

**Educators' Role in the Implementation of First Additional Language
in Foundation Phase As Required by Curriculum Assessment Policy
Statement: A Case of Dzondo**

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ABSTRACT

A new national curriculum, known as Curriculum Assessment Policy Statement (CAPS), was adopted in 2011 based on the principles of Revised National Curriculum Statement (RNCS) to introduce education that is lifelong learning for all South Africans. The aim was to shift from content-based education to Outcomes-Based Education which experienced marked implementation challenges. However, in the context of under-resourced, over-crowded, understaffed schools in both the urban and the rural areas this has not been prepared for by the department placing extra demands on educators' time and capacity and exposing it to challenges as experienced by the now out-dated curriculum. The aim of this study is to investigate the implementation of First Additional Language (FAL) in Foundation Phase as required by CAPS in the public schools at Dzondo Circuit situated in the rural areas of Limpopo Province. This quantitative study used a self-administered questionnaire to collect data from one hundred and fifty five educators from public schools in the Dzondo Circuit. Results reveal that there are challenges that educators are facing in the process of implementing FAL in the new Curriculum. It was also found that the majority of educators are not effective in implementing FAL as they do not know how to implement English as required by the new curriculum.

The findings of this study should assist in the implementation process of the First Additional language in Foundation Phase as required by Curriculum Assessment Policy Statement (CAPS) in public schools.

Keywords: implementation process, Foundation Phase, curriculum assessment policy statement, educators, public schools. English First Additional Language.