coherent manner, thereby making sure the research problem is addressed effectively. It establishes the blueprint for collecting, measuring and analysing research data (De Fries & Fulker, 1985; Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2007; Crowther & Lancaster, 2009).

1.9.2 Research Methodology

Methodology of a research relates to the process employed to gather data for the reason of making research decisions. In this study, mixed methods were utilised for the collection of data. The researcher used both interviews and questionnaires to gather data. This is due to the chief advantages of these instruments. Qualitative research can explain something which numbers alone (quantitative research) are unable to reveal, hence, the two methods complement each other. A questionnaire was preferred because of its apparent simplicity, its versatility and its low cost as a method of data gathering. It also involves a large sample and do not require relatively a longer time for data collection. Qualitative research was also chosen as a complementary method, because it is naturalistic and provides an in-depth perspective about a phenomenon. Qualitative research is far more experiential and focused on capturing participants' feelings and views. It again provides a much more flexible approach wherein the researcher can change the setting to improve responses. Interviewees express their genuine and detailed thoughts, opinions, inner experiences, beliefs and attitudes towards the topic. Interviews are typically structured to meet the researcher's objectives (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2007; De Fries & Fulker, 1985 and Rahman, 2017).

1.10 POPULATION, SAMPLING PROCEDURE AND SAMPLE

Research studies involve participants who are drawn from a larger population. One study cannot deal effectively with the whole population hence; a sample is required to manage the target population.

1.10.1 Population

The research population generally describes a large group of individuals that share a common characteristic and present the whole sum total of cases involved in a study. The target population in this study is Intermediate Phase languages teachers in Vhembe in Limpopo Province. Two circuits have been purposefully selected, namely, Mvudi and Soutpansberg West.

1.10.2 Sampling Procedures

The study adopted a random and purposeful sampling procedure to get a sample (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2007) for the study from teachers who teach languages in Mvudi and Soutpansberg West Circuits of Vhembe District. The purposefully sampled circuits have an influence on the languages spoken in those areas. For example, Mvudi Circuit is dominated by pure Tshivenda language speaking people with no influence of other languages, whereas Soutpansberg West is dominated by Tshivenda speaking people who use different dialects.

1.10.3 Sample

The concept of sample concerns a set of elements chosen in some way from the population (Crowther & Lancaster, 2009). In this study, the researcher used 100 Languages teachers, 5 Heads of Departments (HODs) plus 2 Languages Subject

Advisors; out of these participants, 5 languages HODs participated in the interview together with 2 Languages Subject Advisors, whereas 100 Languages teachers responded to the questionnaires. In total, the sample is 107 participants.

1.11 DATA COLLECTION PROCEDURES

The researcher sought permission (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2007) to collect data from the two circuits, schools and Vhembe District. Questionnaires were delivered to schools, to the Intermediate Phase teachers who teach Language in Grades 4, 5 and 6 and were collected after three days. Individual interviews were conducted on site for two days.

1.12 TRUSTWORTHINESS

The researcher used a variety of data sources to establish the credibility of the collected data. The researcher thoroughly and critically reviewed the findings in order to correct whatever misinformation or mistakes that exist which may hinder the reliability of the study (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2007).

1.13 ANALYSIS OF DATA

Quantitative data was analyzed using statistics (SPSS), whereas qualitative data was analysed thematically. Quantitative and qualitative data were then synchronized, and then findings of the study were presented in relation to literature review to achieve research objectives (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2000/2007; De Fries & Fulker, 1985).

1.14 SIGNIFICANCE OF THE STUDY

This study is significant, because the results should assist in developing theory, skills, content knowledge and practices which teachers are going to demonstrate in teaching and learning. It is, thus, significant in the sense that its results will benefit the teachers and the learners as well as the community at large; that is, because when teachers are well-equipped, learner performance will also be tremendously improved.

1.15 DELIMITATION OF THE STUDY

This study was conducted in the General and Education Training (GET) Band in Vhembe District, Limpopo Province. Participants were the Intermediate teachers responsible for languages, HODs for languages and Subject Advisors in languages.

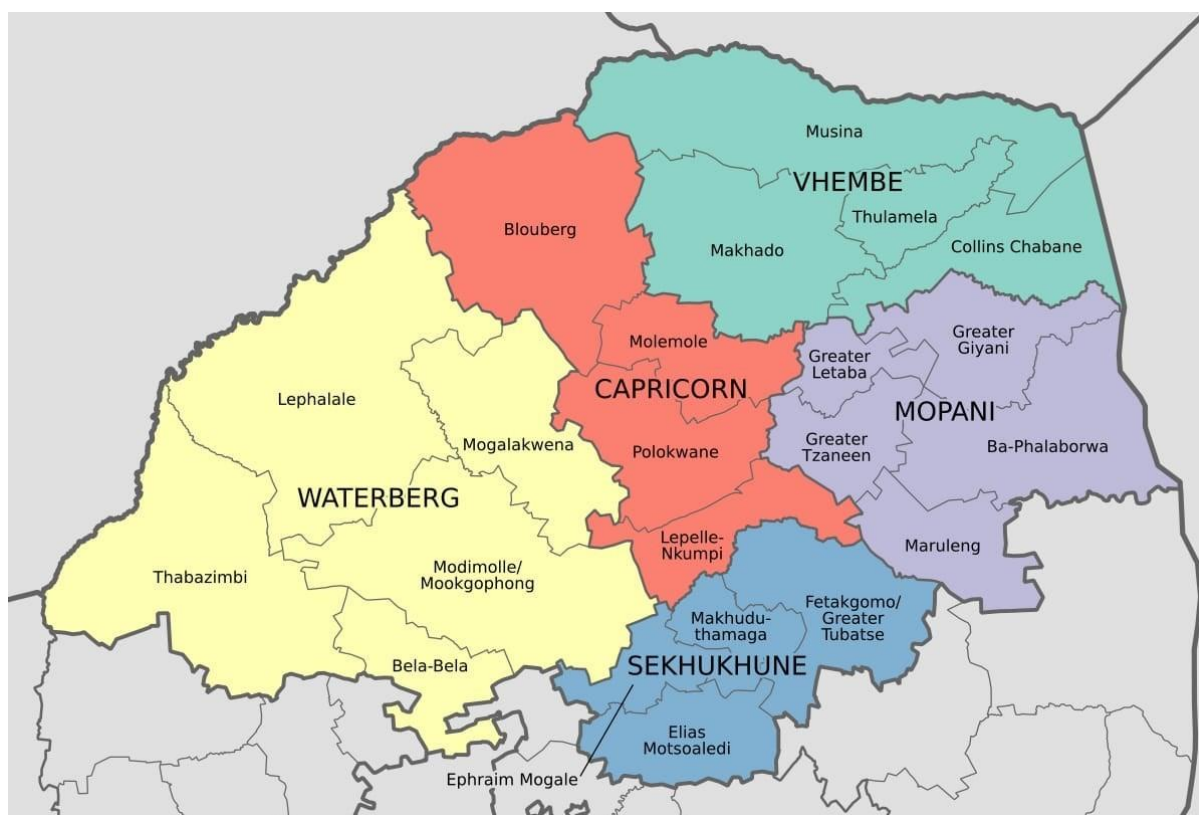


Figure 1.1: Map of Limpopo Province demarcated by Districts, Vhembe in green

1.16 ETHICAL CONSIDERATIONS

It is impossible to undertake or manage a research without a consideration of the effects of that research on the people concerned (Crowther, 2009:141). Ethics pertain established moral principles that are proposed a group of people or an individual. Ethical principles define that which is legitimate or not, what honest procedures of research involve (Neuman, 2003:116). These have to do with the conflicts, dilemmas and concerns which might occur over an improperly conducted research; hence, permission was requested from the circuit managers concerned before any data was collected. The purpose of the research was clarified in the process of requesting permission.

In this study, the researcher ensured that the respondents' answers were subjected to confidentiality. A consent form was offered to participants to ensure participation was voluntary and they were protected from any risk associated with participation. Participants' identities were not revealed ensuring them anonymity. They were treated with respect and their rights were also protected. Deception and manipulation of feelings of participants were never practiced in the research process. Participants were fully informed regarding the kind of research, the research procedures and all other aspects of the investigation (Mouton, 1996; Cresswell, 1998; Babbie & Mouton, 2001; Cohen, Manion & Morrison, 2000).

1.17 CHAPTER DIVISIONS

Chapter 1: Introduction and Background of the Study

This chapter focuses on the introduction, statement of the problem, purpose of the study, research questions, key concepts, the research design, population, sampling procedure, sample, data collection and analysis, interpretation of data, ethical considerations, and significance of the study.

Chapter 2: Literature Review

Chapter 2 is a review of literature on roles of Languages Subject Advisors in enhancing effective teaching and learning of languages.

Chapter 3: Research Design and Methodology

This chapter discusses in detail the design and methodology of research employed in this study.

Chapter 4: Analysis and Interpretation of Data

This chapter presents findings and discussion of results.

Chapter 5: Summary, Conclusions and recommendations

The chapter provides the researcher's findings, conclusions and implications of the study. The chapter also includes recommendations for future study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter introduced the study, wherein key features were also explained. This chapter offers a critical summary of published research literature relevant to the researcher's topic. It is, therefore, going to give a summary of existing scholarship about the researcher's topic. It is not concerned about discovering new knowledge or information, but it will focus on existing research as available in sources like journal articles, internet and books which in many subjects give more up-to-date materials. In this chapter, in-depth information on the research topic will be revealed.

2.2 THEORETICAL FRAMEWORKS OF THE STUDY

The concept 'Subject Advisors' was first established in the theory selected of this study, the Facilitation Theory.

The ELRC-PHE (2003), gives a generic explanation of a Subject Advisor, as an individual who has a mandate, among others, to give guidance and counselling to teachers/schools, monitor and record academic progress and curriculum development, as well as to constantly, enhance transformation, redress and equity. The prime function of Subject Advisors is to 'facilitate' curriculum delivery through supporting teachers in various ways (Department of Education-DOE, 2003). Their core responsibilities relate to providing professional leadership, advising teachers in identifying and meeting the needs of learners, therefore, encourage application and dissemination of good practice (ELRCPHE, 2003).

The theory related to the concept of Subject Advisor is Carl Rogers' Facilitation Theory (1902-1987). Facilitation Theory assumes that 'humans' have an inborn eagerness to learn (Dunn, 2002). The critical aspects of the theory are that learning occurs by the educator (Subject Advisor, in this case) acting as a facilitator. The facilitation process is geared to creating an atmosphere of meaningful learning (for teachers as adult learners) without them feeling threatened by external forces. Facilitating teaching (by Subject Advisors) involves creating conducive conditions under which learning (growth/transformation of teachers) can occur without oppression as a result of the traditional Top-Down management. The facilitator (Subject Advisor) provides learners (teachers) with an opportunity to contribute and create new knowledge in their subjects. The Subject Advisor as a facilitator of curriculum delivery uses learners' (teachers') contributions in a reciprocal relationship. In other words, the Subject Advisor uses teachers' experiences as educational resources to provide plenty of evaluative information and encourage collaboration in the established partnership (Burns, 1995 and Dunn, 2002).

Brookefield (1986:123) asserts that facilitators (Subject Advisors) who work with adult learners (teachers) should not merely direct but aid with learners (teachers) to attain a state of self-actualisation or to become fully functioning persons. As such the facilitator (Subject Advisor) should be aware of learners' (teachers') capabilities, needs and past

experience, hence, have the ability to create a learning situation in which adult learners' teachers can solve their problems in an autonomous (for example, conducting an Action Research) and independent way (Burns, 1995:268).

The theory further maintains that facilitation should not be based on rigidity of views; so, facilitators (Subject Advisors) should be less protective of their own constructs and beliefs. The Subject Advisors should show a tendency to listen to learners (teachers) more often and opt to accept feedback, both positive and negative and to use it to improve their facilitation (Dunn, 2002:2).

2.3 CURRICULUM CHANGES

This study sought to investigate the impact of the Languages Subject Advisors' roles in enhancing the quality of teaching and learning of languages in the Intermediate Phase. Subject Advisors are required to execute their roles in line with current NCS Grades R to 12 in order to address teachers' inability to interpret the three operational policy documents (DoE, 1996, 2003, 2008; DBE, 2009b; DBE, 2011, 2012 & Dambuza, 2015; Chigona, 2017), namely:

- (i) *Curriculum and Assessment Policy Statement (CAPS) for each approved school subject.* CAPS, therefore, is not the name of the current curriculum used in South Africa, but one of the three policy documents that are used in the current NCS Grades R-12.
- (ii) *The policy document, National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR) of the NCS Grades R-12; and*
- (iii) *The policy document, National Protocol for Assessment (NPA) NCS Grades R12 (January 2012).*

When the Christian National Education philosophy changed, the National Qualification Framework was put in place and Curriculum 2005 (C2005) changed the term 'subjects' into 'Learning Areas'. The C2005 was streamlined and strengthened and was named Revised National Curriculum Statements (RNCS) for Grades R to 9 in GET and National Curriculum Statements (NCS) for Grades 10 to 12 in FET bands. Now the two Bands, namely GET (RNCS) and FET (NCS) have been restructured and repackaged into one single National Curriculum Statements for Grades R to 12 (NCS Grades R to 12) (DBE, 2011:3). The "Revised" in the RNCS was dropped and it was called NCS. Therefore, current curriculum did not change its name; it is still called NCS, but for Grades R to 12. This information above is written or found in Chapter 1 of all the three above-mentioned NCS Grades R-12 policy documents.

2.4 TEACHER DEVELOPMENT IN CURRICULUM CHANGES

These changes have had a significant impact on teaching and learning of languages in the classroom situation. Progress and adjustments are not difficult to achieve if changes are minimal in nature, however, if changes are drastic, as is the case in South African curriculum, the adjustment may not only be overwhelming, but to an extent also frustrating. Under these circumstances much is expected from the teacher. Most of the languages teachers got frustrated and could not align themselves with these drastic changes in the teaching and learning of languages and they became demotivated and demoralized. There is, hence, a vital need for teachers to be supported in diverse ways, for the correct implementation of NCS Grades R to 12 (DoE, 1996, 2003, 2008, DBE, 2009b and DBE, 2011, 2012, Chigona, 2017).

NCS Grades R–12 serves to provide learners with skills and knowledge and values for meaningful participation and self-fulfillment in their engagement in a free society. This is expected to take place despite their socio-economic circumstances, physical ability, gender, race and physical capability. The NCS is hinged on high standard of skills and knowledge. It specifies the minimum standards of skills and knowledge to be attained at

each grade and this result in high, but achievable goals per taught subjects (DoE, 1996, 2003, 2008, DBE, 2009b and DBE, 2011, 2012).

The above-mentioned purpose and principle on their own demand high levels of competences on the side of teachers. Reading is a learned skill, and without it being taught, children will not learn to read. This simply means that teachers must change their way of teaching languages. This is where the roles of Languages Subject Advisors come in to help and support languages teachers to achieve those set objectives of NCS Grades R-12 (DBE, 2011).

Based on above, it is clear that education providers, like schools depend on teacher training institutions like colleges, Technikons and universities. These institutions may be concerned with pre-service or in-service training programmes, but whatever the situation, teachers need to be given the latest information in terms of contents, teaching methods and assessment strategies (Chigona, 2017).

