

The Role of Foundation Phase Educators in the Implementation of First Additional Language as Required by Curriculum Statement in Foundation Phase at Dzondo Circuit

T. Manyage, A. P. Kutame*, N.P. Mudzielwana, L. Mabuza, M. Maluleke, A. Ramaano, V. Mbulaheni, F. Ravhuhali and H. Mutshaeni

University of Venda, Thohoyandou, Limpopo, South Africa, 0945Kutame, AP, P.O Box 85, Shayandima, 0945

**Fax: +27865259111; *E-mail: Philip.kutame@univen.ac.za*

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ABSTRACT The Curriculum Assessment Policy Statement, the latest curriculum introduced in South African education system since change over from apartheid education in 1994, was adopted based on the principles of the Revised National Curriculum Statement to improve the quality of education. The new curriculum was also introduced to shift from content to outcomes-based education which experienced marked implementation challenges. The aim of this study was to investigate the implementation of First Additional Language in Foundation Phase as required by the Curriculum Assessment Policy Statement in the public schools 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. Results reveal that there are challenges that educators are facing in the process of implementing First Additional Language as stipulated in the new curriculum. It was also found that the majority of educators are not effective in implementing First Additional language. 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 in public schools.