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**Educators' Role in the Implementation of First Additional Language
in Foundation Phase As Required by Curriculum Assessment Policy**

Statement: A Case of Dzondo

I hereby declare that the above Statement of Masters of Education (as it appears), at The University of Venda, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

By

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Submitted in fulfilment for the degree

MASTERS OF EDUCATION

in the

Department of Curriculum Studies and Education Management

School Education

UNIVERSITY OF VENDA

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2013

DECLARATION

I hereby declare that the dissertation submitted for the degree of Masters of Education (as it appears), at The University of Venda, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of reference.

With God nothing is impossible, you can make it, go for it. Thank you for everything you do

May God have mercy on you? I love you.
Manjogesi 05/08/2014

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ACKNOWLEDGEMENT

DEDICATION

During the execution of this study, many people were of great assistance and encouraging. This thesis is dedicated to my beloved sons Mashudu and Dakalo Samuel Manyage, for showing me and impressing me with their integrity, honesty, kindness, faithfulness and never ending love. You taught me to accept that we are a family who live and breathe and pray every day. Take these to be your base boys. Always want to return, be a path finder, boys. With God nothing is impossible, you can make it, go for it. Thank you for everything you do to me. May God have mercy on you? **I love you.**

My wife, Mrs. Anabakeli Ramano, thank you so much, you encouraged me to begin and persevere me to go on. Thank you so much I will never forget you.

Thank you to all educators within Dzondo Circuit Schools for helping me to carry out my work. You were so helpful and encourage me to go further. Particularly from the seven Primary Schools: Mungweni, Muvini, Ha-Mutsha, Dzondo, Tshifhumulo, Mutangwa-Orange, and Muvini.

My brother, Mashudu Manyage, I thank you who encouraged me to further my studies. You are a part of my family, father and always there for assistance I needed in this thesis, boasting in my success, ensuring that I can make it. You are also thanked my brother. Let's share whatever we have. He passed. Thank you.

Thank you to my sons, you are mentors to me. Special thanks for believing in me, you have always been reading me to read books. You have been very supportive dear boys. May God bless you to prosper in whatever admirable things you do?

My wife, Mrs. Anabakeli Ramano, and my late Dad, Ndifsheni Samuel Manyage, thank you I am who I am because of your endless love and support.

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Samuel and Mashudu my sons you are mentors to me, special thanks for believing in me, you were always reminding me to read books. You have been very supportive dear boys. May God help you to prosper in whatever admirable things you do?

My mom Gladys and my late Dad, Nditsheni Samuel Manyage, thank you I am who I am because of your endless love and support.

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.

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