Surprisingly, teachers who have taught languages for several years claim to know the subject matter or content by heart and that causes them to often resort to their old ways of teaching, hence, poor performance in languages. In this case, Languages Subject Advisors are compelled to closely monitor and support these experienced languages teachers for them to adjust and adapt to the new ways of language teaching and learning. According to Hattori and Wangeleja (2007:45), the provision of continuous professional support for teachers helps much in changing their teaching practices.

In the next sections, the following topics will be focused on:

- The Roles of Languages Subject Advisors in the enhancement of effective teaching and learning of languages in the Intermediate Phase.
- Languages Subject Advisors' Support to languages teachers towards effective teaching and learning Intermediate Phase.
- Strategies to be used to enhance effective teaching and learning of languages in the Intermediate Phase.

2.5 THE ROLES OF LANGUAGES SUBJECT ADVISORS IN THE ENHANCEMENT OF EFFECTIVE TEACHING AND LEARNING OF LANGUAGES IN THE INTERMEDIATE PHASE

Subject Advisors are subject specialists whose major role is to support teachers in the subjects in which they have specialized. The DBE (2013:11), defines Subject Advisors as specialist office–based educators in a district office or circuit office whose function is to facilitate curriculum implementation and improve the environment and process of learning and teaching by visiting schools, consulting with and advising school principals and teachers on curriculum matters. The department (DoE, 2009) expects that Subject Advisors give assistance, advice and guidance to educators who teach their subjects. They are also expected to be the masters of pedagogy and content knowledge in curriculum delivery (Govender, 2018; Chigona, 2017).

As pointed out in chapter one, this study seeks to investigate the impact of Languages Subject Advisors' roles in the learning and teaching of languages in the Intermediate Phase, Vhembe District in Limpopo. The roles of Languages Subject Advisors are to raise the excellence of learning and teaching of languages in the classroom through guiding, monitoring and supporting of teachers at schools, clusters and workshops. Languages Subject Advisors must ensure that teachers are supported in the implementation of NCS Grades R to 12; also help them to stick to the new approaches and strategies of teaching. The purpose of NCS Grades R–12 is to empower learners with values, skills and knowledge which are crucial to participate in society as residents of a free country. This should be done despite learners' socio-economic background, intellectual capacity, gender, race and physical ability. As the NCS is pivoted on high levels of skills and knowledge, the minimum standards to be realised at each grade are also stated, therefore, it is the mandate of Subject Advisors to empower teachers with those skills and knowledge which will help them broaden their teaching approaches (DBE, 2011).

Languages Subject Advisors perform a crucial function in improving the teaching and learning of languages in schools as they are required to execute their roles in line with current curriculum, NCS Grades R to 12. Changes made to the curriculum have had a noticeable impact on teaching and learning of languages in the classroom situation. Languages Subject Advisors and teachers are expected to have a mutual relationship to ensure effectiveness of the schools, which should, ultimately, lead to quality teaching and learning (Chigona, 2017 and Mbanjwa, 2014). Hence, the promulgation of the Policy on the Organisation, Roles and Responsibilities of Education Districts (DBE, 2013). There is a serious need, thus, for teachers to be comprehensively supported for the correct implementation of NCS Grades R to 12 (DBE, 2011). This is where the roles of Languages Subject Advisors come in, to help and support languages teachers to achieve those set objectives of NCS Grades R-12 (DBE, 2011).

Languages Subject Advisors ensure that teachers are supported in the implementation of NCS Grades R to 12 and help them to apply new approaches and strategies of teaching. Languages Subject Advisors have the responsibility of equipping the country's teachers with skills necessary to implement changes in education provision. They provide teachers with knowledge and skills that help them broaden their teaching approaches and to interpret NCS policies correctly and design appropriate lesson plans (Chigona, 2017). The support from the Languages Subject Advisors also helps teachers to mediate learning and to do continuous assessment.

Subject Advisors are essential curriculum leaders who contribute to the school's academic achievement; therefore, they and teachers should develop a supportive culture of working together to attain the set objectives of the NCS policies. *The Policy on the Organisation, Roles and Responsibilities of Education Districts* (DBE: 2013), affirms that Subject Advisors must exhibit professional qualities when performing their essential function, which is to support schools to deliver the curriculum. The notion of Subject Advisors is an innovation by the democratic government as a mechanism to support effective curriculum delivery in schools.

A Subject advisor deals with the development of new instructional projects, implementation of suggested improvements, curriculum development, staff development, assessment and implementation of curriculum. Subject Advisors also workshop teachers; they also facilitate, train teachers, moderate examination papers and memoranda, prepare handouts for teachers, moderate school-based assessments, monitor examinations, verify school schedules, establish schools' readiness during reopening, develop workshop manuals and programmes, among other responsibilities.

The inter-professional relations and reflection are critical to a school's success and that dealing with all education stakeholders, Subject Advisors included, is the key to effective leadership. This means that Subject Advisors play a vital role by the way they conduct themselves when with other education stakeholders.

The district Subject Advisors' primary aims are to offer immediate assistance to schools because of their proximity they can serve to connect the Department of Basic Education, Provincial Education Department, schools and the public (DBE, 2012). One subdirectorates at the District Office is Teaching and Learning Services in the General Education and Training (GET) Band. This sub-directorate has the Subject Advisors to carry out the professional responsibilities of facilitating curriculum implementation and curriculum delivery in schools.

Subject Advisors are strategically placed by the DBE to contribute to the development of district planning that focuses on the provision of curriculum support to schools, with the intention of delivering progressively high-quality education to learners. *The Policy on the Organisation, Roles and Responsibilities of Education Districts* (DBE, 2013) states that the district office has a responsibility for the development and arrangement of curriculum programmes in accordance with the identified needs of teachers; this clearly means that the Subject Advisors need to complement and strengthen teacher instructional leadership practices.

The Employment of Educators Act (No. 76 of 1998) specifies with regards to the roles as well as functions of the Subject Advisors as the provision of supportive leadership and in

assisting in the effective implementation of the curriculum in schools. Instructional leadership embraces the necessity for the collaboration and teamwork in the Australian learning organisations which requires total effort and commitment from everyone involved. If there is a lack in this aspect, then this will have negative consequences for the school's learning culture, therefore, there is a need for teamwork in the instructional leadership wherein Subject Advisors are part of the team.

District officials (Subject Advisors) act as the state policy interpreters and policy enactors to direct the work of schools by aligning the curriculum to meet the state standards and assessments. Their (Subject Advisors) main objective is to serve as the middle-ground agencies who build in hallmarks of professional community, through shared values, reflective dialogue, student learning and collaboration, in order to scale up effective teaching practice that will produce the required results. Subject Advisors, therefore, must realise the importance of networking with the professional bodies so that they can build their professional base and strengthen the competency level of teachers.

Reports on a research which was conducted in one of the education districts of KwaZulu Natal, where three Subject Advisors were interviewed on their roles and responsibilities of enhancing instructional leadership in schools. The findings were that Subject Advisors were found to understand their roles as supporting educators (teachers) in their implementation of the curriculum; this they did by conducting workshops, providing educators with support materials and class visits. Class visits enabled the Subject Advisors to understand what was happening in class so that they would be able to understand the nature of support that might be needed (Tatana, 2014).

Another research based on instructional leadership as one of the roles of Subject Advisors was conducted in KwaZulu Natal, where one education district was purposively selected as a research site based on proximity and the consistent unsatisfactory learner performance (Mthembu, 2015). A total number of six Subject Advisors participated in this qualitative research which used interviews for data collection. The findings revealed that Subject Advisors' instructional leadership was hindered by several factors - lack of

resources, School Heads of Departments' lack of curriculum management capacity, teacher unions' power struggles and non-availability of well-structured training programmes informed by teacher's professional and academic needs.

Dambuza (2015) refers to a research based on Subject Advisors as instructional leaders which was also conducted at Umbumbulu Central Circuit in KwaZulu Natal. This was a study of two secondary schools, investigating the perceptions of teachers on Subject Advisors as instructional leaders. To fulfill the purpose of the study, critical questions such as - how teachers conceptualise the roles of Subject Advisors in instructional leadership and what were teachers' experiences of instructional support offered by Subject Advisors – were focused upon. During the interviews it was established that district office-based Subject Advisors are essential role-players in supporting teachers to improve quality of teaching and learning, particularly during educational reform initiatives. The report noted that district Subject Advisors influence and shape what teachers do in the classrooms.

Govender (2018); Chigona (2017) and Dambuza (2015) affirm that Subject Advisors focus on vital parts of continuous motivation as against the actual implementers of the curriculum change - teachers. Hallinger (2009) argues that teaching and learning must be at the top of the list and on consistent basis, to enable the departmental officials (Subject Advisors) to assist in curriculum delivery. These key features about the Subject Advisors require the school management to have a shared vision about the school, give teachers holistic support, have the required resources that will enable teachers to perform their tasks with ease and maintain a culture of continuous learning with everyone.

Soobrayan (2012) indicates that the Subject Advisors are the key to teachers' understanding of the strategic importance of effective utilization of Learning and Teaching Support Materials (LTSM) in the classrooms, hence, see the supply of these materials.

The Local Education Authority, in the United Kingdom employed a group of professional staff in 1992 due to concerns about the quality of education and the group was referred

to as either the 'Advisory Service', the 'Inspectorate' or the 'Inspection and Advisory Service' (Brighouse, 1995:1). In general, they were called upon to provide professional educational advice over the deployment of education resources which did not belong to any one school. Their advice was also sought on matters where individual schools were not judged fully competent. It is clear from what is stated above that the inspectors and advisors' functions are closely related in the United Kingdom.

Huggins *et al.* (2011) affirm that the professional learning communities are a good platform for the Subject Advisors to explore and to advance their curriculum objectives, especially, infringing teachers together to work as a unit. This indicates that education does not take place in isolation; therefore, unity of all education stakeholders is powerful tool for effective teaching and learning (Mbanjwa, 2014 and Chigona, 2017).

2.6 LANGUAGES SUBJECT ADVISORS' SUPPORT TO LANGUAGES TEACHERS TOWARDS EFFECTIVE TEACHING AND LEARNING IN THE INTERMEDIATE PHASE

Languages Subject Advisors give support to languages teachers. This support can be defined as assistance given to something or a person to keep from weakening or failing (de Grauwe & Carron, 2007). In this study, support is given to languages teachers by Languages Subject Advisors, because Languages Subject Advisors are subject specialists and they have expertise in languages.

Languages Subject Advisors' support to languages teachers in the Intermediate Phase is in most cases characterised by advice on curriculum implementation and curriculum management. Bush (2013) posits that supervision by supervisors focuses on the purpose of the programmes and it also assesses if goals are achieved. After the Subject Advisors have given support, they monitor whether the support given is being followed or not. In support of Masuku's study (2011) in Zimbabwe asserts that supervision is direct to monitoring of instruction. The author further posits that supervision calls for considerable personal contact between the teacher and the instructional leader (Subject Advisors).

The Intermediate Phase is a crucial one which resonates between Foundation and Senior phases. It is therefore crucial for Languages Subject Advisors to support languages teachers in improving their knowledge and understanding of curriculum implementation. Teachers depend on Subject Advisors whose responsibility is to facilitate curriculum delivery in schools for quality teaching and learning (Mbanjwa, 2014).

Subject Advisors provide individual tutoring, peer learning clusters, in-service training programmes and monitoring. They support teachers through demonstration lessons, inservice training programmes and organization of peer learning that are planned and implemented by local district officials (de Grauwe & Carron, 2007). Subject Advisors support teachers in terms of planning learning activities, teaching methods and assessment of learning activities.

- ***Individual Tutoring***

The purpose and principle of NCS demand high competences on the side of teachers. Reading is a learned skill and, without being taught, children will not learn to read. This simply means that languages teachers must be supported to change their way of teaching languages and that is where Languages Subject Advisors come in to help teachers in curriculum delivery. This implies that Languages Subject Advisors must see to it that each language teacher is doing their work in line with all policy documents, namely; CAPS, NPA and NPPPPR, provincial and district guidelines. They should orientate teachers on curriculum policy and practice as prescribed by the National or Provincial Department of Education and train teachers in the use of policy documents and curriculum support materials (Govender, 2018; Chigona, 2017 and Dambuza, 2015). The support that Languages Subject Advisors have to offer should enable languages teachers to develop a thorough knowledge and understanding of policies.

- ***Organization of peer learning***

Subject Advisors are also expected to assist in the formation of subject structures through the clustering of schools. The Subject Advisors can communicate with those structures for need analysis or use the findings from school visits for further support. They should also organise interactions and open days for peer learning and sharing of resources and formulate guidelines to assist teachers to implement policies (Govender, 2018; Chigona, 2017; Dambuza, 2015 and DBE, 2013).

Both serving and training teachers need to be given the latest information in terms of content, teaching methods, teaching and assessment strategies. Some experienced languages teachers claim to have languages content knowledge by heart and they often resort to their own ways of teaching, hence, the poor performance in languages (Hattori & Wangeleja, 2007:45). The two scholars assert that the provision of continuous professional support for teachers helps much in changing their teaching practices.

- ***In-service training programmes.***

Every subject has a Subject Advisor who helps the teachers to demonstrate content knowledge in their subjects. They support teachers in effective delivering of the curriculum in the classroom and strengthening their content knowledge. They ensure that teachers have all the policies, programmes, learning and teaching support materials, assessment documents and all relevant documents for the subject. They are also programme designers as they develop some materials which will be of help to teachers such as rubrics, lesson plan exemplars, record sheets and others. They also monitor the informal and formal tasks and moderate those tasks as well as assist teachers to organize activities, such as story-telling or writing, reading, spelling Bee and debate competitions (Govender, 2018; Chigona, 2017; Dambuza, 2015; DBE, 2013 and DoE, 2003).

Languages Subject Advisors train languages teachers to interpret the NCS language policies correctly and design language lesson plans. The support from the Languages

Subject Advisors helps languages teachers to mediate learning and to do continuous assessment (CASS) or School-Based Assessment (SBA).

Subject Advisors play a significant role in training teachers to improve their abilities in teaching languages. Before C2005, the focus in language teaching was on grammar and was allocated more than 70% of the total mark, but now grammar has been allocated 15% with only one-hour teaching time in GET. Emphasis is now on Writing and Presenting, Reading and Viewing and Listening and Speaking which are very important skills in the life of every human being. This means that teachers who are used to the old way of teaching are now struggling with the current curriculum; therefore, languages Subject Advisors should see to it that teachers are able to develop their lesson plans, assessment tasks and tools to enhance learner performance in languages. Languages Subject Advisors had to come up with methods of reading, such as shared reading and group reading, as well as train teachers who will then teach their learners (Govender, 2018; Chigona, 2017; Dambuza, 2015; DBE, 2013 and DoE, 2003).

In addition to above, Hattori and Wangeleja (2007:45), claim that the provision of continuous professional support for teachers helps much in changing their teaching practice. Subject Advisors support teachers in effective delivering of the curriculum in the classroom. They also support teachers by strengthening their content knowledge and by ensuring that teachers have all the NCS policies, namely CAPS, NPA and NPPPPR, programmes, learning and teaching support materials, assessment documents and all relevant documents for the subject. They also support by developing some materials which will be of help to teachers such as rubrics, lesson plan exemplars, record sheets and others. This kind of support helps teachers to improve the way in which languages are taught and learnt.

