

Experiences and Views of Foundation Phase Teachers When Teaching English First Additional Language in Rural Schools

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Abstract : This paper intends to explore the experiences and views of Foundation Phase teachers when teaching English First Additional Language in rural public schools. Teachers all over the world are pillars of any education system. Consequently, any education transformation should start with teachers as critical role players in the education system. As a result, teachers' experiences and views are worth consideration, for they impact on learners learning and the wellbeing of education in general. An exploratory qualitative approach with the use of phenomenological research design was used in this paper. The population for this paper comprised all Foundation Phase teachers in the district. Purposive sampling technique was used to select a sample of 15 Foundation Phase teachers from five rural-based schools. Data was collected through classroom observation and individual face-to-face interviews. Data were categorised, analysed and interpreted. The findings revealed that from time-to-time teachers experiences one or more challenging situations, learners' low participation in the classroom to lack of resources. This paper recommends that teachers should be provided with relevant resources and support to effectively teach English First Additional Language.

Keywords : the education system, first additional language, foundation phase, intermediate phase, language of learning and teaching, medium of instruction, teacher professional development

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