

**Evaluation of Grade Seventh English Teachers' Mastery of Concepts****Matodzi Nancy Lambani<sup>1</sup> and J.G.L. van Niekerk<sup>2</sup>***<sup>1</sup>Department of English, University of Venda, South Africa**E-mail: Matodzi.Lambani@univen.ac.za**<sup>2</sup>Department of Applied Language Studies, Tshwane University of Technology, South Africa**E-mail: jglvaniekerk@tut.ac.za***KEYWORDS** English Concepts. Medium of Instruction. Grade 7 Teachers. Conceptual Mastery. South Africa

**ABSTRACT** Teaching English as a second language poses difficulties for second language teachers who have not fully mastered the teaching concepts. A study was conducted among 102 randomly sampled South African Second Language English Grade 7 primary school teachers in the Vhembe District of Limpopo Province. The investigation focused on whether the teachers had adequately mastered the concepts they were to teach or not as Grade 7 is the final class at primary school level. Learners are expected to have been fully ready to learn through English at Secondary school level. A questionnaire comprising English language multiple items selected from Grade 7 English text books was used to elicit the responses. The results revealed that the majority of the respondents had not adequately mastered the concepts dealing with literature, but had averagely mastered the language usage concepts. The study concludes that teachers' inadequate mastery of all concepts they had to teach impacts negatively on successful English teaching and learning. Therefore, Department of Education should revive teacher training colleges and conduct in service training for teachers already in the system.