New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may later overwhelm them. They face new challenges: classroom management and discipline, adjustment to the physical demands of teaching, managing instructional tasks and sacrificing leisure time. Without proper assistance, a new

teacher's problems can grow worse. Subject Advisors have the responsibility to solicit the services of experienced teachers to assist novice ones. The experienced teachers become mentor teachers. They provide school-based support by giving advice on transmitting practices, planning, and/or management skills that the novices lack skills in, so that new teachers grow professionally as they adjust to the realities of teaching (Govender, 2018; Chigona, 2017; Dambuza, 2015; DBE, 2013 and Frase, 1992). In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally.

- ***Monitoring***

Subject Advisors need to keep abreast with research in their field and conduct school visits as forms of monitoring performance.

- *Monitoring through visits*

Languages teachers must be monitored first by the Languages Subject Advisors in order to get the relevant support that they really need; this offers an opportunity to assess the progress of a teacher. The process also facilitates decision-making in terms of what to do next, whether to modify what the teacher is doing or planning and giving feedback to the teachers on their performance (Brinko, 1995 and Vilikazi, 2015).

Much of teachers' work is carried out in self-contained classrooms that isolate them from the support of their colleagues, hence, teachers are difficult to supervise, and they do not receive regular feedback from others, and often find it hard to collaborate (De Grauwe & Carron, 2007; Darling-Hammond & McLaughlin, 1995 and Peterson, 1995).

Lugaz and De Grauwe (2010) maintain that support through school visits by district-based officials is a world-wide practice. SAs work as a curriculum link between the schools and the Provincial Education Department. For this reason, they mainly focus on the provision of common curriculum framework for curriculum management and effective

implementation for all schools in the district and by so doing they enhance the work done by teachers in schools.

Mbanjwa (2014:11) point out that Subject Advisors are also expected to play the role of mediators of learning in order to ensure that meaningful learning is taking place. He sees a need for SAs to develop a mutual relationship with teachers in order to equip them with the necessary skills and knowledge for languages such as how to assess, use programmes of assessment and how to effectively utilise the Learning and Teaching Support Materials in the classrooms. This on its own compels SAs to work closely with the teachers to see whether they can do what they are expected to be doing (Soobrayan, 2012).

Vilikazi (2015) is of the view that SAs support teachers by providing resources, giving feedback and communicate with them. He also indicated that further support is provided in terms of curriculum implementation and teaching skills. According to Brinko (1993), giving feedback to teachers includes reviewing of work done and targets achieved. Giving feedback during school visits helps teachers to understand how things are and helps them to be confident in what they do.

Mzuyanda (2013:44) states that Subject Advisors are expected to provide professional support to schools by assisting teacher in their work of teaching. The core-function of Subject Advisors as to manage curriculum delivery should also mean helping teacher to improve their knowledge and understanding of the subject. This can be done through conducting personalised support.

- ***Monitoring through research***

Mngomezulu (2015) refers to a research which was conducted in one cluster in the UMgungundlovu District of KwaZulu-Natal. The purpose of the research was to investigate how Intermediate Phase (IP), isiZulu Home Language educators integrate Language Structure and Conventions with other language skills in the implementation of

CAPS. Three research questions that guided the study were concerned with - how teachers teach Language Structure and Conventions; how teachers understand Language Structure and Conventions and what their knowledge base is on the theory and practice of teaching Language Structure and Conventions, in the context of teaching the main language skills. Data were collected through interviews and the findings of the study revealed that the Intermediate Phase (IP) educators had a problem in integrating Language Structure and Conventions with other language skills. The study also revealed that isiZulu Home Languages teachers had superficial content and pedagogical content knowledge (PCK) which had a negative impact on the roll out of CAPS implementation. Evidence from the research further showed that there was a disjuncture between what teachers said during the interviews and what was observed during the actual teaching practice. Teacher participants indicated during the interview process that they integrated the aspects of Language Structure and Conventions into other language skills, but it was observed that most teachers taught these in isolation. This means that the IP teachers had a problem in translating CAPS policy into practice. The teachers' problem was exacerbated by the lack of clarity of the Teaching Plans on how to teach Language Structure and Conventions. The study recommends that the isiZulu Home Languages teachers should be capacitated and supported during the CAPS policy implementation period. This situation clearly testifies that Languages teachers need to be monitored in order to provide urgent support from Languages Subject Advisors.

A research was conducted in greater Pietermaritzburg on the implementation of language policy, aimed at outlining the problems that are encountered by teachers in most black schools in South Africa, with regard to the language of instruction, (Language of Learning and Teaching (LoLT) (Hadebe, (2001). The results indicated that teachers were using their own discretion, instead of using English; hence, IsiZulu was the main language that was used to get the lesson across to the learners. During the interviews for the research, it came out that black schools continue to battle with teaching in English and in the process were producing learners of poor quality. The study recommended that the government must ensure the chosen medium of instruction is adhered to in order to

minimize the problems of partial or non-implementation of the policy. This is a clear indication that monitoring is crucial for teachers to deliver the curriculum as expected.

Unfortunately, scenes like the above study are still occurring, mainly in the Intermediate Phase where there is a transition in LoLT between Foundation Phase and Intermediate Phase. Learners and teachers have challenges interacting with each other, because, previously, subjects were few and were taught in the Home Language in the Foundation Phase, but this changes to English which then becomes the LoLT in the Intermediate Phase. Most of the teaching time, hence, is in English, more than in the Home Language; these forces teachers to code-switch or to teach almost all the subjects in the Home Language to ensure learners understand. As a result, learners end up performing very poorly, because they were taught in Home Language yet assessed in English.

Research reveals that there are problems in relation to the other subjects, such as Natural Science (NS) and Social Sciences (SS), especially, in Grade 4, as was identified by a study conducted in rural KwaZulu-Natal, when introducing subjects whilst simultaneously changing the language of instruction. This reiterates the fact that teachers do need strong monitoring and support from Languages Subject Advisors at the Intermediate Phase (DBE, 2016).

In conclusion, SAs support teachers in curriculum development, curriculum implementation and curriculum monitoring. For curriculum development, Languages Subject Advisors assist languages teachers to improve Pedagogic Content Knowledge (PCK), develop their lesson plans and quality tasks as well as how to assess those tasks. They also support languages teachers in the implementation of curriculum policy documents such as CAPS, NPA and NPPPPR as well as the effective utilisation of Learning and Teaching Support Materials (LTSM). SAs also monitor the correct implementation of those curriculum policies. After curriculum monitoring, they review the work done by teachers and then give feedback. In support of the preceding, Govender (2018) maintains that the languages teachers for Intermediate Phase should receive support as of great help to implement NCS Grades R-12, as its Teaching Plan has the

same structure with that of the Foundations for Learning Campaign (FFLC) which was launched in 2008.

2.7 STRATEGIES TO ENHANCE EFFECTIVE TEACHING AND LEARNING OF LANGUAGES FOR INTERMEDIATE PHASE

A strategy is a method, or a plan chosen to bring about a desired future such as achievement of a goal or solution to a problem. It is the art and science of planning and marshalling resources for their most efficient and effective use. Strategies, hence, can be specific behaviours or thoughts learners use to enhance their language learning and teachers their teaching practices. Scarcella and Oxford (1992), Oxford, (1990 & 1992), Cohen (1998) and Jennifer (2016) have progressively written much on learning strategies. These strategies are also relevant for teaching and learning of languages.

Scarcella and Oxford (1992: 63) maintain that learning strategies are specific actions, behaviours, steps or techniques such as - seeking out conversation partners or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning. These two scholars maintain that learning strategies can be classified into six groups-cognitive, meta-cognitive, memory-related, compensatory, affective and social strategies. No strategy is good or bad (Oxford, 1990), but a strategy can be useful or helpful if it relates well to the task at hand or if it fits particular student's learning style preferences; when that is the situation, the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations"(Oxford, 1990:8). Learning strategies enable students to become more independent, autonomous and lifelong learners.

Oxford (1992), in support of above continues to elaborate on the six major groups of strategies mentioned above by explaining that cognitive strategies enable learners to manipulate the language materials in direct ways, such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop

stronger schemas (knowledge structures), practicing in naturalistic settings and practicing structures and sounds.

Meta-cognitive strategies are employed when managing the learning process overall, which is identifying one's own learning style preferences and needs, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, as well as evaluating tasks' and other types of learning strategies' successes (Oxford, 1992).

Strategies associated with memory are often used for memorizing vocabulary and structures in initial stages of language learning, but learners need such strategies much less when their arsenal of vocabulary and structures has become larger (Oxford, 1992).

Cohen (1998) elucidates that compensatory strategies are used for speaking and writing and are intended only for language use, whereas Oxford (1990) contends that compensatory strategies of any kind, even though they might be commonly used for language, nevertheless, aid in all forms of language learning as well.

Affective strategies have to do with identifying one's mood and anxiety level, such as feelings, rewarding oneself for good performance and using deep breath or positive selftalk. These strategies have been shown to be significantly related to language acquisition.

For learners to work with others and understand the target culture as well as the language, they need social strategies. Development in this area occurs when the learner asks questions to get verification, asks for clarification of a confusing point, asks for help in doing a language task, talks with a native-speaking conversation partner and explores cultural and social norms.

The learning community consists of both learners and teachers. Learners benefit from effective teaching and learning strategies inside and outside the classroom as learners prefer various learning styles (Bush, 2013; Huggins et al., 2011 and Peterson, 1995).

Helping learners to learn is a challenge to teachers and identifying effective teaching strategies, therefore, is also a challenge as they both dwell on the effectiveness of a current teaching style and consider innovative ways to improve teaching to match learners' learning styles.

Peterson (1995) calls for a new direction in teacher evaluation that will bring better results, more allied to the goals of comprehensive professional development and the goals of education reform:

- Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists.
- Place the teacher at the centre of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point.
- Use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and pupil test-score data.

The use of the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems can assist in the process. Discovering what matters to teachers and how best to motivate them for sustained and improved performance is a complicated challenge. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value intrinsic rewards such as selfrespect, responsibility, and a sense of accomplishment.

One clear finding of research points in a hopeful direction - helping young people to learn is the central goal of both those who enter the teaching profession and those who are working to reform public education (Hightower et al, 2011 and Jennifer, 2016). New directions in participatory school improvement, comprehensive and meaningful staff development, and supportive teacher evaluation hold great promise for improving teachers' professional motivation.

Jennifer (2016) identifies six powerful learning strategies that must be shared with students, namely, spaced practice, retrieval practice, elaboration, interleaving, concrete examples and dual coding. Explanation for each strategy will be given below.

The first strategy is called “*spaced practice*”. Every time you leave a little space, you forget a bit of the information, and then you kind of relearn it. That forgetting actually helps you to strengthen the memory. It’s kind of counterintuitive, but you need to forget a little bit in order to then help yourself learn it by remembering again.” Teachers can help learners apply this strategy by helping them create a studying calendar to plan out how they will review chunks of language content, and by carving out small chunks of classtime every day for review. In both cases, teachers can plan to include current concepts and previously learned material.

Jennifer (2016) classifies, retrieval practice, as the second strategy in which practice brings information to mind without the help of materials. This is a practice where learners turn off their devices, put all their language notes and books away, then the teacher ask them to write everything they know about a particular term or topic, or share their thoughts in a think-pair-share. At the end, learners check their understanding by revisiting their materials and discussing misconceptions as a class. Once they learn how to do this in school, they can then apply it at home.

Elaboration is the third strategy; it explains and describes ideas in detail. This method asks learners to go beyond simple recall of information and start making connections within the language content. Learners should ask themselves open-ended questions about the material, answer in as much detail as possible, and then check the materials to make sure their understanding is correct. Teachers can apply this strategy by having a brief class discussions when teaching language, where all kinds of questions are explored and then ask learners to work the process of elaboration into their own study plans.

The fourth strategy, which refers to switching between ideas, while one is studying, is 'interleaving'. Common knowledge tells us that to learn a skill, we should practice it repeatedly. While repetition is vital, research shows that we will learn that skill more effectively, if we mix our practice of it with other skills. This is known as 'interleaving' and teachers can effectively use this strategy when teaching language.

Jennifer (2016) describes 'concrete examples' as the fifth strategy wherein specific examples are used to understand abstract ideas. Most teachers already use this strategy in their own teaching; it's a natural part of explaining a new concept, by allowing learners to come up with examples of their own without the help of the teacher. Teachers can apply this strategy by using concrete examples when teaching abstract concepts in languages, then asking learners to come up with their own, correcting any examples (or parts of examples) that are not quite right, and looking for more. Learners should be encouraged to continue with this strategy when they learn language.

The sixth strategy was called 'dual coding' by Jennifer (2016). This is the combination of words and visuals. When information is presented to us, it is often accompanied by visual - an image, a chart or graph or a graphic organizer. When learners are learning language, they should make it a habit to pay attention to those visuals and link them to the text by explaining what they mean in their own words; then, learners can create their own visuals of the concepts they are learning. This process reinforces the concepts in the brain through two different paths, making it easier to retrieve later. Visuals do not necessarily mean anything specific, so it depends on the types of materials. A learner could have an information graphic, a cartoon strip, a diagram, a graphic organizer, timeline, anything that makes sense to him or her as long as he or she is sort of depicting the information both with words and pictures. It just needs to be a visual representation as a learner can depict it.

In class, teachers can regularly turn learners' attention to the visuals used in textbooks, on websites, and even in slideshow presentations. Learners describe the visuals to each other and make connections with what they are learning and can create their own visuals

of the content to further reinforce it. They can include diagramming, sketching, and creating graphic organizers when they study at home.

Language teaching and learning need to adapt to technology (Barber & King, 2016). Hence, in addition to the work of Barber and King (2016); Scarcella and Oxford (1992); Oxford (1990 & 1992), Cohen (1998) and Jennifer (2016) above, Barber and King, (2016:236) are of the view that teaching and learning requires skills such as the development of creativity, self-motivation, innovation, problem-solving and collaboration skills. Teachers, therefore, need professional development that equips them with skills necessary for effective integration of digital technologies into their teaching (UNESCO, 2017; Barber & King, 2016; Mishra & Koehler, 2006). Hightower *et al.* (2011) note that researchers continue to work hard to unearth and untangle the specific ways in which quality teaching operates and the extent to which it drives learning and how effectiveness evolves as teachers progress through their careers. Specific ways, in which quality teaching operates in this study, can be unearthed through espousing teachers to effective languages teaching and learning strategies.

The digital technologies move in promoting languages of Mishra and Koehler (2006) Barber and King (2016) and UNESCO (2017) find resonance in the views of Beck and Hughes (2014). Beck and Hughes (2014:311) maintain that teaching and learning in the digital environment is effective if both teachers and learners integrate the new technologies into curriculum delivery successfully. For this reason, Mishra and Koehler (2006) support that in addition to the skills and fluency, teachers need to possess a multifaceted complex skill on how to integrate the digital technologies into their teaching if they are to teach the digital citizens successfully. In the same vein, Pamuk (2012) add that educators' pedagogical beliefs and practices in curriculum delivery are central to all teaching and learning activities using new technologies. As such, Mishra and Koehler (2006) argue that lack of Technological Pedagogical and Content Knowledge (TPACK) (i.e. the skill and knowledge on how to integrate the digital technologies into curriculum delivery), hinders effective adoption of ICTs for teaching and learning of languages, in this case.

