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The Implications of Language when Teaching Geomorphological Concepts and Maps: Addressing Learner-teacher Articulation Gap in Secondary Schools of South Africa

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Abstract

Teaching and learning of Geography in many countries require qualified teachers who are prepared to teach any Geography curriculum prescribed for Secondary schools. However, most of the Geography teachers who have undergone all the administrative, academic, and training to become expert of teaching Geography are still finding it difficult to comprehend language of teaching and learning when teaching Geomorphology and map work. The purpose of this study was to explore the implications of language towards teaching and learning Geomorphological maps. The study followed qualitative approach with a case study design. An interpretive paradigm was used to look at the knowledge and practice of teachers on language towards the teaching of Geomorphological maps. Purposive sampling was used to select 12 Geography teachers who under-performed on Geomorphology and map work during academic years 2022 and 2023. Focused group and document analysis were used to collect data. Social Constructivism theory was used to give theoretical grounding of this study. The results of this study revealed that most of Geography teachers' lack language foundational competencies of teaching and learning language to provide proper linkage of the Geomorphology and maps. The study concluded that support of the language enrichment on teaching and learning Geography and local maps to schools as instructional digital materials is a need to promote quality teaching of Geography. The study recommend that Geography preservice teachers need have english as specialised subjects to enhance their articulation on teaching and learning of concepts, topics and processes in geomorphology and maps.

Keywords: Collaborative Teaching -Learning, Geography Teaching, Geomorphological Maps, Role

of Language and Secondary Teachers