Chigona (2017) stated that in this digital age, Subject Advisors need to be in the forefront assisting teachers to integrate digital technologies into classrooms. This means that SAs should support teachers using technology. They use PowerPoint presentations when they conduct workshops, but their focus is not to help teachers on the use of technology, but to pass the information about their intended objectives that they want to achieve, hence Chigona (2017) is indicating that teachers should be assisted to integrate digital technologies into classrooms. The world we are living in now is informed by technology and information is accessed through technology. Learners can also learn the language better through watching television. It is of paramount importance that Languages Subject Advisors should accelerate the uptake and integration of the digital resources into curriculum delivery.

South Africa has vision plans to achieve in the long run. These plans include strategies to improve languages teaching and learning. The National Development Plan, 2030 (National Basic Education, 2012) has some strategies in place to support languages teachers in the Intermediate Phase. This means that all Languages teachers in the Intermediate Phase should participate in order to enhance the teaching and learning of languages. The NPD, 2030 strategies are worth to elaborate in this study as they provide direction in improving the teaching and learning of languages:

- **Primary School Reading Improvement (PSRIP)**

The aim of PSRIP is to strengthen the Languages Intermediate teachers. This programme aimed to improve Literacy and reading outcomes in Grades 1-6, with the key focus on teacher development. Subject Advisors train languages teachers and also visit schools to support teachers on this programme. Through this programme the teachers' and learners' competencies in teaching and learning languages are being enhanced (National Basic Education, 2012: NDP, 2030:43-47).

- **Spelling Bee Competitions**

This is an annual game which was initiated in 2014 for Intermediate Phase learners. Spelling Bee Championship is a game in which Grades 4-6 learners compete in spelling words orally. The aim of this game is to improve learner performance in languages. It also promotes literacy and the love for reading and spelling. Languages Subject Advisors draw the management plan which enables schools to know the dates for the competitions in advance, that is, from the school, circuit, district and provincial levels. The competition starts from school level to circuit level, wherein Subject Advisors take the lead by conducting the whole process to district level, provincial level to national level. In all these levels, the champion (winner) is awarded a lot of prizes and so is the national level. (National Basic Education, 2012: NDP 2030:41).

- **Department of Basic Education Workbooks**

The National Development Plan (National Basic Education, 2012: 2030:58-59), the objective of this strategy is to improve the learning outcomes of languages. The use of Workbooks in languages helps to improve the quality of teaching and learning. The contents of the Workbooks are informed by the key knowledge and skills that learners need to acquire in the Intermediate grades as indicated in the NCS. Languages teachers receive support from the Subject Advisors on how to use them. Workbooks provide variety of activities to reinforce language skills.

National Development Plan (National Basic Education, 2012: 2030:59) indicated that from the evaluation report conducted by ACER and UNICEF in 2013, the workbooks were assessed to have the characteristics of quality workbooks and most teachers saw the workbooks as effective and useful tools in daily teaching.

- **Read to lead Campaign**

The Read to lead Campaign was launched in 2015 in South African Provinces by DBE with other Departments (National Basic Education, 2012: NDP 2030:75). The focus of this strategy is to improve the reading abilities of all South African learners in the Intermediate Phase. The aim of this strategy is to ensure that learners can demonstrate

age appropriate levels of reading. If all Intermediate Languages teachers can make use of this strategy, the teaching and learning of languages can be enhanced. Languages Subject Advisors in Vhembe District use monitoring instrument which enables them to observe and assess three learners' reading levels at schools. This makes Languages teachers to work hard to ensure that all learners in the Intermediate Phase can read. Subject Advisors also conduct reading competitions from circuit to district levels wherein learners who take position 1, 2 and 3 are being rewarded.

In Vhembe district, languages Subject Advisors encourage schools during school visits, especially Languages teachers, to effectively utilise the national programme of Drop-Alland-Read. The school time-table should have time set aside for this programme, wherein all learners in each grade would be reading. Follow-up for this programme is done through encouraging learners to read bibles and story books during morning assemblies. Learners themselves read to compete each other and by so doing they improve their language skills.

- **Strategic Partnerships**

NDP (National Basic Education, 2012: 2030:77). The key focus area of this strategy is to improve the quality of learning and teaching in languages and Maths across the grades with the inclusion of the Intermediate Phase. One of the key Partners with DBE is the National Education Collaboration Trust (NECT). The NECT is servicing schools from national level and Subject Advisors are taking part in supporting languages teachers in this regard by conducting NECT workshops and doing school visits.

In Vhembe district, Subject Advisors set common tasks for all grades and all subjects which are being written at the end of each quarter. This strategy helps teachers to work hard and stick to the CAPS policy document to ensure that all learners should achieve the intended outcomes. Languages teachers are compelled to go an extra mile during their teaching and learning, because languages involve oral tasks such as debates, roleplaying, simulation and others, wherein learners are supposed to demonstrate their skills and knowledge of First Additional Language.

Govender (2018) reflects on the Foundations for Learning Campaign (FFLC) as a language teaching and learning strategy. This campaign entails strategies to address the alarming and unacceptable low levels of Literacy (Language) and Numeracy (Mathematics) scores. The FFLC was introduced in 2008 (Govender, 2018) as a national response to improve the skills for learners in the Foundation and Intermediate Phases, after it was reported that learners were unable to read, write and count at expected levels or execute tasks that demonstrate key skills associated with Literacy and Numeracy. All primary schools were expected to raise learner performance for the two subjects by not lower than 50%. Languages Subject Advisors also trained Languages teachers for the Intermediate Phase. The skills and knowledge acquired in FFLC served as a stepping stone to Languages teachers in understanding NCS better.

To conclude this item (2.7) of this study, Konder (2012) and Ayua (2017) emphasise the strategies within the teacher's reach. These scholars emphasise the role of motivation and stimulus variation as strategies for effective teaching and learning of languages. Konder (2012: 5) indicated that effective teaching strategies are needed to motivate learners to learn. He cited the nine steps of instruction which can motivate learners to learn such as, gaining attention, informing learners of objective, stimulating recall of prior –knowledge, presenting the material, providing guidance for learning, eliciting performance, providing feedback, assess performance and enhancing retention and transfer. Teachers need to be creative enough in order to bring about successful learning. Creative teachers can instill motivation to learners by preparing their teaching and learning materials well in advance. In addition, Ayua (2017:5) stated that variety is the spice of life, but monotony kills interest. He indicated that good and effective teaching should involve varying learning experiences and teaching strategies during the lesson in order to sustain interest. For this reason, stimulus variation as a strategy should be used to appeal all the five senses whenever possible. As stimulus variation is achieved through movements, gestures, voice modulation, professional charisma, learners' attention and interests can be easily captured.

2.8 CONCLUSION

In this Chapter the roles of Languages Subject Advisors have been clearly outlined. The support of Languages Subject Advisors to the intermediate Languages teachers was also comprehensively illustrated. Several strategies to be used to enhance the Effective Teaching and Learning of languages were also spelled out; therefore, the support that Languages Subject Advisors offer is very significant in enhancing the teaching and learning of languages in schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

With reference to the previous chapters, the purpose of the study was to investigate the “Impact of Languages Subject Advisor’s roles on teaching and learning of languages in the Intermediate Phase, Vhembe District in Limpopo Province.” This chapter continues by discussing the design and methodology of the research. This relates to how the study was conducted in terms of data collection and analysis. According to Kruger and Welman (1999:3), methodology is all the procedures that are used to conduct research. These embrace the research design, population, sampling and sampling procedures. The chapter also outlines the instruments which were utilised to gather data, ethical considerations, analysis of data and data interpretation. The validity and reliability of the instruments used were also outlined in this chapter.

3.2 RESEARCH DESIGN AND METHODOLOGY

Research is a journey that needs to be planned beforehand, hence, a research design and methodology. Research comprises creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications (Hopkins & Antes, 1990:456). In addition, these authors note research as a process of systematic inquiry that entails collection of data, documentation of critical information, and an analysis and interpretation of that which have been collected. Research is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

This chapter discusses the research design and methodology employed in this study. Babbie and Mouton (2001:55), explain this as a structured framework of the way one intends to carry out research to solve research problems and to expand knowledge and understanding. A research design is a detailed outline of how an investigation will take place. It relates to the entire strategy chosen to integrate various parts of the study in a way that is logical and coherent. In other words, the research design is the blueprint for collecting, measuring and analysing data, using diver's approaches, such as qualitative, quantitative, case study or combination of these (Oyedele, 2003:149).

In research, methodology refers to a systematic way pertaining to data gathering from a defined population to have a detailed understanding of a phenomenon and to generalise findings of the study (Cohen, Manion & Morrison, 2000:44). The research methodology, thus, is the process employed in the collection of data to make decisions in the study.

The study used both quantitative and qualitative methods in the collection of data. This was done due to the advantages of these data collection instruments when used in these two approaches. A questionnaire was preferred because of its apparent simplicity, its versatility and its low cost as a method of data gathering while an interview was preferred due to its naturalistic stance and its ability to provide in-depth perspectives about a phenomenon. The researcher obtained information through these different procedures to

heighten the dependability and trustworthiness of the data and interpretation. (See Appendix G.H1 and Appendix F2.1).

3.2.1 Quantitative Research Approach

Quantitative research approach was used in this research. Oyedele (2003:149) states that through statistics, some facts are expressed more meaningfully in numbers than they could otherwise be stated. Oyedele (2003) outlines quantitative research as involving the manipulation of observations and representation of information in numerical forms. Its purpose is to describe and explain the phenomena that those observations reflect. With this approach, a researcher tends to draw a sample of persons at random from broader population and has no interaction with the study's participants.

Structured questionnaires were used to gather information from 100 languages teachers in the Intermediate Phase from Mvudi and Soutpansberg West Circuits in Vhembe District in Limpopo Province. The issue of confidentiality was also stressed before the questionnaire, comprising of close-ended questions which sought for numerical data, were given to the teachers or participants.

The researcher's reason for using a questionnaire, as one of the primary sources of obtaining data, was to ensure that the design was valid, reliable and unambiguous (See Appendix F.H1).

3.2.2 Qualitative Research Approach

A qualitative research approach was also used which is exploratory in nature. This enables the researcher to pay attention to the views of participants and to construct a picture founded on such ideas (Creswell, 1998:162). The thrust of this approach is to understand phenomena from a new perspective, with an emphasis on subjective meanings, perceptions and experiences of participants, since they respond based on their reality inquisitive

Whitely and Crawford (2005:10) claim that qualitative approach to research gives value to meanings that individuals attach to their own experiences. Exploratory research helps to develop innovative ideas, feasible options and the collection of supplementary data regarding the problem under study.

The researcher interviewed two Languages Subject Advisors and five Languages Heads of Departments from Mvudi and Soutpansberg West Circuits in Vhembe District in Limpopo Province. The researcher made it a point that all participants were interviewed in a conducive environment and were assured that the process was confidential.

3.2.3 Population

A research population generally refers to a large group of individuals that share a common characteristic and present the whole sum of cases involved in a study. In his explanation, Mouton (1996:34) describes a population as a group of people who reflect shared characteristics which are of interest in the study. The target population denotes the ecological resource about which information is wanted that requires a clear, precise definition and it must be understandable to the readers.

For Sudman (1976:13), a population is a set of individuals who the researcher is interested in, in order to describe and make statistical inferences. Research studies involve participants who are drawn from a larger population; one study, usually, cannot deal justly with the population, hence, selecting a sample makes it possible to manage the target participants.

In this study, the total number of circuits in Vhembe District in Limpopo Province is 27 and two circuits were purposefully selected for data collection, namely Mvudi and Soutpansberg West Circuits. The total number of primary schools in Mvudi circuit is 20, that is, 16 public schools and 04 independent schools, whereas Soutpansberg West circuit has 21 primary schools, that is, 19 public schools and 02 Independent schools.

The number of languages teachers in Soutpansberg West is 67, whereas Mvudi circuit has 61 languages teachers. 10 primary schools were selected in each circuit and again 50 languages teachers in the Intermediate Phase were selected in each circuit.

3.2.4 Sample and Sampling Procedure

The sample describes a set of elements selected in some way from the population. In this study, the researcher applied a purposeful sampling procedure. The sample for the study was drawn from Languages teachers in Mvudi and Soutpansberg West Circuits. The official languages used in the selected schools are Tshivenda and English. Tshivenda is the Home Language while English is the First Additional Language and used as LoLT. The purposefully sampled circuits have other languages spoken there, for example, Mvudi Circuit is dominated by pure Tshivenda language speaking people with no influence of other languages, whereas Soutpansberg West Circuit is dominated by Tshivenda-speaking people who use different dialects.

The total number of circuits chosen from Vhembe District is two (2). 10 primary schools were chosen from each circuit and again 50 Languages teachers in the Intermediate Phase were chosen from each circuit. 02 HODs from Mvudi Circuit and 3 HODs from Soutpansberg West were chosen. Two Languages Subject Advisors were chosen from Vhembe District and from each circuit.

In this study, the researcher used structured questionnaires as a quantitative data collection instrument, as well as a guided interview for the qualitative aspect. The researcher sampled 107 participants of whom, 100 participants were Intermediate Phase languages teachers; 05 participants were HODs in the Intermediate Phase who participated in the guided interviews and the last 2 participants were Languages Subject Advisors who were also interviewed.

The researcher used many Intermediate Phase languages teachers in order to obtain maximum data; questionnaires were distributed to 100 Intermediate Phase Languages

teachers who were purposively sampled, while 05 HODs and 02 Subject Advisors were interviewed. All these three participants, namely, languages teachers, HODs and Languages Subject Advisors are the implementers of the Language Policy. They also have a significant purpose of improving learning and teaching of languages in the Intermediate Phase, hence, learner performance also depends on the support from these categories of people.

3.3 ETHICAL CONSIDERATIONS

Research ethics is a system that provides guidelines for the responsible conduct of educational research (Mouton, 1996). Ethics are moral principles that govern a person's behaviour or the conducting of an activity; it seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and injustice. They are a collection of moral standards that are proposed by a group of people or individuals, defining that which is legitimate or not regarding research procedures (Neuman, 2003:116). These procedures pertain concerns, conflicts and dilemmas which emerge regarding the best way to carry out a research.

Crowther and Lancaster (2009:141) maintain that it is impossible to undertake or manage research without the consideration of the effects of that research upon the people concerned. This is one of the reasons why ethical considerations in research are critical. Ethics, thus, are norms and standards for conduct that distinguish between right and wrong as well as acceptable and unacceptable behaviours.

In this study, permission was requested from Vhembe District in Limpopo Province before any data was collected. The researcher wrote a letter to ask for permission to collect data from the two selected circuits, namely, Mvudi and Soutpansberg West. The purpose of the study was clearly explained (See Appendices B, C and D)

Permission was granted with condition that another letter should be written to the two selected Circuit Managers; this is what the researcher did. Permission was granted, after

the researcher wrote letters to inform the principals of the selected schools where data were to be collected.

In this study, the respondents were assured of confidentiality before they participated. The consent form to ensure confidentiality of information from the respondents was signed. Creswell (1998) identifies a critical issue in every research as being that the participants should be granted informed consent before getting involved in the study. A consent form was signed to indicate the voluntary participation of the research sample and the fact that participants possess the right to terminate involvement in the study as they so wish. They were also assured that they were protected from any physical risk, they will be treated with respect and their rights will be protected. Participants' names were not mentioned and deception and manipulation of feelings of participants were not practiced in this study. They were clearly educated on the procedures, the nature of research, as well as the aspects of the investigation. The researcher adhered to all ethical standards and requirements in this study (See Appendix E).

3.4 DATA COLLECTION PROCEDURES

The collection of data refers to the process of assembling and measuring information on targeted variables of interest, in an established systematic fashion that enables one to answer stated and relevant research questions, test hypotheses and evaluate outcomes. Creswell (1998), contend that data collection enables researcher to formulate and test working assumptions about the process and develop information that will lead to the improvement of the quality of the characteristics of a product or service.

3.4.1 Questionnaires

In this study, 100 copies of the questionnaire were given to all the sampled Intermediate Phase teachers from different schools who teach languages to respond in writing. Teachers were made aware that the questionnaires were to be collected after three days. As indicated above, ethical considerations were adhered to. The purpose and importance

of supplying correct data were clearly explained for the sake of reliability and trustworthiness of the collected data. Participants responded by writing the correct answers and through making a cross next to the most relevant answer. As indicated, after three days, the completed questionnaires were collected by the researcher. Very few questionnaires were not returned due to unforeseen circumstances (See Appendix F H1).

3.4.2 Interviews

An interview in qualitative research is a conversation between an interviewer and interviewee wherein questions are asked to elicit information. Interviews are a series of questions presented by an interviewer and are usually responded to by the interviewees. Normally interviews are orally conducted, and they are open-ended and usually provide subjective and detailed answers (See Appendix F 2.1).

In this study, the researcher conducted oral interviews with 05 language HODs and 2 Languages Subject Advisors using structured questions in a conducive environment. Ethical considerations were also upheld in this case. All interviewees were given the same questions which they were supposed to respond to in the same order in all the sessions, but individual follow-up questions were also made for clarity, when necessary. Interviews were conducted in English, but code-switching was allowed, where it was necessary. Respondents were recorded and the recorded data was then transcribed verbatim on paper (See Appendices G C.1 and G C.2).

3.5 DATA ANALYSIS

Data analysis involves an attempt by the researcher to describe and reconstruct the data in a recognizable form (Maykut & Morehouse, 1994:122). These scholars define 'data analysis' as a body of methods that help to describe facts, detect patterns, develop explanations and test hypotheses. Gorman and Clayton (2005:206) continue to view data analysis as the practice to bring structure, meaning and structure to the bulk of

collected data by turning the raw data into information which can be used to develop concepts, theories, explanations or understanding. They further indicated that the researcher aims to identify the key elements from findings, establish broad categories and assign initial data units to the selected categories.

The researcher utilised both quantitative and qualitative research approaches to gather research data. Questionnaires and interviews were used in the process. All questionnaires were analysed by a statistician using the Statistical Package for Social Sciences (SPSS), whereas data from interviews were categorized into themes to produce findings, that is, Curriculum management, curriculum leaders and curriculum implementation.

3.6 CONCLUSION

This chapter discussed the research design and methodology used in this study. An exposition of how data was collected and analysed was provided. This included details on the research design, qualitative and quantitative research approaches, the procedures followed to collect data, sampling procedures, ethical considerations, and data analysis. The discussion also indicated that data collection was conducted in a way that ensured reliability, validity and trustworthiness of the study results.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

Chapter 3 dealt with the design and methodology of this research. This chapter presents findings of the investigation from field work and literature reviewed. The chapter further discusses the synchronisation of findings from both questionnaire and the interviews.

The questionnaire and interviews were administered simultaneously due to the restricted available time for data collection. As the researcher was conducting interviews, the research assistant was distributing the questionnaire at the circuit with which the researcher was not busy to ensure order in the schools. Completed questionnaires were collected by the research assistant on the agreed dates; this gave participants enough time to read and respond to the questionnaire. Interviews lasted for 30 - 45 minutes depending on the participant and the researcher's desire to have participants explore the interview questions in depth.

• **Participants Profiles**

One hundred (100) languages teachers from the two circuits (50 from Soutpansberg West and 50 from Mvudi Circuits) completed the questionnaires; however, only 84 questionnaires were returned. The language teachers teach Home Languages (HL) and English Additional Language (FAL), as school subjects and as Languages of Learning and Teaching (LoLT). Five (5) language Heads of Departments (HODs) were purposely selected from Mvudi and Soutpansberg circuits for interviews and 2 Languages Subject Advisors (SAs), one Languages Subject Advisor from each circuit; hence, in total, 91 participated in the study.

• **Biographical Details**

Data on biographical details were collected on three items - age, gender and experience in teaching languages (See Appendix H1).

Table 4.1: Age of the Participants

Age	Number	Percentage
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25 – 30	02	2.38%
31- 40	05	5.95%
41- 50	34	40.476%
51 and above	43	51.19%
Total	84	100%

Data collected on the age of participants show that 77 (91.7%) are older than forty years, implying that older teachers teach Intermediate Phase; therefore, they have acquired enough knowledge and skills based on their age.

Table 4.2: Gender of the Participants

Gender	Number	Percentage
Male	54	64.3%
Female	30	35.7%
Total	84	100%

There are more males (64.3%) who teach Intermediate Phase than females (35.7%). This implies that the Intermediate Phase is a male-dominated phase.

Table 4.3: Experience of Participants in Teaching Languages

Experience	Number	Percentage
0 - 5 years	16	19%
6 - 10 years	13	15%
11-15 years	14	17%

16 years and above	41	49%
Total	84	100%

In terms of experience in teaching languages, from 0-15 years, the spread is almost even (43: 51.2%), but more teachers (41: 48.8%) have 16 and above years teaching experience in languages. This implies that the sample is representative of the nature of experience of languages teachers in Intermediate Phase. A larger percentage (51.2%) ranges from novice to 41.8% who are experienced teachers who possibly might have gone through several changes of languages curricula.

Table 4.4: Interview Participants: (07 Participants were Interviewed - See Appendix G C.1 and C.2)

Participants for Interviews	Ages	Gender	Experience in Teaching/subject Advising Languages
HOD1	41	F	16
HOD2	43	F	18
HOD3	45	F	22
HOD4	50	M	23
HOD5	58	M	32
Subject Advisor 1	45	M	2
Subject Advisor 2	58	M	8
TOTAL:	7		

Data of the participants' profile, from the questionnaire and the interviews, depict that Intermediate Phase teachers are predominately older males who have acquired a reasonable experience of teaching languages.

It is quite striking that HODs in this study like other education stakeholders refer to the current curriculum as CAPS, instead of NCS Grades R-12, but in this study, the responses were based on CAPS as a policy document, simply because they use it more often than the other two policy documents which are being used for assessment (NPA) and promotion requirements (NPPPPR).

4.2 PRESENTATION OF FINDINGS FROM DATA SOURCES

A questionnaire was used to collect quantitative data. Hundred (100) teachers were given the questionnaire to complete; 84 (80.6%) returned the questionnaire and 16 (19.6%) did not return them. This shows an excellent return rate for the questionnaire. Another data source was an interview schedule. Five (5) Heads of Departments (HODs), namely, (HOD1, HOD2, HOD3, HOD4 and HOD5) and two Subject Advisors (SAs), namely, (SA1 and SA2) were individually interviewed. Questionnaire items and interview questions were hinged on the impact of **roles of languages Subject Advisors, support** of languages Subject Advisors on languages teachers and **strategies** to improve the teaching and learning of languages in the Intermediate Phase.

Presentation of data collected by questionnaire employed a 5-point Linkert scale. This is a type of psychometric response scale in which respondents specify their level of agreement to a statement typically in five points- Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree (See Appendix B: B1).

4.2.1 Roles of Language Subject Advisors

Teachers responded to a questionnaire, HODs and SAs responded to an interview schedule.

4.2.1.1 Responses from teachers (questionnaires)

The questionnaire reveals that teachers understand that Subject Advisors (SAs) are curriculum managers (Tables 4.1 and 4.2). They manage the curriculum by assisting in Policy interpretation and Policy implementation.

Table 4.5: Policy Interpretation

Policy Interpretation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	30	35,7%	36,1%	36,1%
	AGREE	47	56,0%	56,6%	92,8%
	NOT SURE	5	6,0%	6,0%	98,8%
	DISAGREE	1	1,2%	1,2%	100%
	Total	83	98,8%	100%	
Missing	System	1	1,2%		
Total		84	100%		

Table 4.6: Policy Implementation

Policy Implementation					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	STRONGLY AGREE	32	38,1%	38,1%	38,1%
	AGREE	39	46,4%	46,4%	84,5%
	NOT SURE	10	11,9%	11,9%	96,4%
	DISAGREE	3	3,6%	3,6%	100%
	Total	84	100%	100%	

The questionnaire reveals that teachers understand the roles of Subject Advisors (SAs) as ensuring policy interpretation, implementation of the curriculum and as curriculum leaders. 92% (Table 4.5) strongly agree and agree that the roles of SAs are to assist teachers to interpret policy documents of NCS Grade R-12 (in this case, CAPS document). 84% (Table 4.6) strongly agree and agree that the other role it to ensure policy implementation. 81% strongly agree and agree that another role of SAs is leading the curriculum (Table 4.7).

In Table 4.5 Of the seventy-seven (77) teachers - 92% strongly agree and agree that the role of SAs is to assist teachers to interpret policy (in this case, CAPS). Five (05) teachers (6%) are not sure of the roles of the SAs in the interpretation of policy, whereas 01 teacher (1.2%) disagrees on the SAs' role in relation to interpretation of policy. One (01) (1.2%) did not answer the question. This implies that generally teachers know this as the responsibility of SAs.

In Table 4.6 Seventy-one (71) teachers (85%) strongly agree and agree that SAs assist with policy implementation, 10 (11.9%) and 03 (3.6%) teachers are not sure and disagree respectively on policy implementation as the roles of SAs. This implies that generally teachers know of this role of the SAs in terms of assessment policy, progression policy among others.

Table 4.7: Curriculum Leaders

Curriculum Leaders					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	30	35,7%	35,7%	35,7%
	AGREE	38	45,2%	45,2%	81,0%
	NOT SURE	12	14,3%	14,3%	95,2%
	DISAGREE	3	3,6%	3,6%	98,8%
	STRONGLY DISAGREE	1	1,2%	1,2%	100,0
	Total	84	100,0	100,0	

Sixty-eight (68) teachers (81%) strongly agree and agree that Languages SAs assist teachers know how to assist their teachers. That is through cluster meetings and communities of practice were teachers are assisted to develop quality tasks for their classes. Twelfth (12) teachers (14.3%) are not sure, 03 (3.6%) disagree whereas 01 (1.2%) strongly disagrees (Table 4.7).

4.2.1.2 Responses from HODs (Interviews - HOD1, HOD2, HOD3, HOD4, HOD5)

All HODs show their awareness of the impact of roles of language SAs. Their responses concur that SAs help them in curriculum delivery by showing them the correct way of interpreting CAPS policy document. They indicated that SAs check and count the number of formal and informal tasks and check if they are marked and signed. HODs concur that SAs check the availability of CAPS policy documents, teaching is in-line with CAPS document and whether they are following the pacesetters or not. They also

indicated that SAs monitor and guide them whenever they go wrong. They also get help from SAs on how to develop lesson plans (See Appendix F2.1 AND F2.2).

HOD1: *They also check learners' tasks when they come to visit us. They also count the number of tasks given, both formal and informal tasks. When they come for support, they leave us with a monitoring tool to check where we are getting wrong. Eish, I nearly forget, they also supply us with CAPS documents. They also help us to interpret the CAPS document.*

HOD2: *They also count the number of class works and homework of the learners. They also check whether those homework and class works are in line with CAPS. They check whether the works that we have given to the learners are marked. They also check we have signed the learners' works or not. They also check if we have CAPS policy documents. They give us pace setters for languages.*

HOD3: *They also help how to teach the language well. Another role is to give guidance to the teachers. To monitor and support teachers.*

HOD4: *To help us design lesson plans. They help us to deliver curriculum in the classroom.*

HOD5: *To help teachers to follow the correct procedures of teaching language.*

Three HODs know explicitly the roles of SAs, but two of them state that they do not know. Even when the two HODs claim that they do not know the role but their explanations of what SAs do concur with the rest (HODs) as attested below:

HOD1: *First and foremost, Subject Advisors are people who come to our schools and support us as Language teachers. They monitor our works.*

They check our lesson plans. When I plan, I had to first move from known to unknown. Hmmm, again they also check our files during CASS moderation.

HOD2: *I do not know exactly what their roles are, but I always see them visiting different schools monitoring our works. We also submit schedules at the end of each quarter to the circuits and they verify them. I also see those moderating CASS files.*

HOD3: *They advise us about the better way to teach language in the classroom. They help us on how to make learners know how to express themselves. They advise the department about challenges that teachers are experiencing. They also give us CAPS documents and teach us how to use them.*

HOD4: *To give support to us on how aspects of language teaching can be achieved. They guide us on issues relating to exam preparation (which language items to put emphasis on per grade). They also help us on structuring of examination papers. To give guidance on how to teach language. They help us to implement change. To help us design lesson plans. They help us to deliver curriculum in the classroom. They also monitor and support us.*

HOD5: *I am not sure of their roles, but this is what I see them doing. To support teachers to stick to the correct policy. To monitor and support teachers... To moderate CASS files. To verify schedules at the end of every quarter. To set examinations. To help teachers to follow the correct procedures of teaching language.*

The responses of HODs concur with Govender (2018) and Chigona (2017) that SAs are expected to be the masters of pedagogy and content knowledge in curriculum delivery.

4.2.1.3 Responses from Subject Advisors (Interviews - SA1 and SA2)

The responses of the interview from SAs concur with the roles of SAs as instructional leaders. They indicated that their roles are to train teachers on correct implementation of the current curriculum, that is, NCS Grades R-12. Their responses also indicate that they (SAs) also ensure that planning by all language teachers is in-line with CAPS requirements. The findings from the ASs indicate that they also develop training materials that they use during training or conducting workshops. After training they also do followup through monitoring and giving support. They report that during monitoring they check daily preparation, the use of teaching methodology, classroom resources for reading, writing, phonics, use of language workbooks and correct time allocation for teaching language.

The reviewed literature supports the role of curriculum leadership. Subject Advisors and teachers are expected to have a mutual relationship for the effectiveness of the schools, and that ultimately lead to quality learning and teaching in schools (DBE, 2013).

In addition, literature review (Hallinger, 2009; DBE, 2011; Haggins et al, 2011; Soobrayan, 2012; DBE, 2013; Tatana, 2014; Mthembu, 2015; Dambuza, 2015; Chigona, 2017 and Govender, 2018) concur with the views of participants on the roles that Subject Advisors are subject specialists whose major role is to support teachers in curriculum delivery. It is mandatory (DBE, 2011) that as the NCS is pivoted on high levels of skills and knowledge; Subject Advisors have the role to empower teachers with those skills and knowledge which will help them broaden their teaching approaches. Scholars (Hellinger, 2009 and Soobrayan, 2012) are explicit to state that SAs support teachers with LTSM whereas Dambuza (2015) and Chigona (2017) also specify the management role of SAs as curriculum managers. However, Haggin *et al.* (2011) provide a distinct role of SAs that of providing a platform for professional learning in the form of creating clusters for teachers to learn (communities of learning).

4.2.2 Support of the Language Subject Advisors (SAs) to the Languages Teachers in the Intermediate Phase

The following are the responses on the support of the language Subject Advisors (SAs) to the languages teachers.

4.2.2.1 Responses from teachers (questionnaires)

Teachers have indicated different ways in which they are receiving support from Subject Advisors, such as monitoring (Table 4.8).

Table 4.8: Monitoring

MONITORING					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	32	38,1%	38,1%	38,1%
	AGREE	38	45,2%	45,2%	83,3%
	NOT SURE	10	11,9%	11,9%	95,2%
	DISAGREE	3	3,6%	3,6%	98,8%
	STRONGLY DISAGREE	1	1,2%	1,2%	100,0
	Total	84	100,0	100,0	

Seventy (70) teachers (83.3%) strongly agree and agree that SAs are curriculum leaders. They command pedagogic content knowledge of languages. They monitor teaching,

learning and assessment activities. Ten (10) teachers (11.9%) are not sure; 03 teachers (3.6%) disagree and 01 (1.2%) strongly disagree that SAs are curriculum leaders who monitor curriculum activities.

4.2.2.2 Responses from HODs (interviews - HOD1, HOD2, HOD3, HOD4, HOD5)

The responses of all HODs confirm the support of the language Subject Advisors (SAs) to the languages teachers. Their responses clearly attest that they are being supported through workshops, trainings, seminars, in-service training and school visits. They indicated that regular visits do strengthen them with knowledge and skills which help them to teach better. They agree that SAs do support them by providing relevant materials which enable them to develop themselves and become more intelligent. They see SAs as officials who support them to develop lesson plans and quality tasks, identify effective teaching strategies and to interpret CAPS policy document.

The following are the responses from HODs on the support by SAs:

***HOD1:** Like I said before, I wish they can come and support us every month or at least twice per term. We would have time to ask questions when we get stuck. They also help us on how to develop oral lessons. Unfortunately, they are not many, and our schools are too many.*

***HOD2:** By attending more seminars so that learning and teaching take place in an organised manner. I must also read more books to develop myself. More workshops are need because they make me intelligent. I can create a learning environment that can help me see the intelligences of learners.*

***HOD3:** By giving us relevant teaching materials like reading books for all learners, flashcards for learners who are unable to read. By giving us charts with different stories with pictures. Learner teacher ratio should*

be considered. More workshops are needed. Workshops may be given four times per year.

HOD4: *By providing us with in-service training which are skills focused. Regular support visit to strengthen us with knowledge and skills. By giving us more relevant materials. By helping us to identify effective teaching strategy. By helping us to interpret CAPS.*

HOD5: *More workshops are needed. More relevant teaching materials such as manuals and notes. Provide us with lesson plans. By training us on how to teach better. By providing us with knowledge and skills.*

Literature confirms the view of HOD5 on teaching of languages as subject and as LOTL (Languages Framework Document). HOD3 takes it further to highlight staff development (challenges of teachers: HOD3) whereas HOD4 and SA1 highlight quality assurance.

Lessons drawn from research studies in Literature review for this study state that teachers view curriculum implementation as business as usual. Studies reveal that teachers, who have taught languages for several years, claim to know the subject matter or content by heart and they often resort to their old ways of teaching, hence, causing learners' poor performance in languages. Hattori and Wangeleja (2007:45), maintain that the provision of continuous professional support for teachers helps much in changing their teaching practice. In addition, literature (2.6) emphasises the role of SAs in ensuring quality teaching and learning of languages as a subject and as a LOTL. Subject Advisors, hence, have a role to help teachers by monitoring and supporting the implementation of the curriculum. SAs support teachers in effective delivering of the curriculum in the classroom and by strengthening their content knowledge (See Appendix GC1 and GC2).

The HODs' responses clearly confirm the views of De Grauwe and Carron (2007), Lugaz and De Grauwe (2010) that they are being holistically supported by SAs as individuals, peers and support structures through in-service training programmes and monitoring,

wherein their content knowledge is being strengthened; their ways of teaching are monitored in order to ensure that they are in-line with curriculum policies. HODs would also need more workshops and LTSM. In addition, Lugaz and De Grauwe, (2010) maintain that the support is done through school visits by district-based officials.

4.2.2.3 Responses from Subject Advisors (Interviews - SA1 and SA2)

The two Subject Advisors concur that their major role is to support teachers on curriculum development, curriculum implementation, curriculum interpretation and curriculum monitoring. Their responses clearly confirm that they really do support language teachers by doing follow-up visits after having identified gaps during SBA moderation. They also indicated that teaching language is not a one man's show, partnership with professional learning communities should be established wherein teachers can work together as a unit, acquire skills from outside stakeholders which will boost teachers to raise the standard of teaching and be able to meet the set objectives.

The following are the responses from the ASs on the support of language teachers:

***SA1:** By doing follow-up visits after having moderated their SBA files to help them on the areas where they need more support. By doing cluster support wherein I can help them in a smaller group. By using lead teachers wherein, they can share their problems freely without being intimidated. By doing needs analysis and workshop them in accordance with the findings. By doing in-service training.*

***SA2:** Teaching language is not a one's show, it needs partnership of the entire school community with the stakeholders outside the school building like parents and other professional organisations like universities, we as language subject advisors should be able to assist and support language teachers in the establishment of the partnership and collaboration of between the school and other stakeholders. As a subject advisor, I have a role to play in ensuring that the professional learning*

communities are established in order to enable language teachers to acquire abilities and skills from outside stakeholders. I think that as a Language subject advisor, I should also bring language teachers together in order to work as a unit and it further boosts teachers to raise the standards and able to meet the set objectives.

SAs strongly agreed that they support teachers in effective delivery of the curriculum in the classroom and by strengthening their content knowledge. Govender (2018); Chigona (2017); Dambuza (2015); DBE (2013) and DoE (2003) support the view by confirming that SAs are also programme designers as they develop some materials which will be of help to teachers such as rubrics, lesson plan exemplars, record sheets and others. They also monitor the informal and formal tasks and moderate those tasks as well as assist teachers to organize activities, such as story-telling or writing, reading, spelling BEE and debate competitions.

The findings indicate that SAs enable teachers and HODs to work as a unit. They give support through visits and give feedback, provision of LTSM and monitoring teaching and learning (Brinko, 1993; Peterson, 1995; Darling-Hammond & McLaughlin, 1995; De Grauwe & Carron, 2007; Mbanjwa, 2014:11 and Vilikazi, 2015).

4.2.3 Strategies Language Subject Advisors can use to Develop Language Teachers

The following are the responses on the strategies language Subject Advisors can use to develop language teachers:

4.2.3.1 Responses from teachers (Questionnaires)

The questionnaire reveals that teachers understand the strategies that SAs are helping them with (Tables 4.9-4.12).

Table 4.9: Strategies to Improve Teaching and Learning of Languages

LANGUAGE CLUSTERS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	31	36,9%	37,3%	37,3%
	AGREE	40	47,6%	48,2%	85,5%
	NOT SURE	4	4,8%	4,8%	90,4%
	DISAGREE	5	6,0%	6,0%	96,4%
	STRONGLY DISAGREE	3	3,6%	3,6%	100,0
	Total	83	98,8%	100,0	
Missing	System	1	1,2%		
Total		84	100,0		
COMMON TASKS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	25	29,8%	29,8%	29,8%
	AGREE	47	56,0%	56,0%	85,7%
	NOT SURE	8	9,5%	9,5%	95,2%
	DISAGREE	2	2,4%	2,4%	97,6%

	STRONGLY DISAGREE	2	2,4%	2,4%	100,0
	Total	84	100,0	100,0	

Generally, teachers agree that language clusters and uniformity in Languages tasks development confirm that SAs are curriculum implementers. 71 teachers (85.5%) strongly agree and agree that language clusters support curriculum implementation. 04 (4.8%) are not sure, 05 (6%) disagree whereas 03 (3.6%) strongly disagree. Concerning common tasks, 72 teachers (85.7%) strongly agree that SAs ensure curriculum implementation. 08 (9.5%) are not sure, 02 (2.6%) disagree and 02 (2.6%) strongly disagree that SAs ensure curriculum implementation through common tasks.

Table 4.10: Strategies for Curriculum Management: Debates

DEBATES					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	16	19,0%	19,0%	19,0%
	AGREE	30	35,7%	35,7%	54,8%
	NOT SURE	29	34,5%	34,5%	89,3%
	DISAGREE	7	8,3%	8,3%	97,6%
	STRONGLY DISAGREE	2	2,4%	2,4%	100,0

	Total	84	100,0	100,0	
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Forty-six (46) teachers (54.8%) strongly agree and agree that debates ensure that language curriculum is well managed. In addition to writing, students do debates to practice their speaking skills. 29 teachers (34.5%) are not sure if debates can be used as curriculum management strategies. 07 teachers disagree, whereas 02 teachers strongly disagree. This implies that 38 teachers (45.2%) will not employ debates or prepare their learners to participate in debate competitions because they do not see debates as a strategy for curriculum management; this big number is alarming. There is a need for SAs to show the importance of debates in languages clusters.

Table 4.11: Class Visits

CLASS VISITS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	14	16,7%	17,1%	17,1%
	AGREE	27	32,1%	32,9%	50,0%
	NOT SURE	23	27,4%	28,0%	78,0%
	DISAGREE	13	15,5%	15,9%	93,9%
	STRONGLY DISAGREE	5	6,0%	6,1%	100,0
	Total	82	97,6%	100,0	
Missing	System	2	2,4%		

Total	84	100,0		
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Forty-two (41) teachers (49%) strongly agree and agree that class visits are strategies to enhance curriculum management. Twenty-three (23) teachers (27.4%) are not sure and 13 teachers (15.5%) disagree that class visits can be curriculum strategies. 05 (6%) strongly disagree. Two (02) (2.4%) did not answer the question. Figure 4.6 and Figure 4.7 reveal that teachers do not want personal contact with SAs. Through debates, learners reveal what they do in class and through class visits teachers demonstrate through records, teaching and learning of languages what they teach and how the learners are doing. In total 41 teachers (49%) do not want SAs to manage the curriculum through class visits.

Table 4.12: Action Research for Good Practice

ACTION RESEARCH FOR GOOD PRACTICE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	17	20,2%	20,5%	20,5%
	AGREE	33	39,3%	39,8%	60,2%
	NOT SURE	24	28,6%	28,9%	89,2%
	DISAGREE	6	7,1%	7,2%	96,4%
	STRONGLY DISAGREE	3	3,6%	3,6%	100,0
	Total	83	98,8%	100,0	

Missing	System	1	1,2%		
Total		84	100,0		

Fifty (50) teachers (60.2%) strongly agree and agree that action research improves good practice. Twenty-four (24) teachers (28.6%) are not sure. Six (06) teachers (7.1%) disagree, whereas 03 teachers (3.6%) strongly disagree that action research can promote good practice. 33 teachers are not sure about action research's potential to improve practice, particularly, in the learning of languages. This is a cause of concern that almost 40% of teachers are not exposed to action research to address the teaching crisis.

4.2.3.2 Responses from HODs (Interviews - HOD1, HOD2, HOD3, HOD4, HOD5)

All the responses from the HODs showed that different strategies can be used to develop language teachers in order to enhance teaching and learning. They indicated that different strategies and teaching methods such as question and answer, explanation, individualization, shared reading strategy, grouping learners according to their abilities, use of phonics, use of workbooks, regular use of pictures, drill work and group work can be used to enhance teaching and learning in the Intermediate Phase.

Regarding strategies HODs use, they mentioned these strategies:

***HOD1:** Explanation method can be the best strategy. Question and answer method. Shared reading strategy. Individualisation, though it cannot work well because our classes are overcrowded.*

***HOD2:** I will group learners according to their abilities. I will ask learners to read in groups. After reading I will come to the fore so that they can present what they have learnt. I will also use phonics to teach them how to read and write. Learners will write words on the chalkboard and some other learners will correct them. From there they write those words in their books. I will also use workbooks and allow learners to write the activities in their workbooks.*

***HOD3:** I will use things like: Extra reading groups of learners according to their abilities in the afternoon. Slow learners must be given group leaders to help them. Give learners classwork and homework every day. Help learners with barriers by involving their parents to know the progress of their children. Asking other teachers' methods that can help to teach language better. By giving them more work to do and to use other language resources such as English in class. By regular use of pictures. More work, for example, homework and classwork should be given regularly. All language teachers should be given workshops concerning sound knowledge to cover all topics, understanding of curriculum.*

***HOD4:** Drill work is one of the strategies which I use. Recitation, Group work, Question and answer method. By using pictures, posters, etc.*

***HOD5:** Group work, Question and answer method, Shared reading, Picture reading and using phonics.*

HODs responses concur with Literature Review on the importance of using strategies to enhance language teaching and learning. HOD2 indicated the use of workbooks which was also pointed out in Literature Review by the NDP, (2030) as one of the best strategies to be used to improve languages teaching and learning. The other 04 HODs agreed on the importance of using strategies in the classroom to improve languages, they even gave examples of teaching methods such as question and answer, group work, drill work, explanation and others which they regarded them as teaching strategies.

4.2.3.3 Responses from Subject Advisors (Interviews - SA1 and SA2)

All the responses from the SAs revealed that teaching and learning strategies play a major role in improving **language** teaching and learning. SAs responses indicate that teacher have to be more creative enough to come up with strategies which can enhance teaching and learning of language. They also indicated that group work, shared reading, use of

phonics, print-rich classes, teaching corners, continuous assessing reading levels and others, can help teachers to enhance teaching and learning of language in the Intermediate Phase.

In response to strategies to ensure implementation of the curriculum, SAs had this to say:

SA1: *Teachers know their learners better; some of them are more intelligent, more creative, so I can gather them and let them share their challenges in their classrooms and how they came up with solutions. By sharing such information, they will be helping one another. They will also share the best teaching strategies that work best when teaching language in their classrooms. By so doing, they will be sharing knowledge, skills, creativity which will help them in their classrooms when they teach. In groups, teacher will come up with different strategies themselves. I will share with them some researched strategies that will help them teach the language better such as group teaching, shared reading, teaching reading and writing using phonics, print-rich classes or corners. I will also encourage them to read more books so that they get more strategies which will enhance teaching and learning of Languages*

SA2: *Monitoring learner performance:* ○ *Assess the speaking, reading and writing level of each and every learner.*

- *Continuous assessment is embedded in current teaching practices; it assists teachers in monitoring the ongoing progress of the learners and supports and guides further development.*

Teaching practice and methodology:

- *The best language teacher is a teacher who conveys not only the value of reading, writing and speaking but also the joy of reading, writing and speaking.*
- *Reading, writing and speaking a language are competences that teachers have to actively teach since learners do not simply “pick up”*

reading, writing and speaking skills, therefore teacher have to plan for teaching the learners how to read write and speak.

The interviews reveal that SAs know what is expected of teachers; hence they demand expertise in the subjects (languages) content and pedagogical knowledge. The responses from the ASs above attest to literature reviewed that the use of strategies improves languages teaching and learning. Their relevancy, usefulness, helpfulness to teaching and learning of languages play a major role in enhancing languages. This has been attested by these scholars; (Scarcella & Oxford, 1992; Oxford, 1990 & 1992; Cohen, 1998 and Jennifer 2016). SA1's response agrees with Ayua (2017) who has indicated that teachers have to be creative enough by instilling motivation to learners through the use of variety of strategies such as stimulus variation in order to bring about successful learning. He also added by saying that variety of strategies is the spice of life, but monotony kills interest, this view was also supported by Konder (2012).

In addition, Literature review reveals other strategies which were never mentioned by both the SAs and HODs above. The National Development Plan, (2030) (National Basic Education, 2012) has some strategies in place which are relevant in improving the teaching and learning of languages, namely, Spelling Bee competitions, Primary School Reading Improvement (PSRIP), Department of Basic Education Workbooks, Read to lead Campaign, Strategic Partnerships, Foundation for Learning Campaign (FFLC) and others. Other teaching strategies were revealed by Scarcella and Oxford (1992) Oxford (1992), such as cognitive, memory-related, compensatory and social and affective strategies. The need of integrating new digital technologies with curriculum delivery to enhance teaching and learning of languages was revealed by these scholars (Barber & King, 2016; Mishra & Koehler, 2006; Hightower *et al.*, 2011; Beck & Hughes, 2014; Pamuk, 2012, Chigona, 2017). Literature also supports the implementation of "Drop All and Read programme," to create a culture of reading in the classroom and in the school.

4.3 DISCUSSION OF RESULTS FROM QUESTIONNAIRE AND INTERVIEWS

The questionnaire items and interview schedule were based on the **role** and **support** of SAs of languages, and **strategies** they provide to enhance the teaching of languages. Responses from both the questionnaire and the interview schedule concur that the role, support and strategies to enhance the learning of languages are entailed in the three themes of the study. These themes are: Curriculum Management, Curriculum Leaders and Curriculum Implementation.

• **Curriculum Management**

Data drawn from the questionnaire and interviews concur that Subject Advisors manage the curriculum. The questionnaire answers revealed that teachers agree that the role of Subject Advisors is to manage the curriculum, through debate competitions and class visits.

From the interviews, Subject Advisors (SAs) identified one of their roles as to develop a language policy, to facilitate language competitions and conduct workshops. This view is supported by the interviewed five teachers showing that all the views support the role of SAs managing the curriculum.

• **Curriculum Leaders**

The questionnaire answers indicated that SAs, through cluster meetings and communities of practice assist teachers to develop quality tasks for their classes. This means they have expert knowledge of their subjects. SAs are also aware of their role as curriculum leaders. They know what is expected of teachers, hence, they show expertise in their subjects' (languages) content and pedagogical knowledge. In terms of SAs perceived as curriculum leaders, teachers expect them to do everything for them as teachers like to be spoon-fed. The curriculum leadership of SAs seems to be abused, for as curriculum leaders, they do not replace teachers but support them.

• **Curriculum Interpretation and Implementation**

Data collected by the questionnaires identify SAs as stewards for curriculum implementation. They assist teachers to interpret CAPS and ensure its implementation.

The data (questionnaire and interviews) inform that SAs ensure the curriculum is implemented as per policy per CAPS document; this is concurred by teachers and SAs alike. In response to the interviews, teachers assert that SAs use a monitoring tool to ensure curriculum coverage in line with the pacesetter. SAs and teachers concur that cooperative teaching and learning promote language learning. The questionnaire revealed that debates, class visits and action research are not well received as means of promoting languages learning. Almost half of teachers, responding to the questionnaires, are not certain if these activities can promote language teaching and learning. In the case of responses from the interviews with teachers and SAs, none of them cite these three strategies, hence, the two sets of data do not concur.

To sum up, all the data support that curriculum implementation needs to be ensured through - teachers and SAs' activities of interpreting CAPS, adhering to class visits by SAs, teachers' promotion of debates, action research around common language problems, and cooperative teaching and learning methodologies.

4.4 CONCLUSION

The chapter presented the findings and discussions of results of the study. This entailed roles, support and strategies SA could employ to assist effective teaching and learning of languages in the Intermediate Phase. Quantitative data was presented in tables using the Linkert scale. Statistics were described, explained and presented in percentages. Qualitative data was presented verbatim and evidence was supported by literature review of this study. Discussions of results were presented thematically, thus, the following themes emanated from the study: Curriculum Management, Curriculum Leaders and Curriculum Implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 comprised of findings and analysis of data. This chapter will present summaries of Chapters One to Five, conclusion of the study, followed by recommendations to reinforce the impact of Subject Advisors' roles in enhancing languages teaching and learning in the Intermediate Phase.

5.2 SUMMARY

Chapter 1 presented the introduction to the study. It focused on the background, statement of the problem, aim and objectives of the research. The research questions, theoretical framework of the study, research design and research methodology were also addressed. In addition, Chapter One explicitly stated how trustworthiness of the study was established.

Chapter 2 presented the literature review. It responded to the study's research questions to address the problem under study. It covered topic on the **roles** of SAs, the **support** Languages SAs give to languages teachers and **strategies** that improve the learning and teaching of languages.

Chapter 3 constituted the design and methodology adopted in the study. The study employed a mixed method. It discussed the population, sampling, sample, data collection instruments and trustworthiness of the investigation.

Chapter 4 presented findings and discussed the results of the study. Two data sets were presented, quantitative and qualitative data. Quantitative data were analysed statistically, described and interpreted numerically. Qualitative data were analysed thematically. Findings from quantitative and qualitative data were synchronized and the following

themes emanated from the responses of participants: Curriculum management, curriculum leaders and curriculum implementation.

5.3 CONCLUSION

The data collected has indicated the impact that Languages Subject Advisors are making in order to enhance teaching and learning of languages in the Intermediate Phase in Vhembe District in Limpopo Province. This is evidence enough through the responses captured in the data collected by the questionnaires and interviews through the three categories of participants, namely, teachers, Heads of Departments and Subject Advisors for languages that the hypothesis of this study is in the affirmation. It is now safe for the study to declare that there is significance increase in language performance of teachers due to the support of Languages Subject Advisors than in those language teachers who are not supported, that is, the hypothesis made for this study.

The SAs too, seem to operate with this notion. Their responses suggest that their roles should always to be on-site (schools) to assist teachers in classroom activities, because they have realised that they cannot operate well in their absence. Their responses indicated that teachers rely heavily on their assistance; hence the impact is enhancing the teaching and learning of languages. The impact is also helping teachers to be creative and innovative with regards to language teaching and learning.

The roles of SAs are now well-understood by teachers, unlike in the past where teachers mistaken them for assistant teachers whose role is to be available as the need arises. Languages teachers are now free to call Languages Subject Advisors anytime for help. This study has made it clear that without Languages Subject Advisors' support, language teachers could not implement this NCS Grades R-12 with ease. Curriculum delivery as one of the major roles of Languages Subject Advisors has been made clear to both languages teachers and Heads of Departments that it can be well-implemented through the support from Languages Subject Advisors.

Subject Heads of departments (HODs) were supposed to be experts in their subjects in order to provide subject teachers with school-based training in developing teaching and learning materials, methodologies and expanded activities as enrichment opportunities, but because of lack of knowledge and content gap, Subject Advisors have to come in to close this gap. Hence, the Subject Advisors are now supporting both HODs and teachers to enhance language teaching and learning.

In terms of power and authority, Subject Advisors seem to rely on the cooperation of teachers and HODs. Their monitoring function is limited as much happen on-site. Teachers have now realised that keeping the required documents for compliance sake does not serve any purpose. They now understand the roles and the support they receive from the Subject Advisors. Their responses have made it clear that using different strategies makes language teaching and learning more effective. This makes it very easy for Languages Subject Advisors to execute their roles effectively; hence the impact of the Subject Advisors remains wanting.

5.4 RECOMMENDATIONS

This study recommends that Languages Subject Advisors should be exposed to academic scholarship. There is a dearth of research materials on roles, support and strategies that Subject Advisors can employ to make an impact. Higher education institutions can be solicited to workshop, conduct seminars and provide conference opportunity where Subject Advisors can present their research studies.

This study recommends that the roles of Languages Subject Advisors should continue to ignite the minds of teachers so that they can explore the possibilities and come up with innovative ideas and solutions regarding teaching and learning languages. This study further recommends that more workshops and cluster meetings should be conducted to languages teachers until they are able to implement NCS Grades R-12 without help from either the HOD or Languages Subject Advisors.

This study recommends that Languages Subject advisors should play their roles well with the support of on-site mentors, namely, HODs who will in turn then support languages teachers in their absence. A Language Subject Advisor and a mentor play plus or minus the same roles, especially, a subject specialist mentor. If mentors or HODs are not playing their roles well; much will be expected from Subject Advisors. This makes Subject Advisors to play multiple roles in both HODs and teachers' lives.

This study recommends that Subject Advisors should also give support on the other two NCS Grades R-12 documents, namely, NPA and NPPPPR. Both teachers and HODs never mentioned them in their responses as if they do not exist in the current curriculum, whereas they regularly use them for assessing, progressing and promoting learners.

This study recommends that Language Subject Advisors should continue to support or help teachers to make decisions concerning teaching and learning of languages. Languages teachers do not have the experience that Languages Subject Advisors have, (both from qualifications and from the experience of guiding other teachers), therefore the support that they receive from Languages Subject Advisors should help them to make certain choices which will affect and enhance language teaching and learning.

This study recommends that intensive monitoring and support should be done to the novice teachers who do not have experience of teaching languages and pedagogic content knowledge of the subject. The research has revealed that some new languages teachers were not trained to teach languages, they were just given the subject due to lack of the teaching-staff. Further special monitoring and support is needed to those experienced teachers who claim to know the subject matter of languages by heart and resort in using their own content, this research has revealed that this tendency is contributing to poor performance in languages. The same goes to those teachers who keep on code-switching to Home Languages as their LoLT when teaching Intermediate Phase learners in the content subjects, whereas learners are being assessed in English FAL.

This study recommends more, and various strategies should be provided to language teachers by Languages Subject Advisors in order to enhance the teaching and learning of languages. This has been evidence enough in both the responses of languages teachers and HODs who were mistakenly giving teaching methods as teaching strategies. They never mentioned the strategies that are currently in place, because they still lack this knowledge.

5.5 LIMITATION OF THE STUDY

Relevant views of languages teachers were analysed of the quantitative data of the research and seven participants were interviewed of the qualitative data to achieve an indepth exploration of the impact of Languages subject advisors in the teaching and learning of languages. More circuits rather than two could have been considered to yield more generalizable research findings. However, the study remains valid in terms of research rigour, depth, accuracy drawn from two data sources.

Although the study included teachers, heads of departments of languages, Subject Advisors of languages, who are the key stakeholders in the teaching and learning of languages at school level, other participants such as the School Development Team, district and provincial officials and parents could have been included for a wider perspective on the impact of Subject Advisors' roles in the teaching and learning of languages. They were however excluded because of the need to delimit the study to a specific scope for thoroughness. The perceptions of other stakeholders on the 'impact' could however, be considered in another study as suggested in the section on further studies.

5.6 TOPICS FOR FURTHER STUDY

Based on the limitations, recommendations and literature review, the following could be topics for further study:

- *The role of the district professional learning committees in enhancing the teaching and learning of languages.*
- *The teacher as a curriculum manager in the teaching and learning of languages.*
- *The role of School Development Teams in enhancing the teaching and learning of languages.*

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APENDICES

APPENDIX A: UNIVEN ETHICS LETTER

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS T.R MUNYAI
SCHOOL OF EDUCATION

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

DATE : 30 AUGUST 2017

DECISIONS TAKEN BY UHDC OF 24TH AUGUST 2017

Application for approval of Master's research proposal in Education: T.R Munyai (16023551)

Topic: "Impact of language subject advisor's role in teaching and learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province."

Supervisor	UNIVEN	Dr. N.F Litshani
Co-supervisor	UNIVEN	Mrs. S.A Mulovhedzi

UHDC approved Master's proposal



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

APPENDIX B: PERMISSION TO CONDUCT RESEARCH FROM VHEMBE DISTRICT

Enq: Dr NF Litshani
CELL: 079 341 9936

P.O. BOX 6
THOHOYANDOU
0950
06 NOVEMBER 2017

District Director - Vhembe District
Department of Education
Private Bag X2250
SIBASA
0970

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **Tshimangadzo Rachel Munyai** and I am a Master's student of Curriculum Studies in the School of Education at University of Venda (UNIVEN). The title of my research is: **The Impact of Languages Subject Advisors' Role in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province.**

This project will be conducted under the supervision of Dr NF Litshani and Mrs SA Mulovhedzi. The schools under your Circuit have been identified for the purpose of the study.

The study seeks to investigate the impact of Subject Advisor's role in the teaching and learning of languages in primary schools at the Vhembe District, under Mvudi and Soutpansberg West Circuits.

I therefore seek permission to conduct the research.

Yours sincerely

.....
TSHIMANGADZO RACHEL MUNYAI (Student) University of Venda 082 202 4616

..... **Dr NF Litshani (Main Supervisor)**

APPENDIX C: PERMISSION TO CONDUCT RESEARCH FROM MVUDI CIRCUIT

Enq. Dr NF Litshani
CELL: 079 341 9936

P.O. BOX 6
THOHOYANDOU
0950
21 NOVEMBER 2017

The Circuit Manager
Mvudi Circuit
Department of Education
Private Bag X1166
SIBASA
0970

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **Tshimangadzo Rachel Munyai** and I am a Master's student of Curriculum Studies in the School of Education at University of Venda (UNIVEN). The title of the research is: **The Impact of Languages Subject Advisors' Role in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province.**

This project is conducted under the supervision of Dr NF Litshani and Mrs SA Mulovhedzi. The schools under your circuit have been identified for the purpose of a study. The study seeks to investigate the impact of Subject Advisors' role in the teaching and learning of languages in the primary schools in your Mvudi Circuit, under the Vhembe District.

I therefore seek permission to conduct the research.

Yours sincerely,

.....
TSHIMANGADZO RACHEL MUNYAI (Student) University of Venda 082 202 4616

..... **Dr NF Litshani (Main Supervisor)**

**APPENDIX D: PERMISSION TO CONDUCT RESEARCH FROM SOUTSPANSBERG
WEST CIRCUIT**

Enq: Dr NF Litshani
CELL: 079 341 9936

P.O. BOX 6
THOHOYANDOU
0950
21 NOVEMBER 2017

The Circuit Manager
Soutpansberg West Circuit
Department of Education
Private Bag X1166
SIBASA
0970

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **Tshimangadzo Rachel Munyai** and I am a Master's student of Curriculum Studies in the School of Education at University of Venda (UNIVEN). The title of the research is: **The Impact of Languages Subject Advisors' Role in Teaching and Learning of Languages in the Intermediate Phase, Vhembe District in Limpopo Province.**

This project is conducted under the supervision of Dr NF Litshani and Mrs SA Mulovhedzi. The schools under your circuit have been identified for the purpose of the study. The study seeks to investigate the impact of Subject Advisor's role in the teaching and learning of languages in the primary schools at your circuit, Soutpansberg West, under the Vhembe District. I therefore seek permission to conduct the research.

Yours sincerely,

.....

TSHIMANGADZO RACHEL MUNYAI (Student) University of Venda 082 202 4616

..... **Dr NF Litshani (Main Supervisor)**

APPENDIX E: CONSENT LETTER TO PARTICIPANTS

Dear Participant

This study aims to investigate the impact of the Languages Subject Advisors' roles in enhancing effective teaching and learning of languages in the Intermediate Phase in Vhembe District Limpopo Province. I would like to thank you for being part of this study. Your participation will be done through responding to the questionnaire, but before you do so, I would like to give you the consent form to ensure confidentiality of the information that you are going offer. Your names will not be mentioned in this study. You are requested to sign the consent form to indicate your voluntary participation in this study. I would like to assure you that you are protected from any physical risk, you will be treated with respect and your rights will be protected. Deception and manipulation of your feelings will not be practiced in this study. All ethical standards and requirements of research in this study will be adhered to. I will clearly educate you on the procedures, the nature of research, as well as the aspects of the investigation. You have the right to terminate your involvement in this study if you so wish to do so.

You are therefore kindly requested to respond truthfully to the questionnaire and to the best of your ability and knowledge. Kindly note that there are no right or wrong answers; however, you are expected to answer all the questions as honestly as you can.

Your participation is highly valued.

Regards

Munyai TR

APPENDIX F: F1 - QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

1. Age

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

2. Gender

Male	
Female	

3. Experience in teaching languages

0-5 years	
6-10 years	
11-15 years	
16 years and above	

SECTION B: QUESTIONNAIRE

For each of the statements given below, indicate the extent to which you agree or disagree with them with regards to the investigation on the role of Languages Subject Advisors in enhancing effective teaching and learning of languages in the Intermediate Phase.

A. What do teachers know about the role of Languages Subject Advisors in teaching language	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Languages Subject Advisors assist in policy interpretation.					
2. Languages Subject Advisors assist in policy implementation.					
B. How best can Languages Subject Advisors support Intermediate Phase teachers in teaching Languages?	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
3. Languages Subject Advisors establish language cluster to assist all teachers at schools.					
4. Languages Subject Advisors engage teachers in developing tasks for teaching and assessment.					
5. They establish communities of practice to hold debates on how to improve practice.					
6. Regular class visits on sites.					

7. Share good practice from research.					
C. Strategies to enhance teaching and learning of languages in Intermediate Phase					
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8. Command of pedagogic content knowledge of languages.					
9. Accessible for help					
10. Encourage circuit and district participation for awards.					
11. Demonstrate good practicedisplay their portfolios.					
12. Encourage teachers to do action research					

APPENDIX F2.1 – INTERVIEW PROTOCOL: LANGUAGES SUBJECT ADVISORS

1. What are your roles in schools as Languages Subject Advisors, in the teaching and learning of Languages?
2. How best can you support Intermediate Phase languages teachers in teaching and learning of languages?
3. What other strategies would you propose to Languages teachers to enhance teaching and learning of languages in the Intermediate Phase?

APPENDIX F2.2 – INTERVIEWS WITH HEADS OF DEPARTMENTS (HODs)

1. What do you know as the roles of Languages Subject Advisors?
2. How best do you think you can be supported in order to enhance effective teaching and learning of languages in the Intermediate Phase?
3. Which strategies do you think can help you enhance teaching and learning of languages in the Intermediate Phase?

APPENDIX G: TRANSCRIBED INTERVIEWS

C.1 RESPONSES BY HEADS OF DEPARTMENTS (HODS)

Question 1: What do you know as the roles of Languages Subject Advisors?

Head of Department1 (HOD1)

- First and foremost, Subject Advisors are people who come to our schools and support us as Languages teachers.
- They monitor our works.
- They check our lesson plans.
- When I plan, I had to first move from known to unknown.
- Hmm, again they also check our files during CASS moderation.
- They also check our record sheets to see if learners are passing or not.
- Subject Advisors also call us and train us at the workshops.
- They also check learners' tasks when they come to visit us.
- They also count the number of tasks given, both formal and informal tasks.
- When they come for support, they leave us with a monitoring tool to check where we are getting wrong.
- Eish, I nearly forget, they also supply us with CAPS documents.
- They also help us to interpret the CAPS document.
- That's all I can say for now.

Head of Department 2 (HOD2)

- I do not know exactly what their roles are, but I always see them visiting

different schools monitoring our works.

- They train us at the workshops as Languages teachers. We also submit schedules at the end of each quarter to the circuits and they verify them.
- I also see them moderating CASS files. They also count the number of class works and homework of the learners.
- They also check whether those homework and class works are in line with CAPS.

They check whether the works that we have given to the learners are marked.

- They also check we have signed the learners' works or not. They also check if we have CAPS policy documents. They give us pace setters for languages.

Head of Department 3 (HOD3)

- They advise us about the better way to teach language in the classroom. • They help us on how to make learners know how to express themselves.
- They advise the Department about challenges that teachers are experiencing.
- I know that Languages Subject Advisors do help us by giving us more workshops.

- They also give us CAPS documents and teach us how to use them. • They also help how to teach the language well. • Another role is to give guidance to the teachers.
- To monitor and support teachers to workshop teachers.
- To train us as Languages teachers

Head of Department 4 (HOD 4)

- To give support to us on how aspects of language teaching can be achieved.
- They guide us on issues relating to exam preparation (which language items to put emphasis on per grade).
- They also help us on structuring of examination papers.
- I think their role is also to workshop us as teachers.
- To give guidance on how to teach language.
- They help us to implement change.
- To help us design lesson plans.
- They help us to deliver curriculum in the classroom.
- They also monitor and support us.

•

Head of Department 5 (HOD5)

- I am not sure of their roles, but this is what I see them doing.
- To support teachers to stick to the correct policy.
- To monitor and support teachers.
- To workshop teachers.
- To moderate CASS files.
- To verify schedules at the end of every quarter.
- To set examinations.
- To help teachers to follow the correct procedures of teaching language.

Question 2: How best do you think you can be supported in order to enhance effective teaching and learning of Languages?

Head of Department 1 (HOD1)

- I think if Subject Advisors can prepare lesson plans for us, we can work better because paperwork is too much for us.
- I wish they can come and support us every month, because this year, they only came two times the whole so far.
- Like I said before, I wish they can come and support us every month or at least twice per term.
- We would have time to ask questions when we get stuck.
- They also help us on how to develop oral lessons.
- Unfortunately, they are not many, and our schools are too many.

Head of Department 2 (HOD2)

- More workshops are needed.
- They remind us time and again about what we are supposed to do.
- Workshops help us because we learn from others as a group.

Workshops help us to gain more knowledge so that teaching and learning become effective and efficient.

- By attending more seminars so that learning and teaching take place in an organised manner.
- I must also read more books to develop myself.
- More workshops are need because they make me intelligent.
- I can create a learning environment that can help me see the intelligences of learners.

Head of Department 3 (HOD3)

- Through workshops where we are taught the best way to teach.
- By explaining to us in detail on how to use a workbook in a more-simple way.
- By being workshopped several times.
- By regular monitoring by curriculum advisors.
- By supporting us regularly.
- By service training or workshops by curriculum advisors.
- By giving us relevant teaching materials like reading books for all learners, flashcards for learners who are unable to read.
- By giving us charts with different stories with pictures.
- Learner teacher ratio should be considered.
- More workshops are needed. Workshops may be given four times per year.

Head of Department 4 (HOD4)

- By providing us with more workshops.
- By providing us with knowledge and skills.
- By helping us on how to cope with change
- By providing us with in-service training which are skills focused.
- Regular support visit to strengthen us with knowledge and skills.
- By giving us more relevant materials.

-
- By helping us to identify effective teaching strategy.
- By helping us to interpret CAPS

Head of Department 5 (HOD5)

- By conducting contact sessions with us on quarterly basis if possible.
- By providing pamphlets, manuals and other supporting documents when necessary.
- More workshops are needed.
- More relevant teaching materials such as manuals and notes.
- Provide us with lesson plans.
- By training us on how to teach better.
- By providing us with knowledge and skills.

Question 3: Which strategies do you think can help you enhance teaching and learning of Languages in the Intermediate Phase?

Head of Department 1 (HOD1)

- Explanation method can be the best strategy.
- Question and answer method.
- Shared reading strategy.
- Individualisation, though it cannot work well because our classes are overcrowded.

Head of Department 2 (HOD2)

- I will group learners according to their abilities.
- I will ask learners to read in groups.
- After reading I will come to the fore so that they can present what they have learnt. I will also use phonics to teach them how to read and write.

Learners will write words on the chalkboard and some other learners will correct them.

- From there they write those words in their books.
- I will also use workbooks and allow learners to write the activities in their workbooks.

Head of Department 3 (HOD3)

- I will use things like: Extra reading groups of learners according to their abilities in the afternoon.
- Slow learners must be given group leaders to help them.
- Give learners classwork and homework every day.
- Help learners with barriers by involving their parents to know the progress of their children.
- Asking other teachers' methods that can help to teach language better.
- By giving them more work to do and to use other language resources such as English in class.
- By regular use of pictures.
- More work, for example, homework and classwork should be given regularly.
- All Languages teachers should be given workshops concerning sound knowledge to cover all topics, understanding of curriculum.

Head of Department 4 (HOD4)

- Drill work is one of the strategies which I use.
- Recitation, Group work, Question and answer method.
- By using pictures, posters, etc.

Head of Department 5 (HOD5)

-
- Group work, question and answer method, shared reading, picture reading and using phonics.

C.2 RESPONSES OF SUBJECT ADVISORS (SAs)

Question 1: What are your roles in schools as Language Subject Advisor in the teaching and learning of Languages?

Subject Advisor 1 (AS1)

One of my roles as Language Subject Advisor is to train or workshop teachers for curriculum delivery. Teachers are trained on the correct implementation of NCS Grades R to 12. I also developed materials such as training manuals and lesson plans. After training them, I must go to their schools to monitor and support them. During monitoring and support, I check if teachers are really implementing CAPS policy documents. It is my responsibility to check if they all have those NCS policy documents. During monitoring and support I also check if the informal tasks are CAPS compliant. I also help them to develop quality tasks. I also check if the informal tasks are enough, marked and controlled. I also check if monitoring of tasks, both formal and informal is done by the School Management Team (SMT). I also check if language policy was developed by the schools. Another role is moderate School based Assessment (SBA). I also verify school schedules at the end of each quarter. I set and moderate question papers for examinations. I also monitor the writing of the examinations. I conduct language competitions such as debate, storytelling, story writing, spelling Bee, poetry writing, etc.

Subject Advisor 2 (SA2)

My roles as a Language Subject Advisor amongst others are to ensure the availability of all relevant policies/documents to the Language subject teachers, e.g. Relevant Curriculum and Assessment policies, CAPS subject policy National Protocol National

Policy Pertaining to programme and promotion requirements, pace setters, National Protocol for Assessment, etc. To ensure that planning by all Languages teachers is in line with CAPS requirements, e.g. planning reflecting all specific aims and skills. Evidence of daily preparation when monitoring and giving of support. To monitor and report on the improvement of Language subjects focusing on teaching methodology, classroom resources for reading writing, phonics, use of Language workbooks, correct time allocation for Language subjects. Analysis of performance curriculum coverage Language Subject meetings in schools and to monitor if SBA implementation is in line with CAPS requirements. Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes.

Question 2: How best can you support Intermediate Phase languages teachers in teaching and learning of languages?

Subject Advisor 1 (SA1)

By giving them more trainings or workshops. By regular monitoring and support of the correct implementation of CAPS. By ensuring that they interpret and implement CAPS policy document correctly. By making sure that teachers stick to the policy document. By developing more materials that can help them to teach better. By helping them to follow the cognitive levels when they develop all assessment tasks (both formal and informal tasks). By monitoring the quality of the tasks that they develop. By ensuring that the School Management Team is also monitoring the implementation of CAPS.

By doing follow-up visits after having moderated their SBA files to help them on the areas where they need more support. By doing cluster support wherein I can help them in a smaller group. By using lead teachers wherein, they can share their problems freely without being intimidated. By doing needs analysis and workshop them in accordance with the findings. By doing in-service training.

Subject Advisor 2 (SA2)

By encouraging Languages teachers to utilise LTSM and textbooks supplied by DBE and monitoring utilization thereof in order to give support. By strengthening the implementation of Reading Programmes in Language as a subject by doing the following:

- Provisioning of high-quality reading resources in LoLT and FAL. ○
- Teacher training workshops on reading methodologies and strategies. ○
- Implementation of reading norms. ○
- Promotion of Reading events and competitions. ○
- Monitoring and evaluation of reading programmes. ○

Training of teachers on the development, moderation and marking of School Based Language Assessment tasks. By ensuring that Language lesson planning for Grade 4-6 classes are in accordance with the policy document/CAPS. By giving Languages teachers support in the implementation of ANA improvement plans.

Teaching language is not a one's show, it needs partnership of the entire school community with the stakeholders outside the school building like parents and other professional organisations like universities, we as Languages Subject Advisors should be able to assist and support Languages teachers in the establishment of the partnership and collaboration of between the school and other stakeholders. As a subject advisor, I have a role to play in ensuring that the professional learning communities are established in order to enable Languages teachers to acquire abilities and skills from outside stakeholders. I think that as a language subject advisor, I should also bring Languages teachers together in order to work as a unit and it further boosts teachers to raise the standards and be able to meet the set objectives,

Question 3: What other strategies would you propose to languages teachers to enhance teaching and learning of languages in the Intermediate Phase?

Subject Advisor 1 (SAs)

Teachers know their learners better; some of them are more intelligent, more creative, so I can gather them and let them share their challenges in their classrooms and how they came up with solutions. By sharing such information, they will be helping one another. They will also share the best teaching strategies that work best when teaching language in their classrooms. By so doing, they will be sharing knowledge, skills, creativity which will help them in their classrooms when they teach. In groups, teacher will come up with different strategies themselves. I will share with them some researched strategies that will help them teach the language better such as group teaching, shared reading, teaching reading and writing using phonics, print-rich classes or corners. I will also encourage them to read more books so that they get more strategies which will enhance teaching and learning of languages

Subject Advisor 2 (SAs)

Monitoring learner performance:

- Assess the speaking, reading and writing level of each and every learner.
- Continuous assessment is embedded in current teaching practices; it assists teachers in monitoring the ongoing progress of the learners and supports and guides further development.

Teaching practice and methodology: ○ The best language teacher is a teacher who conveys not only the value of reading, writing and speaking but also the joy of reading, writing and speaking.

- Reading, writing and speaking a language are competences that teachers have to actively teach since learners do not simply “pick up” reading, writing and speaking skills, therefore teacher have to plan for teaching the learners how to read write and speak.

Implementation of “Drop All and Read programme,” creates a culture of reading in the classroom and in the school. Everyone – from learner to teacher, principal and support staff – can be seen reading for enjoyment for half an hour a day. If learners enjoy reading, this will raise literacy levels and improve the ability of learners to learn.

APPENDIX H: EDITOR’S LETTER

9 March, 2020

This is to indicate that I, **Dr. P. Kaburise**, of the English Department, University of Venda, have proofread the research report titled - **IMPACT OF LANGUAGES SUBJECT ADVISORS’ ROLES ON TEACHING AND LEARNING OF LANGUAGES IN THE INTERMEDIATE PHASE, VHEMBE DISTRICT IN LIMPOPO PROVINCE – by Munyai T. R** (student number: 16023551). I have indicated some amendments which the student has undertaken to effect, before the final report is submitted.

Dr. P. Kaburise (0794927451 ; email: phyllis .k a bur is e@ gm a il.c om) Dr. P. Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa)