A model for Outcomes-Based Assessment of English First Additional Language in the Further Education and Training Band

E.M. Reyneke MA

Thesis submitted for the degree Doctor of Philosophy in Learning and Teaching at the North-West University

Promotor: **Prof L.W. Meyer**

Co-Promotor: **Prof C. Nel**

Potchefstroom 2008

ACKNOWLEDGEMENTS

Firstly I wish to thank God Almighty for His everlasting love and His goodwill and grace in enabling me to complete this thesis.

The successful completion of this research study would not have been possible without the support and contribution of various people. I would like to use this opportunity to express my gratitude towards a number of them:

- My promotor, Prof Lukas Meyer and co-promotor, Prof Carisma Nel for their expert guidance and advice.
- The Dean of the Faculty of Education, Prof Petra Engelbrecht and the Director of Research, Prof Monty Monteith who granted me study leave so that I could finish the thesis.
- The research assistants who took care of administrative matters.
- Dr Suria Ellis for drawing the random sample and conducting the statistical analysis.
- The Department of Education for the data disc with names and contact details of all public schools where EFAL is taught and for permission to conduct the research.
- The Provincial Departments of Education for permission to conduct the research.
- The school principals who distributed the questionnaires and the in-service teachers who completed them.
- My colleagues in the Department of English of the Faculty of Education Sciences for their encouragement and assistance.
- My friends for their support.
- Lastly, but most importantly, my loving family for their loyal support, help in various ways whenever I needed it and faith in me.

Maryna Reyneke

SUMMARY

When Outcomes-Based Education (OBE) reached the Further Education and Training (FET) band in 2006, teachers were confronted for the first time with a new curriculum that challenged them to implement a learner-centred approach to teaching, learning and assessment. Since assessment is seen as the heart of effective teaching and learning, this research was aimed at establishing how effective teachers of English First Additional Language (*EFAL*) in the FET band were in implementing Outcomes-Based Assessment (OBA).

A thorough literary survey on OBE and OBA was conducted. This survey included a study of the principles and philosophical underpinnings of OBE and the clarification of the key concepts of OBE and OBA. Various documents on the teaching, learning and assessment of English Second Language from the Departments of Education in New Zealand, Canada and Australia were studied to gain an international perspective. This was followed by an analysis of South African policy documents on the teaching, learning and assessment of *EFAL*.

Empirical research was conducted by means of a survey in which both qualitative and quantitative methods of data collection were used. The data analysis revealed that teachers of *EFAL* in the FET band experience problems with the practical implementation of the curriculum and the assessment thereof. Problems were mainly experienced with setting achievable outcomes, designing lessons, teaching material and learning activities, teaching and assessing in a learner-centred way, employing the most appropriate types and methods of assessment and using feedback to enhance learning.

A model for assessment has been designed to fill the gap left between the theory of OBE and OBA as expressed in the NCS for *EFAL* and the successful, practical implementation thereof. It is anticipated that this model will contribute to the improvement of teaching, learning and assessment of *EFAL* in the FET band in public schools.

Key words: outcomes-based education, outcomes-based assessment, English First Additional Language, FET band.

OPSOMMING

Met die implementering van uitkomsgebaseerde onderrig (UGO) in die Verdere Onderrig- en Opleidingsfase (VOO-fase) in 2006, is onderwysers vir die eerste keer gekonfronteer met 'n kurrikulum wat uitdagings bied ten opsigte van leerdergesentreerde onderrig, leer en assessering. Aangesien assessering beskou word as die hart van effektiewe onderrig en leer, was die doel van hierdie navorsing om vas te stel hoe effektief onderwysers van Engels Eerste Addisionele Taal (EEAT) in die VOO fase uitkomsgebaseerde assessering (UGA) implementeer.

'n Deeglike literatuurstudie rakende UGO en UGA is onderneem wat gefokus het op die beginsels en filosofiese begronding van UGO en die opheldering van sleutelkonsepte van UGO en UGA. Verskeie dokumente oor die onderrig, leer en assessering van Engels Tweede Taal van die Departemente van Onderwys in Nieu-Seeland, Kanada en Australië is bestudeer om 'n internasionale perspektief te verkry. Daarna is beleidsdokumente rakende onderrig, leer en assessering van EEAT in Suid-Afrika geanaliseer.

Empiriese navorsing is onderneem deur middel van kwantitatiewe en kwalitatiewe data-insamelings-metodes. Die data analise het getoon dat onderwysers van EEAT in die VOO fase probleme ondervind met die praktiese implementering van die kurrikulum. Probleme is hoofsaaklik ondervind met die formulering van haalbare uitkomste, die ontwerp van lesse, lesmateriaal en leeraktiwiteite, leerder-gesentreerde onderrig en assessering, die gebruik van die mees toepaslike tipes en metodes van assessering en die gee van terugvoer om leer te bevorder.

'n Assesseringsmodel is ontwerp om die leemte te vul tussen die teorie van UGO en UGA soos vervat in die Nasionale Kurrikulumverklaring van EEAT en die suksesvolle, praktiese implementering daarvan. Die verwagting is dat hierdie model sal bydra to die bevordering van onderrig, leer en assessering van EEAT in die VOO fase in staatskole.

Sleutelwoorde: uitkomsgebaseerde onderrig, uitkomsgebaseerde assessering, Engels Eerste Addisionele Taal, Verdere Onderrig- en Opleidingsfase.

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION, PROBLEM STATEMENT, AIMS, METHOD AND PLAN OF RESEARCH 1

1.1 INTRODUCTION 1

1.2 PROBLEM STATEMENT 6

1.3 AIM OF THE STUDY 8

1.4 BASIC ASSUMPTION 8

1.5 METHOD OF RESEARCH 9

1.5.1 Literature survey 9

1.5.2 Document analysis 9

1.5.3 Empirical study 9

1.5.4 Population and sample 9

1.5.5 Data collection 10

1.5.6 Statistical techniques 10

1.5.7 Ethical aspects 10

1.6 THESIS STRUCTURE 10

CHAPTER 2 OUTCOMES-BASED EDUCATION AND ASSESSMENT 11

2.1 INTRODUCTION 11

2.2 CLARIFICATION OF CONCEPTS 11

2.2.1 Education 11

2.2.2 Outcomes 13

2.2.3 -Based 15

2.2.4 Definition of Outcomes-Based Education 16

2.2.5 The philosophical underpinnings of OBE 17

2.2.5.1 Pragmatism 17

2.2.5.2 Reconstructionism 19

2.2.5.3 Behaviourism 22

2.2.5.4 Post-Modernism 24

2.2.5.5 Critical Theory 25

2.2.6 Approaches to Outcomes-Based Education 27

2.2.6.1 The Traditional Approach 27

2.2.6.2 The Transitional Approach 28

2.2.6.3 The Transformational Approach 28

2.2.7 Basic principles of OBE in comparison with conventional approaches 28

2.2.8 OBE: the implications for teaching 30
2.2.9 OBE: implications for learning 32
2.3 ASSESSMENT 33
2.3.1 Clarification of concept 33
2.3.2 The purpose of assessment 34
2.3.3 Types of assessment 35
2.3.3.1 Summative assessment 35
2.3.3.2 Formative assessment 35
2.3.3.3 Diagnostic assessment 36
2.3.3.4 Baseline assessment 36
2.3.4 Frames of reference for assessment 36
2.3.4.1 Norm-referenced assessment 36
2.3.4.2 Criterion-referenced assessment 37
2.3.5 Principles of high quality assessment 37
2.3.5.1 Reliability 37
2.3.5.2 Validity 38
2.3.5.3 Fairness 38
2.3.5.4 Discrimination 38
2.3.5.5 Meaningfulness 39
2.4 ASSESSMENT WITHIN AN OBE FRAMEWORK 39
2.4.1 What is Outcomes-Based Assessment (OBA)? 39
2.4.2 Basic principles of Outcomes-Based Assessment (OBA) in comparison with conventional assessment 40
2.4.3 Types of Outcomes-Based Assessment 43
2.4.4 Methods of assessment 43
2.4.5 Techniques for collecting assessment evidence 44
2.5 IMPLICATIONS FOR IMPLEMENTING OUTCOMES-BASED ASSESSMENT (OBA). 44
2.6 PROBLEMS ENCOUNTERED WITH OBA SINCE ITS IMPLEMENTATION IN SOUTH AFRICA 46
2.7 CONCLUSION 50

CHAPTER 3 AN INTERNATIONAL PERSPECTIVE ON THE ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE FURTHER EDUCATION AND TRAINING BAND WITHIN AN OUTCOMES-BASED EDUCATION CONTEXT ... 51
3.1 INTRODUCTION ... 51
3.2 A REVIEW OF THE ASSESSMENT OF ENGLISH AS AN ADDITIONAL OR SECOND LANGUAGE IN PARTS OF CANADA, AUSTRALIA AND NEW ZEALAND ... 51
3.2.1 The assessment of English Second Language in Alberta, Canada and assessment practices in schools in Quebec, Saskatchewan, and Newfoundland and Labrador ... 52
3.2.2 The assessment of English Second Language in Victoria, Australia and assessment practice at two Queensland schools ... 58
3.2.3 The assessment of English Second Language in New Zealand and assessment practice at two schools in Auckland ... 66
3.2.4 The status of language teaching in the South African National Curriculum Statement (NCS) ... 73
3.2.4.1 The teaching of English First Additional Language (EFAL) according to the NCS ... 74
3.2.4.2 EFAL learning outcomes for the Further Education and Training Band ... 75
3.2.4.3 The assessment of English First Additional Language ... 78
3.2.4.4 School-based assessment versus external assessment ... 79
3.2.4.5 Quality of teaching, learning and assessment of English First Additional Language in the Further Education and Training Band ... 84
3.3 LESSONS TO BE LEARNT FROM INTERNATIONAL AND NATIONAL EXPERIENCES ABOUT THE ASSESSMENT OF ENGLISH SECOND OR FIRST ADDITIONAL LANGUAGE IN THE FURTHER EDUCATION AND TRAINING BAND ... 87
3.4 CONCLUSION ... 90
CHAPTER 4 METHOD OF RESEARCH ... 94
4.1 INTRODUCTION ... 94
4.2 PROBLEM STATEMENT ... 94
4.2.1 Primary research question ... 94
4.2.2 Secondary research question ... 94
4.3 RESEARCH AIM AND OBJECTIVES ... 95
4.3.1 Primary research objective ... 95
4.3.2 Secondary research objective ... 95
4.4 RESEARCH DESIGN AND METHODOLOGY ... 95

4.4.1 Research design 95
4.4.2 Research method 95
4.4.3 Study population and selection of participants 96
4.4.4 Data collection instrument 99
4.4.4.1 The quantitative part of the questionnaire 99
4.4.4.2 The qualitative part of the questionnaire 101
4.4.5 Data collection procedure 102
4.4.6 Quantitative data analysis 102
4.4.7 Qualitative data analysis 103
4.5 CONCLUSION 104
CHAPTER 5 RESULTS AND DISCUSSION OF RESULTS 105
5.1 INTRODUCTION 105
5.2 QUANTITATIVE RESULTS 105
5.2.1 Participants' responses to the structured items on the questionnaire 105
5.3 DISCUSSION OF PARTICIPANTS' RESPONSES TO THE STRUCTURED ITEMS ON THE QUESTIONNAIRE 120
5.4 SUMMARY OF FINDINGS EMANATING FROM THE STRUCTURED ITEMS 126
5.5 RESULTS OF TWO WAY FREQUENCY TABLES 127
5.6 SUMMARY OF RESULTS FROM TWO WAY FREQUENCY TABLES 135
5.7 DISCUSSION OF RESULTS EMANATING FROM TWO WAY REQUENCY TABLES 135
5.8 SUMMARY OF FINDINGS EMANATING FROM THE TWO WAY FREQUENCY TABLES 139
5.9 QUALITATIVE RESULTS 140
5.9.1 Responses to Item 5 140
5.9.2 Responses to Item 9 141
5.9.3 Responses to Item 15 141
5.9.4 Responses to Item 34 141
5.9.5 Responses to Item 37 142
5.9.6 Responses to Item 38 142
5.10 DISCUSSION OF QUALITATIVE RESULTS 142
5.10.1 Item 5 Category A: Inadequate facilitation of training 142
5.10.2 Item 5 Category B: Not enough practical application 143
5.10.3 Item 5 Category C: Not enough time spent on training 144
5.10.4 Item 9 Category A: Inadequate facilitation of training 144

5.10.5 Item 9 Category B: Not enough practical application 145
5.10.6 Item 9 Category C: Not enough time spent on training 145
5.10.7 Item 9 Category D: Lack of support material 146
5.10.8 Item 15 147
5.10.9 Item 34 Category A: Workload 147
5.10.10 Item 34 Category B: Weighting of CASS 149
5.10.11 Item 34 Category C: Standardization 150
5.10.12 Item 34 Category D: Positive views of CASS 150
5.10.13 Item 34 Category E: Illiteracy of learners in the FET band. 151
5.10.14 Item 34 Category F: Lack of support from the Department of Education 151
5.10.15 Item 37 Category A: Workload 152
5.10.16 Item 37 Category B: Lack of resources 152
5.10.17 Item 37 Category C: Training and support 153
5.10.18 Item 37 Category D: Prescribed texts and notes 154
5.10.19 Item 37 Category E: Illiteracy of learners in the FET band 154
5.10.20 Item 38 Category A: Workload 155
5.10.21 Item 38 Category B: Weighting of CASS 155
5.10.22 Item 38 Category C: Standards and moderation 156
5.10.23 Item 38 Category D: Lack of support from the Department of Education 156
5.10.24 Item 38 Category E: Illiteracy of learners in the FET band 157
5.11 CONCLUSIONS BASED ON THE QUANTITATIVE AND QUALITATIVE FINDINGS OF THE EMPIRICAL RESEARCH 158
5.11.1 The primary research question 158
5.11.1.1 Strengths 158
5.11.1.2 Weaknesses 159
5.11.1.3 Opportunities 160
5.11.1.4 Threats 160
5.11.2 The secondary research question 161
5.11.2.1 Age 162
5.11.2.2 EFAL teaching experience 162
5.11.2.3 General teaching qualifications 162
5.11.2.4 Highest qualification in English 162
5.12 RECOMMENDATIONS 163
5.12.1 Recommendations for the Department of Education 163
5.12.2 Recommendations for universities and other teacher training institutions 164

5.12.3 Recommendations for schools 164
5.12.4 Recommendations for teachers 164
5.12.5 Recommendations for further research 166
CHAPTER 6 A MODEL FOR THE ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE FET BAND 167
6.1 INTRODUCTION 167
6.2 A LEARNING PROGRAMME FOR EFAL IN THE FET BAND 171
6.2.1 The Subject Framework 171
6.2.2 The Work Schedule 175
6.2.3 The Lesson Plan 176
6.2.4 Practical implementation of the model or the assessment of *EFAL* in the FET band. 199
6.3 DEVELOPING QUALITY ASSESSMENT TASKS 220
6.4 SUMMARY AND CONCLUDING REMARKS 223
BIBLIOGRAPHY 227
APPENDICES 237

LIST OF TABLES

Table 3.1: Suggested format for the external Grade 12 examination of EFAL 81
Table 4.1: Biographical details concerning the participants 96
Table 5.1: Did you receive training in the implementation of OBE in Grade 10? (Item B1) 105
Table 5.2.: If you did receive training, for how long did the training last? (Item B2) 106
Table 5.3: If you did receive training, who presented the training? (Item B3) 106
Table 5.4: If you did receive training, do you feel that the training equipped you professionally well enough to implement OBE in grade 10? (Item B4) 107
Table 5.5: Did you receive training in Outcomes-Based Assessment (OBA)? (Item B6) 107
Table 5.6: If you did receive training in OBA, who presented the training? (Item B7) 107
Table 5.7: If you received training in Outcomes-Based Assessment, do you feel it equipped you professionally well enough to implement OBA in grade 10? (Item B8) 108
Table 5.8: How did you cope with setting outcomes and the unpacking/breaking down of the Assessment Standards? (Item B10) 108
Table 5.9: The assessment standard for a poetry lesson might be for example that the learner must be able to explore word choices. Which ONE of the following outcomes do you find most appropriate? (Item B11) 109
Table 5.10: How successful were you in designing your own teaching material to reach the desired outcome(s)? (Item B12) 109
Table 5.11: Did you use the "designing down" method? (Item B13) 110
Table 5.12: Did you employ OBE learning activities for the learners? (Item B14) 110
Table 5.13: Do you believe there should be any relation between a learning activity and the desired outcome? (Item B16) 110
Table 5.14: Did you assess the activity(ies) while in progress? (Item B17) 111
Table 5.15: I did not always assess the activity(ies) in progress because (Item B18) 111
Table 5.16: If I did assess the activity in progress, I made use of: (Item B19) 112
Table 5.17: Please indicate which type of assessment you found most useful in the teaching and learning programme (Item B20) 113
Table 5.18: Please indicate which type of assessment you used to assess whether the desired outcome(s) has/have finally been reached (Item B21) 113
Table 5.19: Do you believe the type of assessment should always be in line with the desired outcome(s) and learning activity(ies)? (Item B22) 114
Table 5.20: Once a learner had achieved a certain outcome, did you find time to challenge him/her with activities to excel? (Item B23) 114

Table 5.21: Did you find that some learners got bored while others still battled to reach the desired outcomes? (Item B24) 114
Table 5.22: Did you consider the assessment results in planning future teaching and learning? (Item B25) 115
Table 5.23: Is the progression in outcomes from Grade10 to Grades 11 and 12 clear to you? (Item B26) 115
Table 5.24: Have you been thoroughly trained to incorporate this progression into your teaching material? (Item B27) 115
Table 5.25: Did you always give the specific assessment criteria to the learners before they started on a task to be assessed? (Item B28) 116
Table 5.26: Did you manage to give proper feedback so that learning could be enhanced? (Item B29) 116
Table 5.27: Please indicate which of the following assessment techniques were used by you. (Item B30) 116
Table 5.28: Which of the following principles of high quality assessment do you specifically consider when you plan assessment tasks? (Item B31) 117
Table 5.29: Do you feel you had enough resources to your disposal to implement the NCS successfully? (Item B32) 118
Table 5.30: How often did you receive assistance by means of guidance and/or visits from the subject advisor in your area? (Item B33) 119
Table 5.31: Please indicate which of the following documents are available for use of teachers at the school where you work. (Item B35) 119
Table 5.32: Did you manage to keep a teacher's portfolio as a model for what was expected of the learners? (Item B36) 120
Table 5.33: The relationship between participants' age and the use of baseline assessment to assess an activity in progress (Item B19) 127
Table 5.34: The relationship between participants' age and their use of baseline assessment to assess whether the desired outcome(s) has/have finally been reached (Item B21) 128
Table 5.35: The relationship between participants' teaching experience in *EFAL and their indication of the most appropriate outcomes for a poetry lesson* (Item B11) 128
Table 5.36: The relationship between participants' teaching experience in EFAL and their success in designing their own learning material to reach the desired outcome(s) (Item B12) 129
Table 5.37: The relationship between participants' teaching experience in EFAL and their belief that a learning activity should relate with the desired outcomes(s)?) (Item B16) 130

Table 5.38: The relationship between participants' general academic and or professional qualifications and their use the 'designing down' method (Item B13) 131
Table 5.39: The relationship between participants' general academic and or professional qualifications and their assessment of activity(ies) while in progress (Item B17) 131
Table 5.40: The relationship between participants' general academic and or professional qualifications and the type of assessment they found to be most successful in the teaching and learning process (Item B20) 132
Table 5.41: The relationship between participants' general academic and or professional qualifications and their perceptions about the availability of resources to implement the NCS successfully (Item B32) 133
Table 5.42: The relationship between participants' general academic and or professional qualifications and keeping a teacher's portfolio as a model for what was expected of the learners (Item B36) 133
Table 5.43: The relationship between participants' highest qualification in English and their success in designing their own teaching material to reach the desired outcome(s) (Item B12) 134
Table 6.1: An example of a Subject Framework for EFAL Grades 10-12 172
Table 6.2: A model for the assessment of EFAL in the FET band 179

LIST OF FIGURES

Figure 6.1: The teaching and learning spiral 170
Figure 6.2: Steps in designing a Teaching and Learning Programme for EFAL in the FET band.... 171
Figure 6.3: The lesson planning process 177

LIST OF APPENDICES

Appendix A: The questionnaire used for empirical research 237
Appendix B: Verbatim responses to qualitative questions in the questionnaire 249
Appendix C: Work schedule for Efal Grade 10 Year: 2007 267
Appendix D: Checklist for learning outcomes and assessment standards 268
Appendix E: Checklist and rating scale for the peer-assessment of a learner's research and oral presentation of the research on a favourite celebrity 285
Appendix F: Comprehension passage and questions on Leonardo Dicaprio 287
Appendix G: Example of an assessment rubric for the peer-assessment of the précis in Efal 291
Appendix H: Example of an assessment rubric for the interview in Efal 293
Appendix I: Example of an observation sheet to use in the assessment of group discussions 295
Appendix J: Example of an assessment rubric for the peer-assessment of a magazine article in EFAL 296
Appendix K: Checklist and rating scale for the peer-assessment of a learner's research and oral presentation of the research on the Zulu leader, Shaka 298
Appendix L: Poem and questions 300
Appendix M: Form to be completed by the learners at the beginning and end of each learning cycle 302

CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT, AIMS, METHOD AND PLAN OF RESEARCH

1.1 INTRODUCTION

When Outcomes-Based Education (OBE) was first implemented in South Africa at the beginning of 1998, it required teachers to approach planning, teaching and assessment in a new way. Many teachers felt that they were ill-prepared for these changes and found it difficult to find their way through the jargon that accompanied OBE and Curriculum 2005 (Jansen, 1999; Chisholm, 2000:2). Calls for the postponement of the implementation date were ignored and teachers were challenged to do the best they could with inadequate training and a lack of resources.

As could have been expected, teachers responded in different ways: a few teachers were enthusiastic about this learner-centred and activity-based approach which strives to enable all learners to reach their maximum potential by setting learning outcomes, others reluctantly accepted the changes, and most resisted (Vandeyar and Killen, 2003:120).

OBE would be used as a transformational tool in a new democratic South Africa and aimed at equipping all learners with the necessary skills, values and attitudes to take up their rightful place in society as individuals who could think in a creative, critical and independent way (Spady and Marshall, 1991:70).

For the first time all learners would be schooled by the same education department, whereas before the country's first ever democratic election the entire education system had been organized along racial lines. Different education departments for Whites, Indians, Coloureds and Blacks had been set up because the apartheid government believed in separate development and obviously wanted to protect the white minority who had economic and political power.

When the African National Congress (ANC) came into power in 1994, the National Education Crisis Committee (NECC) was formed and an investigation (the National Education Policy Investigation or NEPI) had already been carried out to assist with the development of education policy options. Values such as democracy, non-racism, equity and redress were emphasized in the report by NEPI, while it also clearly suggested that "*technologically literate and adaptable workers who are trainable and are prepared to learn new knowledge and new skills throughout their working lives*" were required (NEPI, 1992:25).

This whole process of investigation culminated in the White Paper on Education and Training which was published in 1995. The White Paper recommended restructuring of the education system and reflected the main ideas of integration and competence. In line with the South African Constitution that came into being in 1996, the White Paper on Education and Training acknowledges that education and training is a basic human right and that democratic values such as equality, justice and peace are prerequisites for a sustainable and equitable education system in this country.

No education system which would accommodate these ideals had yet been decided on. Only after establishing the South African Qualifications Authority (SAQA) in October 1995 and forming the National Qualifications Framework (NQF) did it become clear that an outcomes-based, integrated approach to education and training was favoured. This integration of education and training would be sought through a unified qualifications framework and common outcomes-based curriculum which became known as Curriculum 2005 (Chisholm, 2005:86).

The African National Congress (ANC) as the governing party and main initiator of educational reform, saw Curriculum 2005 in 1997 as the "*pedagogical route out of apartheid education*" (Chisholm, 2005:86). The emphasis was not only on outcomes but also on the learner. Through OBE, Curriculum 2005 aimed to (a) transform the education system in order to produce citizens who are able to contribute to building an economy which is internationally competitive, and (b) simultaneously achieve equity and redress (Department of Education, 1996:20). Thus, a learner-centred and activity-based approach to education that was open, non-prescriptive and reliant on teachers to create their own learning programmes and learning support materials was encouraged, in the belief that all learners were equal and that each learner could be successful in reaching certain knowledge, skills, values and attitude outcomes (DoE, 1997a, 1997b).

The knowledge, skills, values and attitude outcomes to be reached had to be designed down from critical and developmental outcomes legislated in the South African Education Policy Act of 1995. The critical outcomes were developed in conjunction with various stakeholders in the education and training sectors and finalized by SAQA. These outcomes were closely linked to the broader intended goals of education and related to knowledge, skills, values and attitudes needed by citizens in order to lead successful lives as community members and contributors to the economy of the country. The developmental outcomes focused on the full personal development of each learner and the social and economic development of the larger society. Apart from the critical and developmental outcomes, there were also numerous specific outcomes to be reached in each of the learning areas.

Teachers were overwhelmed by the OBE theory and terminology and found it hard to find their way, let alone design their own learning programmes and support material. In-service teachers who enrolled for courses in OBE at the university where the researcher works, complained extensively during contact sessions about a lack of resources, inadequate orientation and training and feeling lost in jargon. One primary school teacher related how she was hospitalized for a nervous breakdown and had nightmares of SO's (Specific Outcomes) and CO's (Critical Outcomes) while drifting in and out of sedation.

The complexity of OBE language, a shortage of resources and lack of proper in-service teacher training were not the only problems encountered with the implementation of Curriculum 2005. Chisholm (2005:87) reported that the Ministerial Committee established to review Curriculum 2005 in 2000, three years after it had been implemented, found that implementation was also confounded by a skewed curriculum structure and design, lack of alignment between curriculum and assessment policy, learning support materials that were variable in quality, often unavailable and not sufficiently used in classrooms, policy overload, limited transfer of learning into classrooms, shortages of personnel and finally, inadequate recognition of the curriculum as the core business of education departments.

The Ministerial Committee made it clear that Curriculum 2005 could easily be implemented in well-resourced schools with trained teachers but not in contexts lacking in quality and resources. They proposed that the curriculum be revised, teachers be thoroughly orientated and trained, learning support material be attended to and curriculum structures and functions in national and provincial education departments be resourced and staffed to address these issues. Chisholm (2005:87), who chaired the Ministerial Committee, reported that the latter specifically recommended fewer learning areas, the reintroduction of History and the "*development of a National Curriculum Statement which would promote conceptual coherence, have a clear structure and be written in clear language, and design and promote the values of a society striving towards social justice, equity and development through the development of creative, critical and problem-solving individuals*".

Chisholm (2005:95) further pointed out that the report of the Review Committee sought weaker links with the overarching NQF, wanting to find a curriculum solution for schools separate from the world of training. The concerns of education could not come second to the concerns of the economy and industrial training. Cabinet accepted the report of the Ministerial Committee by mid-2000, but neither agreed with the recommendation that the vocational elements in the curriculum be reduced, nor that science and technology on the one hand and management sciences and life skills on the other, be integrated into one learning area. By rejecting these recommendations "*Cabinet simultaneously sent out two messages: first, its pragmatism on issues of educational reform and second, its alignment with symbols of modernity*" (Chisholm, 2005:89).

Since Cabinet had accepted the report, revision could start. Half of every revision committee consisted of departmental employees and half of people outside the department – curriculum developers based in schools, unions, NGOs, consultancies, teacher training institutions and universities. Care was also taken to ensure that committees were representative in terms of region, race and gender and that subject specialists and people experienced in curriculum development and writing were involved. Chisholm (2005:79) however, reported that the dominant players were the ANC, teacher unions and university-based intellectuals. The ANC wanted to reform the curriculum following a pragmatic approach. The teacher unions united around a secular, humanist, rights-based curriculum after having stressed the importance of Outcomes-Based Education as foundational philosophy and establishing the necessity for a workable and implementable, post-apartheid curriculum. In turn, radical intellectuals created the context for democratic debate and discussion of the post-apartheid curriculum and the theoretical and empirical climate for reform of the curriculum.

Power relationships among all these individuals and organizations, as well as national politics played an important role in shaping internationally borrowed ideas and producing the South African Curriculum which came to be known as the Revised National Curriculum Statement (RNCS). The National Curriculum Statement (NCS) became policy early in 2002 (DoE, 2002). This curriculum, introduced to the FET band in Grade 10 in 2006, Grade 11 in 2007 and Grade 12 in 2008, is believed by the education authorities in South Africa to be internationally benchmarked and designed to provide learners with the knowledge and skills to participate actively in, and contribute to, a democratic South African society and economy.

The NCS consists of 29 subjects. The curriculum aims at healing the divisions of the past and establishing a society based on democratic values, social justice and fundamental rights. It is said to be based on the principles of social transformation, Outcomes-Based Education, high knowledge and high skills, integration and applied competence, progression, articulation and portability, human rights, inclusivity and environmental and social justice, valuing indigenous knowledge systems and credibility, quality and efficiency (Department of Education, 2005a:8).

There is a specific relationship between the NCS principles and language because proficiency in the latter is seen as fundamental for accomplishing these principles while multilingualism is believed to not only break down boundaries but also to recognise and respect knowledge systems and cross-cultural values.

The NCS for Languages sees language as a tool for thought and communication and explains that it is "*through language that cultural diversity and social relations are expressed and constructed*". Learning to use language effectively in a multicultural society is believed to enable learners to think and acquire knowledge, express their identity, feelings and ideas, interact with others, and manage their world (DoE,

2003:9). The language used by the majority of South Africans to acquire knowledge, interact with others and manage their world, is English.

As a result, English Second Language or, as it is called in the NCS, *English First Additional Language* (EFAL) is the subject with the largest number of registrations, attracting 80,7% of all Grade 12 candidates in 2003 (Taylor and Prinsloo, 2005:9). Since English as the lingua franca of South Africa and the medium of instruction of the majority has such an important role to play in society and education, the learning outcomes of EFAL need to be practical and focussed.

The *NCS* for *English First Additional Language* in the FET band trusts its learning outcomes to "*provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum*", including "*the abstract cognitive academic language skills required for thinking and learning*" and to place "*an equal emphasis on the skills of listening, speaking, reading and writing*" (DoE, 2003:11).

In reaching these outcomes new assessment standards have to be met and teachers are challenged to match assessment practice to educational goals. For the first time they are confronted with various types, methods, tools and techniques of assessment that must be well understood and wisely implemented as part of teaching and learning to develop learners and not to judge them as in previous dispensations. With the previous content-based approach to education, learners' knowledge and ability to memorize facts within certain time constraints were tested by means of formal pen-and-paper tests and examinations and they were strictly judged on the grounds of marks achieved.

Now teachers of English First Additional Language are expected to break down the learning outcomes (followed in the *NCS* by 106 different and often complex assessment standards) into achievable chunks, find or develop their own teaching material to create the best possible context in which learning can take place, select the best teaching strategies, involve learners with purposeful learning activities aimed at attaining the outcomes, find the best ways of assessing learners' performances against certain criteria and use the assessment results to enhance both teaching and learning. What is more, learners are to be made partners in the whole process of teaching and learning and be guided into taking responsibility for their own learning.

This entails a major paradigm shift as far as the roles of teachers are concerned. The Department of Education, therefore, would have had to walk a thousand miles to get teachers to fully realize their important roles in ensuring the success of an open, non-prescriptive, learner-centred and activity-based approach to education. First of all teachers had to be convinced of the merits of the approach by getting

to know it inside out and then they needed to be empowered with high levels of competence in each aspect of the practical implementation thereof.

Sadly this did not happen. The Minister of Education, Ms Naledi Pandor, confirmed during her budget speech on education in Parliament on 17 May 2005 that OBE, and with it Outcomes-Based Assessment (OBA) was to be implemented in Grade 10 in January 2006. The government's process of transformation would reach the Further Education and Training band while research indicated that teachers were still battling to understand how Outcomes-Based Assessment (OBA) worked and should be implemented (Balt, 2005; Cele, 2005).

Anastasia de Vries reported that Ms Pandor stated in February 2005 that training of teachers in the FET band would commence during the first six months of 2005 but by May (of 2005) no such training had taken place (2005:12). De Vries also interviewed Mr Dave Balt, president of the National Professional Teachers' Organisation of South Africa (NAPTOSA) who expressed his concern about adequate and timely training of teachers in the FET band and pointed out that there was still no clarity on the format and design of methods to be used to ensure the quality of the FET certificate which is to be issued at the end of Grade 12 in 2008. On 25 July 2006, six months after the implementation of the new curriculum in Grade 10, Peliwa Lolwana Chief Executive Officer of Umalusi (the council for quality assurance in general and further education) was reported as saying that teachers had not come to grips with assessment yet. Lolwana blamed teacher preparation and orientation programmes for not addressing assessment sufficiently (2006:1).

1.2 PROBLEM STATEMENT

In theory the *NCS* for *EFAL* Grades 10-12 is a fine document which can be seen as internationally benchmarked and designed to provide learners with EFAL skills to take part in and contribute to both the South African and global society and economy. When the assessment standards for each of the four outcomes have been reached progressively over the three years of the FET band, learners emerging from the band will have a good knowledge of English and indeed be proficient in listening to, speaking, reading and writing it as an additional language.

Although the *NCS* has a clear structure, introducing the *NCS* and languages learning field, stating all the learning outcomes and assessment standards and explaining the context and content for the attainment of assessment standards before dealing with a generic approach to assessment, the teacher might still find her-/himself very much in the dark on how exactly to implement the *NCS* because no practical guidelines are given. At first glance it seems not so difficult to practically implement the *NCS* because everything is

stated in clear language, but once an attempt is made to start breaking down the *Learning Outcomes* and *Assessment Standards,* concepts become unclear and confusion arises because of a multitude of assessment standard units. In the first place the concept *Assessment Standards* is confusing because it seems to have nothing to do with either assessment or standards but actually refers to learning objectives by stating the tasks that a learner should perform in the process of attaining the outcomes. It is only on closer inspection that one realizes that the *Assessment Standards* should actually be incorporated as criteria in assessment tools to assess whether the desired outcomes have been attained.

Since language is taught holistically and outcomes are integrated, various assessment standards can be linked to a single learning activity and the teacher might find her-/himself searching the lists in the *NCS* and copying down all the relevant theoretical statements which then (because of a lack of focus) stays exactly that: theoretical. In theory, too, the progression over the three years of the FET band built into certain words is logically formulated but the practical difference between assessment standards for the three grades is not clear. For example one of the assessment standards for the learning outcome of *Listening and Speaking* for Grade 10 and 11 learners is to '*use and respond* ***appropriately*** *to tone, voice projection, pace, eye contact, posture and gestures*' while Grade 12 learners are expected to '*use and respond* ***effectively*** *to tone, voice, projection, pace, eye contact, posture and gestures*'. The impression is left that this is word play and not progression because it might be argued that the *appropriate* use of tone, voice projection, pace, eye contact, posture and gestures will be *effective.*

What is needed is a practical approach to the *NCS* for which teachers have not been trained. They need to practically interpret the learning outcomes broken down into more than a hundred, often complex, assessment standard units or learning objectives and by focusing on the outcomes do the following: design their own teaching material to fit the teaching and learning context, select the most appropriate teaching strategies for a particular situation, design learning activities in line with learning objectives and implement Outcomes-Based Assessment in assisting each learner to reach her/his maximum potential.

Since assessment is the driving force behind Outcomes-Based Education, thorough knowledge and skilful implementation of Outcomes-Based Assessment which makes use of different types, methods, techniques and tools of assessment is imperative. Teachers are confronted with new concepts like baseline-, diagnostic-, formative, self-, peer-, group-, observation-based and task-based assessment, checklists, observation sheets, task lists, rubrics and rating scales while the only means of assessment of learners that they feel comfortable with and have been trained to use is traditional, summative pen-and-paper testing. Even though this type of testing leads to a lot of marking for teachers who are mostly overworked due to big classes and various responsibilities, there is a feeling of satisfaction that results emanating from these evaluations are valid and reliable and can therefore be formally recorded and reported. Teachers are

unfamiliar with the entire concept of OBA that can either be formal or informal and that makes use of various types, methods, techniques and tools of assessment. They need to be shown how OBA should be implemented daily in classrooms so that not only their workload can be lightened, but both learning and teaching can effectively be enhanced.

Currently the only link teachers seem to see between OBE and assessment is continuous assessment or *CASS* that is viewed by most teachers and learners as an unnecessary burden associated with a lot of assignments for the learner and a lot of marking, paper work and administration for the teacher. In most cases tasks do not even flow naturally from teaching and learning with *CASS* being nothing more than a mark for a series of loose-standing summative assessment tasks instead of being a continuous formative process by which each learner is developed.

In the light of the abovementioned, the researcher focused on the following primary and secondary research questions:

Primary research question:

- What are the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with the outcomes based assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) Band?

Secondary research question:

- How do variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) affect their experience with OBA of EFAL in the FET Band?

1.3 AIM OF THE STUDY

The over-arching research aim is to develop a model for the effective Outcomes-Based Assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) Band for public schools in South Africa.

1.4 BASIC ASSUMPTION

The researcher is of the opinion that most teachers of *EFAL* in the FET band do not yet know enough about unpacking the language learning outcomes and assessment standards, selecting the best teaching strategies, designing learning activities which will effectively lead to the attainment of outcomes and how

to plan and incorporate continuous Outcomes-Based Assessment in its various forms to assist each learner in successfully reaching certain knowledge, skills, values and attitude outcomes. The researcher is also of the opinion that there is great uncertainty among teachers about the various types, methods, techniques and tools of Outcomes-Based Assessment and how to apply these on a continuous basis to ensure that assessment is fair, valid, reliable, discriminatory and meaningful and that both teaching and learning are enhanced by it.

1.5 METHOD OF RESEARCH

The following methods of research were used:

1.5.1 Literature survey

A thorough literature survey was conducted by utilizing primary and secondary literature sources, including books, academic articles and the internet. The literature study explored relevant and recent sources on OBE, OBA and the assessment of English as a second language or first additional language on an international and national basis. This provided a theoretical framework for the empirical part of the research.

1.5.2 Document analysis

Various documents on the study of English as a Second Language from the Departments of Education in New Zealand, Canada and Australia were consulted as well as The National Curriculum Statement Grades 10-12 (General) English First Additional Language.

1.5.3 Empirical study

The empirical research was conducted by means of a survey. Qualitative and quantitative methods of data collection were used.

1.5.4 Population and sample

A representative national sample of 527 schools was randomly drawn from the number of public schools where English is taught as a first additional language in the FET band. In each of these schools any one teacher (irrespective of rank or position, qualifications, teaching experience, age or gender) who taught EFAL to Grade 10 learners in 2006 or who would teach Grade 10 and/or 11 learners in 2007 was requested to participate in the survey on a voluntary basis.

1.5.5 Data collection

A structured questionnaire was developed and used to gather data from the participants. The questionnaire mainly focused on the strengths, weaknesses, opportunities and threats of OBA in EFAL in the FET band and consisted of structured and open-ended items.

The questionnaire was divided into two sections: Section A (items 1 to 8) collected biographical and demographical information from the participants and Section B (items 1 to 38) collected quantitative and qualitative information from the participants with regard to their experiences with the OBA of EFAL.

1.5.6 Statistical techniques

Descriptive techniques were mainly used to report on teachers' knowledge, skills and attitudes with regard to the assessment of English First Additional Language. The Chi-square test was used as a statistical technique to establish whether practically significant relationships exist between participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) and the implementation of OBA.

1.5.7 Ethical aspects

Permission to conduct the research was requested from the National Department of Education, the different provincial education departments, and school principals. Participants participated on a voluntary basis and the identities of schools and participants were not revealed.

1.6 THESIS STRUCTURE

The thesis is divided into the following chapters:

Chapter 1: Introduction, problem statement, aims, method and plan of research

Chapter 2: Outcomes-Based Education and Assessment

Chapter 3: An international perspective on the assessment of English First Additional Language in the further education and training band within an Outcomes-Based Education context

Chapter 4: Method of research

Chapter 5: Results, discussion and recommendations

Chapter 6: A model for the assessment of English First Additional Language in the FET band

CHAPTER 2

OUTCOMES-BASED EDUCATION AND ASSESSMENT

2.1 INTRODUCTION

The face of education in South Africa was drastically and daringly transformed after the country's first democratic elections in 1994. Traditional content based education was substituted with Outcomes Based Education (OBE) which appeared to policy makers to be the ideal tool "*to purge the apartheid curriculum of its most offensive racial content and outdated inaccurate subject matter*" (Jansen, 1999:56).

In order to come to a better understanding of the outcomes-based approach to education in South Africa and the rationale behind government's decision, the researcher will define and clarify key concepts, discuss the basic principles and philosophical underpinnings of OBE, compare OBE to traditional didactic approaches and investigate the effect of OBE on teaching, learning and assessment. While this study mainly focuses on assessment, the latter will receive particular attention as an integral part of teaching and learning in an OBE context.

2.2 CLARIFICATION OF CONCEPTS

Each of these concepts: *outcomes*, *based* and *education*, is of particular importance in the analysis of this approach to teaching and learning. The researcher, however, believes that the concept of education needs to be clarified before focusing on the remaining two concepts because an understanding of OBE presupposes a certain understanding of what education is.

2.2.1 Education

People are often quoted on what they have to say about the importance and power of education. The person regularly quoted in the new democratic South Africa is Mr. Nelson Mandela who believes "*education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another*" (Mandela, 1994:155).

Collins Gem Quotations (1985) carry several quotations by well known writers and philosophers through the ages. According to Ambrose Bierce (1847-c.1914) "*Education is that which discloses to the wise and*

disguises from the foolish their lack of understanding" (1985:50) while Oscar Wilde (1854-1900) believes: "*Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught*" (1985:344). B.F. Skinner (1904-1990), known as a philosopher of behaviourism, states "*Education is what survives when what has been learnt has been forgotten*" (1985:299) and Lord Henry Brougham (1778-1868) wisely comments that "*Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave*" (1985:58).

According to H.G. Wells (1866-1946) "*Human history becomes more and more a race between education and catastrophe*" (1985:340) and then there are the well known words of Aristotle (348-322 B.C.): "*The roots of education are bitter, but the fruit is sweet*" (1985:11).

When different interpretations of education are considered, it is perhaps wise to go back to the origin of the word and the dictionary explanation. The Pocket Oxford Dictionary (1984:233) states that the verb "*educate*" comes from the Latin word *eduo-are* which means *rear* or *bring up*. The dictionary explains the verb *educate* as *train or instruct intellectually, morally and socially.* The meaning of the noun *education* is *systematic instruction, development of character or mental powers.*

To *educate* does not simply mean to train a person to reach pragmatic outcomes in order to play a certain role in the community; it goes much wider in order to develop character through moral and social instruction and to develop mental powers on various levels so that indeed, as B.F Skinner says (quoted above), there is something that survives "*when what has been learnt has been forgotten*". As H.G Wells warns, it might be catastrophic for the modern world and the global community in which we find ourselves if we allow education to become a mediocre activity by which young people are only expected to reach certain outcomes in order to make a relatively meaningful contribution to the society they find themselves in.

It is true that education nestles in society and that there are always real demands to reckon with. In any system education is not neutral; it is linked to social, political and economical realities and as Fakier (2001:60) states, it is "*used by the state to further its own ends*". Throughout history, education in South Africa has always been firmly linked to these realities. Currently in South Africa an outcomes-based approach to education is being followed in the quest of transforming its post-apartheid society. The outcomes to be reached in the various subject curricula are linked to the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

So, what exactly are *outcomes* in an outcomes-based approach and what exactly is it that the National Curriculum Statement (NCS) wishes its young learners to have achieved by the end of the education process?

2.2.2 Outcomes

William Spady, regarded by many as the father of Outcomes-Based Education, sees outcomes not as scores or grades, but as "*the end product(s) of a clearly defined process*" (Spady, 1994a:18) or high quality, culminating demonstrations of significant learning in context (Spady, 2004:166).

He explains that "*outcomes-based education means focusing and organizing an education system around what is essential for all students to be able to succeed [at] at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, teaching and assessment to make sure this learning ultimately happens*" (2004:166).

Thus, outcomes must be measurable and therefore observable action verbs like 'describe', 'explain' and 'define' must be used when outcomes are developed. The example can be used of how the outcome for a certain learning activity in the learning area Life Orientation can be for young learners to be able to safely cross the street. The child can be taught traffic rules and the skill to observe traffic on both sides, but ultimately he/she has to demonstrate the ability to cross the road safely. The assumption is that all learners can learn to cross the street but not necessarily on the same day in the same way. Once one thing has been learnt successfully more successful learning is promoted and schools control the conditions that directly affect successful learning. Jansen (1998:321) adds that outcomes can be a means of evaluating the quality and impact of teaching in a specific school and believes that outcomes make explicit what learners should attend to and signal what is worth learning in a content-heavy curriculum.

In contrast to Spady's description of an outcome where the emphasis is on the active involvement of the learner by means of *demonstrating* and *doing*, the South African National Department of Education passively describes *outcomes* as the end products of a learning process (NDE, 1997:25). In the South African context, the word *outcomes* refers to everything that has been learnt, including social and personal skills, learning how to learn concepts, knowledge, understanding, methodologies, values and attitudes (Maree and Fraser, 2004:14). Furthermore, the South African government sees education as a process through which certain Critical and Developmental outcomes should be reached by all learners in South African schools. These outcomes, which can be described as exit outcomes, are seen as outcomes of true significance that would last well into a learner's adult life when acquired skill and competence will be applied to adult roles.

The Critical Outcomes are "*cross-curricular and generic,...common to all areas of learning, and describe the skills, attitudes and knowledge that all learners should develop*" (Le Grange and Reddy, 1998:8). The Developmental Outcomes are also generic and focus on the role of the life-long learner in the global community.

The Critical Outcomes require learners to be able to:

- *identify and solve problems and make decisions using critical and creative thinking;*
- *work effectively with others as members of a team, group, organization and community;*
- *organize and manage themselves and their activities responsibly and effectively;*
- *collect, analyze, organize and critically evaluate information;*
- *communicate effectively using visual, symbolic and/or language skills in various modes;*
- *use science and technology effectively and critically showing responsibility towards the environment and the health of others, and*
- *demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.*

The Developmental Outcomes require learners to be able to:

- *reflect on and explore a variety of strategies to learn more effectively;*
- *participate as responsible citizens in the life of local, national and global communities;*
- *be culturally and aesthetically sensitive across a range of social contexts;*
- *explore education and career opportunities, and*
- *develop entrepreneurial opportunities (DoE, 2003:2).*

Spady (2004:169) rightfully points out that both these sets of South African Qualifications Authority (SAQA) outcomes "*reflect qualities and competences that are very germane to high quality living and are NOT limited to, or bound by specific subject content*". According to him, the third and latter part of the sixth Critical Outcomes and the second, fourth and fifth Developmental Outcomes *'could be treated as the 'ultimate proof' of the educational performance pudding: that learners function effectively as life managers, community and environmental stewards, as citizens, in their careers, and as opportunity creators*" (2004:170). Spady views the remaining statements or outcomes as "*enabling*" or "*supporting*" outcomes since they provide some of the key skills and orientations for effective Life Role Performance.

Certainly the ideas are good, especially as the learner emerging from the FET band is envisaged as a person not only able to demonstrate achievement of the Critical and Developmental Outcomes, but also a

person who "*will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice*" (DoE, 2003:5). The Revised National Curriculum Statement argues that "*the promotion of values is important to ensure that a national South African identity is built on values different from those that underpinned apartheid education*" (DoE, 2002:8). The 10 fundamental values of the Constitution as identified by a departmental Manifesto of Values are democracy, social justice and equity, equality, non-racism and sexism, ubuntu (human dignity), an open society, accountability, the rule of law, respect and reconciliation (DoE, 2002a). The *NCS* for Languages (English First Additional Language) furthermore states that a learner, emerging from the FET band must

- *have access to, and succeed in, lifelong education and training of good quality;*
- *demonstrate an ability to think logically and analytically, as well as holistically and laterally, and*
- *be able to transfer skills from familiar to unfamiliar situations (DoE, 2003:5).*

The problem with these outcomes still is that they are very complex and in most instances totally unrealistic. The education policy is being driven in the first instance by political imperatives which have little to do with the realities of life in the classrooms of public schools. Teachers, whether qualified or unqualified, are challenged with aligning all teaching and learning activities with the particular Learning Area Outcomes which, in turn, are aligned with the Critical and Developmental Outcomes; the latter being perceived as a rich starting point from which sound learning experiences could be designed in order to encourage in-depth learning over a continuous period of years. Still, teachers are the ones who must give meaning to all this through their classroom practices. Each teacher in the system has to interpret the outcomes, find his/her own content, design his/her own learning activities and decide on how and when to assess against his/her own criteria.

These outcomes direct all teaching and learning because of the educational approach being *based* on them. This concept will briefly be discussed.

2.2.3 -Based

The concept of *based* in outcomes-based, "means to define, direct, derive, determine, focus and organize what we do according to the substance and nature of the learning result that we want to happen at the end of the learning process" (DoE, 1996a:24)

In order to get to an even clearer understanding of what OBE entails, one needs to take a closer look at how this approach to education is defined.

2.2.4 Definition of Outcomes-Based Education

An outcomes-based approach can be described as a learner-centred, results-oriented approach to education and training, based on the premise that all learners can learn and succeed. "*The emphasis is not on what the teacher wants to achieve, but rather on what the learner should know, understand, demonstrate (do) and become*" (Botha, 2002:364).

William Spady (1994:1) defines OBE as a "*comprehensive approach to organizing and operating an education system that is focused on and defined by the successful demonstrations of learning sought from each student. Outcomes are...clear learning results that we want students to demonstrate at the end of significant learning experiences...and...are actions and performances that embody and reflect learner competence in using content, information, ideas and tools successfully*". Spady (1994:8) further states that "*WHAT and WHETHER students learn successfully is more important than WHEN and HOW they learn something*". The "WHAT" (outcomes) ensure the integration of knowledge, competence, and orientations needed by learners to become thinking, competent and responsible future citizens (Botha, 2002:364).

Later Spady (2005:1) identifies four "*power principles*" of OBE:

- a clear focus on the ultimate learning results with activities in line with the latter;
- the systematic back design (from the desired end) of learning programs and experiences;
- high expectations regarding every student's ability, and
- expanded opportunity for learning.

This definition of OBE requires learning to be a meaningful and significant experience aimed at reaching certain outcomes which will portray the competence of the learner. There may be no time constraints and the teacher must be capable of employing various strategies to ensure that each learner is given the best possible opportunity to learn. Thoroughly trained, qualified and dedicated teachers with the ability to interpret the curriculum, plan a programme of learning and assessment, design meaningful lessons back from desired outcomes, use various teaching strategies and accommodate 30+ individuals per group per school period, for up to ten periods per day, are seen as a given. And so are well-organized and well-resourced schools.

To come to a better understanding of that which the South African Department of Education wishes to achieve with the chosen curriculum embedded in an outcomes-based approach, one needs to take a closer

look at the different philosophies of education that OBE borrowed beliefs from. In the following section of this chapter, the different philosophical underpinnings of OBE will be discussed.

2.2.5 The philosophical underpinnings of OBE

OBE constitutes an eclectic approach to educational philosophy. Eclecticism refers to the idea of the borrowing of beliefs from one or more of the existing philosophies depending on the context and aim of a particular philosophy. Kanpol (1995:359-360) confirms the fact that no single educational philosophy may be considered static and complete when dealing with education. OBE borrows beliefs from at least four major existing philosophies namely **pragmatism**, **reconstructionism**, **behaviourism** and **critical theory**; the latter being an important component of postmodern philosophical and educational theory.

These four philosophies and their influence on education will briefly be discussed. The order of the discussion, starting with pragmatism and ending with critical theory, reflects the chronological development of these philosophies of education.

2.2.5.1 Pragmatism

The word "pragmatism" comes from the Greek word meaning "work". The philosophy of pragmatism, shaped by various philosophers through the years, thus simply focuses on that which is useful and works in practice. It can be seen as a reaction against ideals and idealism that cannot be implemented practically (Steyn and Wilkinson, 1998:205).

Francis Bacon (1561-1626) influenced pragmatism significantly with the inductive method that he suggested as the basis for the scientific method. Others who played prominent roles were John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), Auguste Comte (1798-1857) and Charles Darwin (1809-1882), who was perhaps the most important influence on pragmatism from the standpoint of science. Well known American pragmatists are Charles S. Peirce (1839-1914), William James (1842-1910), who popularized the philosophy and John Dewey (1859– 1952), who systematized it. Dewey and the pragmatists see education as part of life itself and not merely as schooling in academic subject matter. Individuals should be educated as social beings who are capable of participating in and directing their own social affairs. The curriculum thus aims at preparing the learner for life's affairs and for the future. In his/her preparation for life's affairs, the child should come to realise that all knowledge is related and teachers should develop a cross-disciplinary approach to the curriculum so that learners can understand how things are related. Learners would, however, not only learn that they can relate various kinds of knowledge, but also learn to act on them and use them to attack a problem. Various learning activities or tasks are carried out in which the learner is an active participant as he/she seeks out the processes and

does the things that work best to help him/her achieve desirable ends like solving problems individually or in groups. These activities are to take place in real-life situations since these situations encourage problem-solving ability in a practical setting.

Pragmatists warn that the process to solve the problem should not be neglected by focusing too strongly on the outcome because ends should never be divorced from means (Ozman and Craver, 2003:151).

The teacher plays a crucial role in the classroom where an educational approach, based on the philosophy of pragmatism is followed. He/she must pay constant attention to appropriate linkages to the life experience of learners in order to ensure that subject matter never becomes a thing apart from social life itself. This means that the teacher must have knowledge of the learners' present interests and life situations to use that as a starting point in a deliberately regulated environment which would stimulate the desired intellectual and emotional growth among learners. Another implication is that the teacher must be highly knowledgeable of the subject matter in order to break it down into elements that can be connected to learners' own experiences and for which useful learning activities can be devised.

Pragmatism, which in its most influential period was often identified with radical social reform, features very strongly in the *NCS* Grades 10-12 (General) Languages: English First Additional Language (DoE:2003). The first critical outcome (DoE, 2003:2) states that learners must be able to "identify and solve problems and make decisions using critical and creative thinking". In the introduction to the languages learning field certain pragmatic objectives, which meet the requirements of the Critical and Developmental Outcomes, are listed for learners in the Further Education and Training band. Learners are required to acquire (a) language/languages in order to:

- *"use language appropriately in real-life contexts"*
- *"use language and their imagination to represent and explore human experience"*
- *"use language to access and manage information for learning across the curriculum and in a wide range of other contexts", and*
- *"use language as a tool for critical and creative thinking" (DoE, 2003:10).*

Furthermore it is stated in the *Learning Programme Guidelines* for Languages that assessment tasks should result in a product or performance that could be used in the real world (DoE, 2005a:43).

As also pointed out earlier in this chapter, the new curriculum for grades 10 to 12, implemented in grade 10 in January 2006, is aimed at providing learners with the knowledge and skills to participate actively in, and contribute to, a democratic society and economy. Both Mathematics or Mathematical Literacy and

Life Orientation are compulsory subjects, since the authorities believe they will prepare learners better for life and work.

A point of criticism might be that education is being used in South Africa to shape a pluralistic society without due regard for individualism and unique cultural differences. The school should never be seen "*as an instrument of salvation from all the social ills that plague society*", but rather as an institution that has to ensure that desirable educational results flow from it (Ozman and Craver, 2003:156).

Another point of criticism is that the *NCS* with some of its roots in pragmatism, looks to deprecate the acquisition of knowledge by watering down the curriculum when it takes a piece of this and a bit of that discipline without ever exploring either in depth, catering to students' interests and slighting the basic disciplines they need. This is especially true when implementation takes place too hastily without adequate preparation of teaching staff.

A final point of criticism concerns the teaching staff that needs to be extremely capable and highly educated in several disciplines if they are to realize pragmatic ideas in their approach to teaching and play a vital role in bringing about immediate and continuous change in the South African society. This change, for the better, is what reconstructionism aims at.

2.2.5.2 Reconstructionism

The philosophy of social reconstructionism can be described as a crisis philosophy, appropriate for a society in crisis (Ornstein and Hunkins, 1993:55). Therefore, the focus is on change by addressing issues such as empowerment and the emancipation of the suppressed and denationalized communities.

Through the ages people of intelligence and vision have always thought about and promoted social change, but it was only in recent times that a systematic outlook called *reconstructionist philosophy*, has developed (Ozman and Craver, 2003:167).

Historical figures who can be seen as reconstructionists are Plato, who proposed radical departures from the Greek customs of his contemporaries, Marcus Aurelius, who saw himself as a citizen of the world, not of Rome, and Augustine, who preached reconstructionist reforms to bring about an ideal Christian state. Karl Marx believed that education should be a method of changing the world by overthrowing the *bourgeoisie* or ruling class and placing the *proletariat* or working class in control. He saw education as a device used by the rich in power to indoctrinate the masses "*into accepting and supporting the attitudes and outlooks of the moneyed interests*" and by doing so, exploiting the workers and robbing them of their freedom by "*exchanging work and production for money*". Very cleverly the "*formal and the informal or 'hidden' curriculum encourages subservience and docility*" (Ozman and Craver, 2003: 168-169).

Marx's views are particularly quoted here because this is to a great extent how the oppressed felt during the years of apartheid in South Africa when the country was run by a white minority. It also explains why the first democratically elected government of the country sees education as a tool to be used in the reconstruction of the South African society, because just as education can be used to enslave people, it can, if properly understood, also be used to free them.

According to reconstructionists the primary struggle in society is "*between those who wish to preserve society as it is, or with little change, and those who believe that great changes are needed not only to ensure human survival as a species but also to make people's lives better*" (Ozman and Craver, 2003: 81).

People's lives, they believe, can be made better through education, in which the school and educator play a crucial role. Since the needs of all social classes should be considered, social reconstructionists believe that more emphasis should be placed on society-centred education (Ornstein and Hunkins, 1993:54). In the process, a new social order is to be established and schools are to be involved as "*change agents*" in solving political and social problems (Oliva, 2005:162).

The type of school required is one free from the traditional ideological framework in its quest of new goals and values. The type of educator or teacher required is one who has some conception of a better world, who can see alternatives and is willing to explore new possibilities through action.

Reconstructionists wish to see teachers instigate change by becoming actively involved in social and political affairs and learners getting out as much as possible into society where they can learn and apply learning. This learning should be based on a "world" curriculum with an emphasis on truth, fellowship and justice in a multicultural society.

Recognition of the diversity of a society is seen as a fundamental way to promote peace and understanding among people. Learners should nonetheless not only become oriented to other cultures, but also future oriented.

The National Department of Education in South Africa identifies social transformation as a principle of education and explains that "*social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of (the) population*" (DoE, 2003:2). Learners are to be empowered to become involved in the construction of their own meaning and knowledge and are envisaged to be "*imbued with the values and act in the interest of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution*" (DoE, 2003:5).

The *NCS* Grades 10-12 (General) aims at developing a high level of knowledge and skills in learners. This document states that "*social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills*" (DoE, 2003:3)

Teachers are perceived as facilitators and not as authoritarian sources of knowledge and power and have to fulfil various roles, as outlined by the Norms and Standards for Educators (DoE, 2003:5). These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists. In line with the reconstruction theory, teachers in South Africa are expected to play various roles and be social activists to instigate transformation in society.

An additional indicator of the social transformation basis of Outcomes-Based Education is to be found in the definition of the Languages Learning Field: language is seen as a tool for thought and communication and the medium through which "*cultural diversity and social relations are expressed and constructed*" (DoE, 2003:9). One of the purposes of language studies in the FET band is to enable all learners to "*recognize the unequal status of different languages and language varieties*" and "*to challenge the domination of any language or language variety and assert their language rights in a multilingual society*" (DoE, 2003:10).

The fact that learners are to "*challenge the domination of any language or language variety*" reaffirms the fact that learners in the FET band in South Africa are expected to be taught to take social action which gives rise to a very important point of criticism against social reconstructionism. Ozman and Craver (2003:189) state that "*many people, including educators, do not believe that the school is the place for social activism that might be partisan in nature*". These critics perceive the school's role as teaching learners about things that happened in the past as well as current events and not to challenge traditions.

On the other hand, to expect the school to be a *change agent* that can help fix the problems in society relatively quickly, can be seen as totally unrealistic. Critics warn that reconstructionists often have such a desire for change that they do not spend enough time to thoroughly analyse social problems or to find well-tested and lasting solutions. A lack of impact can then be attributed to neglect to take into consideration the views of all stakeholders.

Some stakeholders might be of the opinion that no change is needed while reconstructionists start with the premise that change is indeed needed and they "*state the goals before they start the journey*" (Ozman and Craver, 2003:191). Their views on democracy and decision making are thus seriously questioned, just as

behaviourism as a philosophy of education is often questioned by those who do not believe in training and conditioning of the human mind.

2.2.5.3 Behaviourism

The philosophy of behaviourism has a strong psychological inclination, focusing on external human behaviour, which can be observed. According to the behaviourists, human behaviour is "...overt, observable and measurable behaviour..." (Brennan, 1991:327).

Another integral feature of this philosophy is the formulation of specific objectives or outcomes that describe the ideal human behaviour. Behaviourists further believe that the environment plays an important role since observable, measurable behaviour is dependent on stimuli from the environment.

The principles of behaviourism and the techniques of behavioural engineering go back at least to Ivan Pavlov (1849-1936) and John B. Watson (1878-1958) but it was Burrhus F. Skinner (1904-1990) who "*strongly championed it as an educational method that is more practical and produces greater results than any other*" (Ozmon and Craver, 2003:212).

Behaviouristic techniques in education are primarily aimed at changing behaviour and pointing it in more desirable directions. The way to do this, according to Skinner, is by means of systematic and meaningful conditioning and then in reinforcing desired behaviour by rewarding the child, either extrinsically or intrinsically.

To him there was no distinction between education and conditioning (although many critics may argue that the latter might rather be seen as training) because the mind is not free to begin with. He completely did away with the concept of innate freedom when he pointed out that people had always been controlled without always being aware of the control or the direction in which it leads. Such control could be exerted by politicians for their own ends and purposes or by business interests for their own profit which means that those individuals at the receiving end of the controls may be adversely affected. Skinner however wished control to focus on good ends and believed that a new society could be shaped through it (Ozman and Craver, 2003: 213-214).

These good ends or learning objectives, according to the behaviourists, can be reached in any learning area if the curriculum is organized into small, discrete, manageable units, with the 'big picture' only emerging once these small units have been completed successfully. The objective outcome of the successful completion of these units is observable and measurable behaviour (Ozman and Craver 2003:217).

That Outcomes-Based Education is strongly based on behaviourist assumptions can be seen in the way outcomes are defined in South African policy documents. Inspired by the Constitution, the South African Qualifications Authority (SAQA) has exerted control over the education process by formulating Critical and Developmental Outcomes for education and training in South Africa which are again interpreted as *Learning Outcomes* for the specific learning areas in the various school bands. Active verbs are used in the formulation of *Learning Outcomes* and *Assessment Standards*. These verbs relate to facets of observable and measurable behaviour such as *identify, collect, explain, distinguish, use*, etc. Furthermore, this behaviour or outcome is to be achieved in a specific context (Olivier, 1997:17).

An example of this can be taken from The National Curriculum Statement (*NCS*) Grades 10-12 (General) Languages: English First Additional Language which states that "content must serve the *Learning Outcomes* and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to the learners and so assist learning and teaching" (DoE, 2003:46).

The implication is that teachers can only teach effectively in an OBE way once they thoroughly understand the theory of behaviourism and have not only learned the techniques of conditioning but also how to use them effectively in order to reach observable outcomes. Furthermore, teachers must work together and agree on goals and methodology because they need to have some consensus as to the kinds of behaviour they would like to see reinforced and then use proven methods of conditioning to achieve such behaviours.

Although behavioural techniques may be very useful in the classroom, behavioural engineering raises many troubling philosophical questions regarding control and democratic procedures. If only certain outcomes are expected and certain behaviour acknowledged and reinforced, what about individualism? Shouldn't the learner be seen in a more humanistic way as a consciously aware individual with a free mind who needs to be exposed to ideas or content at which he can look critically and then accept or not accept? Or is he/she to be controlled by policy makers and manipulated by the environment? A further worrying question is who controls the controllers?

On the other hand, lack of control, like in a laboratory where certain behavioural patterns are expected and controlled, can pose problems in the classroom where the outcomes-based approach is followed. What happens once a bright learner has reached the desired outcome? If the learning objective in his/her first additional language in grade 10 is for example to write a letter to the press and the learner manages to do so successfully in a short time, what will he/she do while the other learners are still in the process of accomplishing the outcome? Will this quick learner ever be expected to write other letters to the press in grade 10? If not, is the system not cultivating mediocrity and aiming at getting all things equal in all children so that nothing will eventually be prized?

Ozman and Craver (2003:223) warn that "*history is replete with examples of individuals and groups who thought that they and only they could lead society in the proper direction. History also shows the disastrous effects of such thinking*".

Perhaps we can be consoled by the idea that the *NCS*, based on the principles of OBE, is not solely embedded in the philosophy of behaviourism but is also post-modernistic in its approach; the latter encouraging critical thinking and the questioning of all "truths" as opposed to the behaviouristic acceptance that science is totally objective and that human intentions and actions can be reduced to a technology of behaviour.

Before *critical theory* can be discussed as an important component of post-modern philosophical and educational theory, the concept of *post-modernism* will briefly be discussed.

2.2.5.4 Post-Modernism

Although the term *post-modern* is often used in literary and social criticism, it cannot easily be defined or described. Ozman and Craver (2003:337) talk of "*post-modern variety*" and then go on to quote Frederic Jameson in saying that "*practically any characteristic of the post-modern can be attributed as easily to the modern*". Jameson further points out that the upheavals of the 1960's brought on postmodernism when the "*assumed truths of the time were brought into question and various experiments in 'offensive' lifestyles and outlooks became prominent*". Examples given to prove his point are the decolonization of Third World countries, old-style Communism that lost support and opposition in the United States to the Vietnam War.

What we see today however, is what looks like an ongoing battle for survival in many liberated Third World countries, that people vaguely remember the anti-Vietnam War protest and that the high culture of radical art forms and modes of thought of the 1960's "*have been brought down to the level of the mass production of commodities and the ordinary aspects of daily life*" (Ozman and Craver, 2003:338).

In the reality of daily life where multi-realities and diversity exist, people are confronted with a variety of styles and interpretations. Nothing seems to be universal or certain anymore and the defining boundaries of human thought seem to be fading. Kanpol (1995:360) reasons that "*school clientele (students and teachers) can no longer rely on singular truth or on reality for knowledge*". Instead "*marginal*" knowledge and "*discourses of difference*" organized around issues such as gender, race, ethnicity and class identities are to be found in the post-modern curriculum.

In their discussion of post-modernist methods, curriculum and the role of the teacher, Ozman and Craver (2003:351-355) identify the following characteristics which have a practical impact on curriculum development and implementation:

- content loaded with detail is reduced. General formative education attends to the mastering of general competencies and fundamental relationships in life;
- the focus moves from rigid, traditional subject content to the integration of any new knowledge and/or processes in the curriculum that will ensure immediate relevance;
- disciplines/subjects are not taught and studied as separate units. The focus is on holistic concepts and conceptual frameworks and therefore integration, co-ordination and the inter-relatedness of concepts are favoured. Content is organized around themes and problems, rather than around single disciplines;
- established scientific truths are challenged while scientific activity is regarded as a human activity which is responsive to human and societal perceptions and needs;
- the curriculum is sensitive to the values of multiple races, cultures and sexes while it accommodates different learning styles, and
- co-operative and collaborative learning experiences are devised which discourages a teacher-centred and teacher-dependent attitude. It implies a break away from 'a textbook-and-lecturing approach' to an 'activity-based, hands-and-minds-on approach'.

These characteristics of a post-modern curriculum clearly indicate that there is a breakaway from the traditional curriculum, which came to be viewed quite critically.

2.2.5.5 Critical Theory

The philosophy of critical theory, which has been an important component of post-modern philosophical and educational theory, focuses on the change and emancipation of societies and individuals from being regulated and indoctrinated towards being critical and questioning.

Audi (1999:170) believes that "*theoretical insight empowers people to remove limits to human freedom and the causes of human suffering*". In addition "*...a critical social and educational science is...a mode of collective social action profoundly connected to emancipatory ideals of rationality, justice and freedom*" (Carr, 1995:13). It is, therefore, not only the privileged elite that have access to truth. Habermas (quoted by McKay and Romm, 1992:111) argues that "*since there is no such thing as 'pure*

theory', there is no privileged access to truth". McLaren (in Ozman and Craver, 2003:347) points out that the aim of critical pedagogy is to empower the powerless and to overcome inequities and injustices while being firmly committed to the side of the oppressed.

The danger is that post-modern critical theorists might focus so intensely on emancipation and empowerment that schooling becomes politicized. As pointed out earlier in this chapter, the existing forms of control over education represent entrenched political interests but one should take note of Cherry Holmes's warning that "*the creation of new truth regimes and power discourses might lead to unintended consequences*" (Ozman and Craver, 2003:357). According to Ozman and Craver (2003:357) post-modern critical theory "*seems to maintain a sort of Marxist idea that all views except their own are mere ideology...they critique other viewpoints as totalizing theories or ideologies of power and control and place themselves on the moral high ground*".

However, post-modern critical theory is relatively new and its educational recommendations largely untested. There are surely some strengths like the focus on emancipation, self- and social empowerment and social transformation. Once again, a very special type of person is required as a teacher at a school that is challenged to be an agency in which self- and social empowerment can be enhanced. Teachers are seen as "*cultural workers who produce more appropriate social ideologies and practices*" (Ozman and Craver, 2003:354). They are scholars and practitioners who facilitate learning and interact with the learners, assisting them in acquiring knowledge that liberates them to become critical and responsible members of a democracy.

As members of a democracy, OBE in South Africa aims at equipping learners with critical knowledge, attitudes and skills. Three of SAQA's seven critical outcomes stress a critical attitude:

- learners must be able to "*identify and solve problems and make decisions using critical and creative thinking*";
- learners must be able to "*collect, analyse, organize and critically evaluate information*", and
- learners must be able to "*use science and technology effectively and critically show responsibility towards the environment and the health of others*" (DoE, 2003:2).

Learning programmes are aimed at promoting the learners' ability to think critically.

In three of the four *Learning Outcomes* for languages in the FET band, the critical attitude of the learner is stressed:

- In *Learning Outcome 1: Listening and Speaking*, the learner is to acquire and demonstrate the skill to listen critically in order to "*recognize values and attitudes embedded in texts and to challenge biased and manipulative language*".
- In *Learning Outcome 2: Reading and Writing*, the learner should learn to "*make meaning from texts, identify values and assumptions and respond critically*".
- In *Learning Outcome 4: Language, the learner* is to "*develop critical awareness of how values and power relations are embedded in language and how language may influence others*" (DoE, 2003:12-13).

Furthermore OBE in South Africa stresses inclusivity. Each learner is to be accommodated as an individual who is to be given the opportunity to realize his/her own potential while learning at his/her own pace (DoE, 2003:10).

The emphasis on curriculum transformation and development in South Africa, on emancipation of the individual and society and on critical and questioning attitudes of learners, reflect key aspects of the critical theory philosophy. Transformation was also seen as a key concept in the OBE approach and policymakers, being confronted with the following different approaches to OBE, opted for the Transformational Approach.

2.2.6 Approaches to Outcomes-Based Education

There are different views worldwide regarding Outcomes-Based Education. Those who follow an OBE approach to teaching, position themselves on a continuum between a behaviourist and a constructive point of view. Spady and Marshall (1991:8-71) state that theory describes three outcome-based approaches in practice, namely the traditional approach, the transitional approach and the transformational approach. These three approaches will briefly be discussed.

2.2.6.1 The Traditional Approach

In this approach, certain aspects in the curriculum are selected and these form the basis of a new curriculum. The set outcomes are synonymous with traditional and content-dominated sections but there is little, if any, relevance to real-world demands and experiences. The school and classroom make up the

context in which academic competence is pursued. This approach tends more to the behaviouristic side on the continuum (Maree & Fraser, 2004:12).

2.2.6.2 The Transitional Approach

Higher-order competencies that are seen as essential in all life and learning situations are emphasized and outcomes, known as transitional outcomes, are defined to address these competencies. The latter includes competencies such as critical thinking, good communication, technological applications and problem solving. The focus is thus on what is essential for learners to know, be able to do and be like in order to be successful in life after school. Learning material is adapted accordingly, enabling learners to demonstrate these high-level competencies in an integrated and inter-disciplinary manner. This approach lies between the behaviourist and constructivist approaches on the continuum (Maree & Fraser, 2004:12).

2.2.6.3 The Transformational Approach

Spady and Marshall (1991:68) see transformational OBE as a "*collaborative, flexible, trans-disciplinary, outcomes-based, open-system, empowerment-orientated approach to schooling*" which aims at equipping all learners with the knowledge, competence and orientation needed for success in real life.

This approach demands a radical change to existing structures and operations in school. None of the existing curriculum is taken as a given and nothing is untouchable. Unlike the traditional and transitional approaches, subjects are not acknowledged in transformational OBE; the focus is rather on real-life roles that competent citizens must fulfill in order to meet the demands of society.

In South Africa, education policy makers decided on the transformational outcomes-based approach pursuing transformational outcomes that can be linked to theoretical frameworks dealing with issues such as social reconstruction, critical thinking and behaviour formation. For years though, the approach to education in South African schools has been strictly content-based. In the following section of this chapter it becomes quite clear how drastically the basic principles of OBE as an educational approach, differ from that of the traditional, content-based approach.

2.2.7 Basic principles of OBE in comparison with conventional approaches

In OBE, there is a paradigm shift in terms of learning, time allocation, standards and the roles of the teacher and the learner. As a result, there is also a shift in emphasis as far as methodology and assessment is concerned.

Various departmental circulars, memoranda, policy and subject documents and work done on the outcomes-based approach by researchers like Luczyn and Pretorius (1998:3-8), Olivier (1997:15-16) and Van der Horst and McDonald (1997:27-31), clearly spell out the basic differences between the conventional and the OBE approach.

In the conventional or traditional approach to education, the curriculum is content-driven, planning is focused on the syllabus and rigid subject content to be learned and the emphasis is on the acquisition of knowledge. The learner has to consciously learn certain facts and acquire information without having learning experiences explained to him/her. The definition and realization of students' learning success are vague and variable, no credit is given for knowledge and skills acquired outside the formal education situation and because of the comparative and competitive approach to standards that are linked to a predetermined quota of possible successes, only some learners can succeed.

In OBE, on the other hand, "*content is used as a vehicle for the attainment of pre-determined outcomes*" and is not rigid and compartmentalized. Planning is focused on a wide variety of future outcomes to be achieved and specific learning outcomes are defined while applied and integrated knowledge is emphasized (Jeevanantham, 1999:52). This means that understanding is not simply assumed but that the learner is expected to perform an activity to demonstrate that he/she understands. Learners know what outcomes they are expected to reach and standards are clearly defined and known to all learners who find learning relevant to their real life situations and experiences.

As far as time allocation is concerned, we find that time in the conventional or traditional approach is seen as an inflexible constraint for both the learners and the teacher because of a fixed schedule and programme. All students are expected to work at a pace dictated by the teacher who does not take different levels of ability of learners into account, whereas in OBE time is manipulated to the best advantage of each individual learner, offering multiple and extended opportunities to reach desired outcomes because each learner is believed to be able to succeed.

The teacher, following the conventional approach to education, is responsible for transmitting information, setting objectives, identifying learning opportunities and motivating learners to acquire knowledge. The assumption is that the teacher, who finds him-/herself at the centre of this approach, always interprets knowledge correctly; therefore, the interpretations of pupils are not allowed. In addition, learners are passive recipients of knowledge and often engage in rote learning without necessarily understanding while different styles of learning are not taken into account.

When an outcomes based approach is followed however, a variety of teaching strategies are used, giving opportunity for all learning styles. This approach is learner-centred which implies that learners actively

take part in performance tasks and learning activities, involving themselves in critical thinking, reasoning and reflection. The teacher merely facilitates the attainment of outcomes by learners who are allowed to interpret knowledge in the light of prior experience, background and previous knowledge. Learners, in other words, take responsibility for their own learning and are motivated by constant feedback and affirmation.

It is clear that the traditional role of the teacher has changed dramatically in OBE. OBE may have introduced a paradigm shift in South African education but Van der Horst and McDonald (1997:27) argue that many excellent teachers have employed methods ostensibly typical of an outcomes-based approach for years. Even while the old curriculum was content-driven, many teachers succeeded in guiding learners to a thorough understanding and appreciation of their subjects and were prepared to put in many extra hours to ensure that all students were on par. On the other hand, many teachers in South Africa have always been textbook-bound and lack a proactive work ethic. Especially for this latter group of teachers, the implications for teaching brought about by an OBE approach need to be seriously considered. Furthermore, on various visits to various schools where the researcher went to assess student teachers, teachers in practice have been found not adequately trained and incapable or unwilling to use an outcomes based approach to teaching. Where an outcomes based approach is followed, there are various implications for both teaching and learning.

2.2.8 OBE: the implications for teaching

The *NCS* Grades 10-12 (General) visualizes teachers who are "*qualified, competent, dedicated and caring*" and who will be able to fulfil the different roles already mentioned in this chapter (DoE, 2003:5).

Being a "*mediator of learning*" clearly implies that the learners take up the central position in the classroom (DoE, 2003:5). Steyn and Wilkinson (1998:205) point out that this perception is supported by Behaviourism, Social Reconstructionism, Critical Theory and Pragmatism. Behaviourists perceive the learning behaviour of learners and not the teaching behaviour of teachers as the focal point. Social Reconstructivism confirms that the teacher merely acts as a facilitator in the process of learners constructing their own meaning while supporters of the Critical Theory believe that learners become emancipated and empowered by the learning process so that they are able to critically evaluate educational structures, powers and content. Pragmatists see the learner as the applier and utiliser of knowledge and information while the teacher merely acts as the organizer and facilitator of learning experiences.

It is clear from the above philosophies underpinning OBE that dramatic changes are demanded in social relations in the classroom, from a hierarchically structured transmission model of teaching to a

mediational and facilitative role for teachers. Jansen, however, warns that teaching the OBE way does not merely require the application of a skill but "*an understanding of its theoretical underpinnings and demonstration of a capacity to transfer such application and understanding across different contexts*" (1998:325). He furthermore expresses his concern about the language and terminology of OBE being far too difficult for under-resourced teachers and suggests that the successful implementation of OBE depends on significant levels of in-service development for South Africa's severely under-qualified teachers in order to prevent the outcomes being trivialized into objectives typical of behaviourism.

The *Learning Programme Guidelines* for English clearly spells out that the teacher of English Home, First Additional or Second Additional language should have thorough knowledge of the following:

- what a language is and how languages are perceived in democratic South Africa;
- the National Curriculum Statement Grades 10-12 (General) for languages;
- Language in Education Policy;
- the purpose of language;
- the relationship between language and the National Curriculum Statement Principles;
- the role of language studies in social transformation;
- the text-based approach and the communicative approach in OBE;
- the concept of high knowledge and high skill as far as language studies are concerned;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity and environmental and social justice;
- valuing indigenous knowledge systems;
- credibility, quality and efficiency;
- the relationship between language *learning outcomes* and critical and developmental outcomes, and
- different ways to achieve *learning outcomes* (DoE, 2005a).

Keeping all this in mind, the teacher who is seen as an important source of language input must have a well-articulated mental script of what should be covered in order to design his/her own learning programmes so that the desired outcomes will be reached by attaining *Assessment Standards* stipulated in the *NCS*. The teacher, furthermore, has to bear in mind that assessment should be part of every lesson and plan informal assessment activities that complement learning activities. In addition, a formal year-long *Programme of Assessment*, which forms part of a three-year assessment plan in the FET band, must be put in place by each teacher so that a learner's progress can be monitored throughout the school year (DoE, 2007:2). The English teacher might well have to do all this planning for learners of English Home Language, First Additional Language or Second Additional Language, all accommodated in the same group/class and taught simultaneously by the same teacher who has to provide for diversity and the optimum development of each individual. No wonder Jansen expresses concern about the administrative demands on teachers (1998:325) while Spady (2005a:1) calls for teachers to adopt a creative and even revolutionary approach to all aspects of their teaching practice. According to him, teachers are the leaders of their classrooms and they have to understand the purpose of change (OBE), have a vision of change, take ownership of the change, have the capacity to implement change and support the change. There are various implications for learning to consider.

2.2.9 OBE: implications for learning

The kind of learner envisaged by the Department of Education "*is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution*" (DoE, 2003:5).

The *NCS* Grades 10-12 Languages: English First Additional Language states that learners emerging from the FET band must demonstrate achievement of the Critical and Developmental Outcomes. They must also have access to and succeed in lifelong education and training of good quality, demonstrate the ability to think logically and analytically as well as holistically and laterally and be able to transfer skills from familiar to unfamiliar situations (DoE, 2003:5).

While OBE is learner-centred, it is imperative that learners assume greater responsibility and actively participate in the learning process. It is assumed that the learner entering Grade 10 in the FET band already has skills, knowledge and insight of contexts and content of at least a home language and a first additional language (DoE, 2005a:14).

In its profile of the language learner, the Department of Education expects learners at the end of grade 12 to do the following:

- demonstrate the Critical and Developmental Outcomes and the Language *Learning Outcomes*;
- effectively and confidently participate in a wide range of communication situations;
- orally and/or in writing, express own feelings, opinions, viewpoints, ideas, attitudes and values and react to those of others;
- interpret, analyse, evaluate, explain and question a wide variety of texts across the curriculum while listening and speaking, reading and viewing, writing and presenting;
- accurately and appropriately produce a wide variety of texts in different contexts;
- use the structures and conventions of language confidently, effectively and expressively to create meaning;
- express advanced cognitive skills by using language;
- take independent decisions about their future;
- successfully access lifelong learning;
- think logically and analytically and demonstrate holistic and lateral thinking, and
- transfer skills from known contexts to unknown contexts through the use of language (DoE, 2005a:15).

This profile can only be realized through a process of effective teaching, learning and assessment. Assessment is also viewed in a new light because of the focus on outcomes and the consequent change in methodology.

The latter part of this chapter will focus on assessment in education and assessment reform in South Africa which lead to Outcomes-Based Assessment or OBA.

2.3 ASSESSMENT

2.3.1 Clarification of concept

The Pocket Oxford Dictionary describes assessment as *the act of estimating the magnitude or quality of* something (1984:39). The root of the word *assessment* comes from the Latin verb *assidere* which means

to sit beside. In order to assess, in other words, the assessor has to *sit beside* or be very close to that which is to be assessed.

In education, assessment basically refers to the process of determining student achievement. Some aspects of the learner's achievement can be measured in some sense in various situations, whether this measurement is by a teacher, an examiner, a parent, a peer or the learner him-/herself (Maree and Fraser, 2004:33). According to Gipps (1994), and Le Grange and Reddy (1998), assessment involves a wide range of purposes.

2.3.2 The purpose of assessment

Gipps (1984) and Le Grange and Reddy (1998) all agree that assessment could not only act as a selection and certifying device but also as an accountability procedure while serving to support learning and teaching, providing information about pupils, teachers and schools and driving curriculum and teaching.

Race (2001:35-36) lists the following most common reasons for assessing students:

- to classify or grade students;
- to enable student progression;
- to guide improvement;
- to facilitate students' choice of options;
- to diagnose faults and enable students to rectify mistakes;
- to give feedback to the teacher on how the teaching is going;
- to motivate students;
- to provide statistics for the course, or for the institution;
- to enable grading and final qualification, and
- to add variety to students' learning experience and direction to teaching.

If assessment is to be used for any specific purpose, then it is obvious that it should be properly planned and aligned to that specific purpose. This will affect "*decisions regarding the frequency of assessment, detail and extent of recording, design, implementation, marking and moderation*" (Maree and Fraser, 2004:33).

The teacher in practice however, does not always consciously think of all the various purposes of assessment, but simply tries to follow whatever happens in the learning situation to perceive what the learners can do in the hope of understanding how they learn and to assist their learning. The way in which the teacher understands the teaching and learning processes directly influences the kind of assessment practices that he/she uses. Basically there are two types of assessment namely formative and summative, the latter being the approach mostly used in traditional or content-based teaching. A closer look will be taken at these types of assessment.

2.3.3 Types of assessment

2.3.3.1 Summative assessment

As the term suggests, this is a form of assessment largely concerned with the final summing up of educational work. It normally takes place in the form of tests and examinations and is a formal technique not only strongly established in most schools, but also entrenched in South Africa's public examination system. Summative assessment is mostly done at the end of a chapter, a course, grade or school career and is used as a basis for decision making on progress in a learning area, progress to a next grade or exit point possibilities.

Maree and Fraser (2004:33) point out that "*the judgements made are often for the benefit of people other than the learner, and the concern is usually to differentiate and make selections*". Results are of particular importance to parents who wish to know whether their child has shown progress and employers who wish to employ successful learners.

Often statistics and data gathered from examination results are used to classify and rate schools in school effectiveness research programmes.

Formative assessment, on the other hand, is less formal and less significant for people other than the learner, parent or teacher.

2.3.3.2 Formative assessment

This type of assessment is used to 'form' or 'shape' the learner in the process of supporting and guiding him/her through the learning process. Instead of being judgmental, it focuses on providing constructive criticism in order to turn weaknesses into strengths and to encourage and motivate learners. Informally it occurs continuously in day-to-day classroom interaction. An example would be if a learner in the English language class refers to a part of a poem as a paragraph instead of a stanza and the teacher or even the peers kindly assist the learner in acquiring the correct term or understanding the concept, stanza. More

formally this type of assessment can be continuously used when learners for example have to write essays, compile portfolios, do assignments or work on projects. Firstly the learners can be expected to hand in draft copies of their work which the teacher writes comments on or discusses with them before a final effort is submitted. This of course results in a lot of extra work for the teacher but the advantage is that a better product develops with the assistance of the teacher while attention is also given to the process.

At the same time, the teacher who employs formative assessment to trace learners' achievement, or lack of it, can gather valuable information on his/her teaching and seize the timely opportunity to adapt his/her teaching strategies.

Both summative and formative assessment can be used for diagnostic purposes.

2.3.3.3 Diagnostic assessment

As the name suggests, diagnostic assessment is used to diagnose or identify problems that learners may have so that suitable interventions can be made. When learners of English First Additional Language (*EFAL*) for example struggle to transform sentences from the active to the passive voice, the teacher needs to diagnose the problem and might decide to assess the learners' knowledge of the three columns of the English verb and then take action to fill the gap if needed. This type of assessment thus serves a formative purpose while baseline assessment serves more of a summative purpose.

2.3.3.4 Baseline assessment

Baseline assessment may be used at the start of a new grade but can also occur at the beginning of any learning cycle. The purpose is to find out what the learners already know and can do so that meaningful learning can take place in the new cycle. For example, if an *EFAL* teacher starts a cycle on poetry, he/she can first employ baseline assessment to establish how much the learners know about poetic devices.

There are basically two main frames of reference that an assessor can use to judge the performance of a learner: norm-referenced assessment which is built on the norm and criterion-referenced assessment which is built on what has been established as criteria.

2.3.4 Frames of reference for assessment

2.3.4.1 Norm-referenced assessment

A norm is a pass mark or benchmark or even a certain standard set by learners. When a teacher compares a learner's achievement with those of other learners or with pass marks or benchmarks to determine how

well he/she is doing, norm-referenced assessment is used. The focus is not on how much the learner has mastered but on how much content knowledge he/she has. Norm-referencing is mostly associated with summative assessment which is not the case with criterion-referenced assessment.

2.3.4.2 Criterion-referenced assessment

Learners are expected to achieve certain criteria in the learning process or at the end of it. These criteria are related to their competence and do not only involve knowledge, but also skills and attitudes acquired and developed over time. Maree and Fraser (2004:34) warn that "*it is important that criteria be spelt out clearly to learners early on in the programme they are following, and that the assessment process be as transparent as possible*".

Apart from being transparent, the common principles that should be satisfied by high-quality assessment practices are typically referred to as reliability, validity, fairness, discrimination and meaningfulness (Airasian, 2005; Gronlund, 2005; Herman *et al.*, 1992). Vandeyar and Killen (2003:120) argue that teachers need to understand these principles before taking any major decisions on assessment. If they are misunderstood or ignored, worthless data are likely to be generated by assessment practices.

Since these principles serve as a framework for any assessment of high quality, they will briefly be reviewed before moving on to Outcomes-Based Assessment.

2.3.5 Principles of high quality assessment

2.3.5.1 Reliability

Assessment is reliable when the same results are obtained in the same assessment task done by the same learners in the same circumstances. Even though the test or task may be administered at different times and the learners' performance judged by different markers, the results should be consistent. This however, is not always the case because of the presence of variables.

Freeman and Lewis (1998:24) indicate that variables are to be found with both assessors and students. Work is assessed differently by different assessors, and even individuals might assess the same work differently at different times. On the other hand, students doing the same assessment task, perform differently at different times in different contexts, perhaps because of stress, hunger or fatigue.

There are ways in which assessment can be made more reliable. Freeman and Lewis (1998:25) suggest that clear criteria be created and communicated, that assessors in examination settings mark some scripts and then convene to discuss criteria and make adjustments, that work gets marked by two assessors and that a wide range of assessment techniques be used so that a wide range of evidence can be gathered on

the students' competence or performance. Vandeyar and Killen add that teachers should try not to have their marking interrupted or be influenced by preconceived ideas about the capabilities of learners. According to them, the basic question that teachers have to consider regarding reliability is: "*Have I tried to minimize the possibility that I will make errors of judgment about learners' performance?*" (2003:120).

2.3.5.2 Validity

An assessment task is valid when it measures what it is meant to measure. The assessment task or questions to be answered in a test should be relevant and as a whole the task or test should sample an appropriate range of the outcomes that learners are expected to achieve or of the content that they are expected to understand.

The implication is that there must be a clear idea of the expected *Learning Outcomes* set out by the curriculum and the assessor is to take care that the criteria set for the assessment are clearly related to the content and the expected outcomes of the course. In other words, when assessment is valid, a clear picture will emerge of what the learners are able to do and know in terms of the outcomes and content of the course. Based on the evidence provided by the assessment task, the teacher must be able to justify the conclusions that he/she has reached about the achievements of each learner (Vandeyar and Killen, 2003:121).

2.3.5.3 Fairness

This principle implies that no test or task should require learners to do unreasonable things or to perform under unreasonable circumstances. For example it could be seen as unreasonable for a teacher to expect grade 10's or 11's to answer a standardized grade 12 English First Additional Language Paper as part of an official test or examination. Another example of unfairness would be if too many questions are expected to be answered in a short time. Learners should always be given a fair amount of time to complete the task or test and a reasonable opportunity to learn the things to be tested. Furthermore age, gender, physical or other disability, culture, language, socio-economic status and geographic location should be taken into consideration to ensure that the assessment task offers each learner an equal and reasonable opportunity for success (Vandeyar and Killen, 2003:121).

2.3.5.4 Discrimination

A test or task answers to the principle of discrimination if it distinguishes between learners who have learned whatever is being tested and those who have not. This implies that teachers must use objective test items that will distinguish adequately between high and low scoring respondents and that teachers

must be mathematically skilled to perform the necessary calculations. According to Vandeyar and Killen (2003:121) teachers should ask themselves the following question as far as test or task discrimination is concerned: "*Why does this test item elicit different responses from different learners, and are those responses indicative of the level of understanding of each learner?*"

2.3.5.5 Meaningfulness

A task or test which is not meaningful is considered to be a waste of time for both the learners and the teacher. A meaningful task or test on the other hand, has the potential to contribute to both teaching and learning. For a task or test to be meaningful, it must have a clear purpose, be linked to *Learning Outcomes* and be perceived by learners as realistic and worthwhile.

It has been mentioned earlier in this discussion that the way in which teaching and learning is understood influences the way in which assessment is perceived and performed. Assessment in an OBE framework differs quite substantially from conventional assessment, which South Africans became used to in the traditional content-based approach to teaching and learning. In the following part of this chapter assessment within an OBE framework will be discussed.

2.4 ASSESSMENT WITHIN AN OBE FRAMEWORK

2.4.1 What is Outcomes-Based Assessment (OBA)?

Outcomes-Based Assessment (OBA) rests on William Spady's four defining principles of OBE: clarity of focus, designing down, high expectations, and expanded opportunity for learning.

Assessment is clearly focused when all tasks are clearly and explicitly linked to well-defined outcomes. Valid inferences can only be made about learners' achievements and the effectiveness of teaching when assessment is in line with teaching, learning and outcomes. Aligning teaching, learning and assessment brings one to the principle of designing back.

This principle can be applied when a lesson or a series of lessons are planned. The teacher clearly knows which outcome or outcomes are to be attained and then goes back step-by-step and designs the lesson(s). Teaching strategies are carefully considered and learning activities planned so that learners will get the best possible opportunity to achieve the desired outcome(s). On a higher level, "*the designing back principle of OBE is based on the idea that each component of learning is included in the curriculum because it has been identified as contributing directly to learners' achievement of short-term outcomes that contribute to more complex outcomes that eventually lead to the exit outcomes of the programme* " (Vandeyar and Killen, 2003:122). The teacher who understands the principle of designing back will be

able to describe the purpose of each assessment task in terms of gathering information on the learners' current understanding, their readiness to proceed to the next step in learning and their progress towards long-term outcomes.

Another important principle that plays a major role in OBA is that of high expectations. When an outcomes-based approach is followed in education, it is believed that, given enough opportunity, every learner can succeed and achieve high standards. The implication is that assessment tasks must be varied and challenging, giving each learner the opportunity to demonstrate his/her level of achievement and motivating him/her to excel. Each learner competes with him- or herself in striving to meet the criteria or reach the outcomes because assessment is criterion-referenced and not norm-referenced. In order for the learner to progress though, assessment must make it possible to discriminate between low and high levels of achievement and according to Vandeyar and Killen (2003:124) excellence should be recognized and awarded.

While some learners may reach the desired outcomes and even excel in a short time, others might take longer and need more opportunity to learn. The OBE principle of expanded opportunity accommodates different learning styles and periods of learning because what really matters is that all learners succeed, not that they all learn in a particular way or within a fixed period of time. Assessment tasks should provide for different ways of learning and lead to other tasks for those who need further opportunities to learn and demonstrate their learning. On a practical level this means that teachers should try and adapt to the needs of their learners, while keeping in mind that they only attend school for a limited number of days each year. Alternative ways of assessment should thus be investigated instead of strictly adhering to due dates as was mostly done traditionally. Many conventional ways of assessment simply do not fit into an outcomes-based approach. In the following section the basic principles of OBA will be compared to conventional assessment.

2.4.2 Basic principles of Outcomes-Based Assessment (OBA) in comparison with conventional assessment

Luczyn and Pretorius, (1998:3-8); Olivier, (1997: 15-16) and Van der Horst and McDonald, (1997:27-31) point out the following differences between OBA and conventional assessment:

- in the traditional or content-based approach to education, the accumulation of isolated facts and skills was strongly emphasized. Isolated, fragmented and discrete knowledge and skills were tested whereas OBA is seen as multidimensional: testing knowledge, abilities, thinking processes, meta-cognition and affective factors;

- conventionally, assessment was seen as an activity separate from learning. Isolated facts were accumulated as knowledge and then the learner was tested on the retention thereof. OBA is integrated with cross curricular learning and teaching and focuses on the application of knowledge, skills, understanding, attitudes and values;
- formerly, assessment was the task of teachers, trainers and external markers who would be very secretive about the test and criteria. Once the learners' work has been marked, the final result would be calculated in numerical terms. In OBE, assessment can be done by either the teacher, the learner him- or herself, the peer or group of peers and even the parent. Criteria are discussed with the learners and very often they are invited to help establish the criteria. In this way co-operative learning is encouraged and there is a collaboration of skills. The result of assessment may be a descriptive statement on the achievement of the learner instead of a certain mark achieved;
- in traditional teaching, the curriculum is largely predefined and together with assessment, it is treated as an end in itself. Furthermore, there is a fixed assessment and accreditation system. In OBE, instruction and assessment are viewed as flexible and alterable means for accomplishing clearly defined performance outcomes;
- conventional assessment is test- and exam-driven. These 'once off' tests and examinations call on what learners can remember and afterwards their results are formally recorded in permanent records and compared to what is believed to be the norm. OBA, on the other hand, takes place continuously and various projects and tasks are assessed in order to establish what has been learned and can be applied. Eventually the learner has to meet certain criteria in the achievement of clearly defined outcomes, which makes this kind of assessment criterion-referenced instead of norm-referenced like conventional assessment. Learners keep samples of their work in portfolios and the idea is for teachers to keep performance profiles of learners instead of focusing on marks achieved;
- another major difference is that in conventional assessment credits are time-based whereas in OBA credits are performance-based;
- conventional assessment focuses on pen-and-paper testing of textbook knowledge which is not always in touch with real life. OBA is seen as authentic testing. The idea is to establish whether the learner can use the knowledge and skills that he/she has gained in real life situations and meaningful contexts, and
- finally, the conventional way of assessment is criticized for testing and grading every step of the way and mistakes becoming part of a permanent record that accumulates and constantly reminds the learner of past errors and mistakes. OBA treats mistakes as inevitable steps along the way of

development. Feedback on these mistakes eventually enables the learner to reach high-level competencies.

In theory, conventional assessment practices were strict, merciless and inflexible, ruining many a learner by norm-referencing and keeping records of poor performance. In practice however, many a dedicated teacher in the old system understood assessment principles and adjusted assessment practices to benefit the learner. Often teachers would allow learners to spend more time studying (expanded opportunity) and take the same test a second time if at first they performed unsatisfactory. Teachers who had high expectations of their learners would also put in extra hours to make sure they understood the content and would be ready to sit successfully for an important examination. Even though the curriculum was fixed, content-driven and time-based, it led to the attainment of specific knowledge in a very ordered and disciplined way.

Pen-and-paper testing of specific textbook knowledge was not the only way of assessment in many a traditional subject. Where teachers and parents worked to provide resources (if the government did not supply them), many practical assessment tasks were done in Physical Science, Home Economics, Biology, Woodwork and other so-called practical subjects. In English Second Language, learners were regularly assessed on applying their language skills in real life situations and, like in other subjects, many a practical project had to be submitted either individually or together with a classmate or a group of learners. The difference might be that the knowledge that was expected to be applied, was mostly gained through traditional ways of teaching and learning instead of focusing on the continuous achievement of specific outcomes in a much more relaxed way. Once again though, the teacher would make the difference: some of the most difficult content was made accessible through live experiments in the Physical Science class, dissections in the Biology class or field trips organized in Geography, History or even in the Languages. However, there would always be the return to a fixed body of knowledge that had to be internalized by the learner.

It can, therefore, be concluded that dedicated traditional teachers have always answered to the principles of high quality teaching and assessment while there were those who taught in a boring way, skipped classes or coached sport while they had to teach and then used tests and examinations to frighten learners and to prove to them how little they knew. Afterwards those learners who did not achieve a certain mark would even be physically punished, either because they had not learned enough (often in parrot-fashion) or could not retain the knowledge.

The reality is that OBA sounds wonderful in theory but it is up to the teacher to really make it work. Knowledge of different types, methods, techniques and tools of OBA is necessary for successful implementation.

2.4.3 Types of Outcomes-Based Assessment

There are basically four types of OBA: baseline assessment, diagnostic assessment, formative assessment and summative assessment.

Baseline assessment takes place at the beginning of instruction and is used to obtain an idea of what learners already know and can do. It also identifies gaps in learning and enables the teacher to make a decision as to where to start the learning programme, while it directs planning of teaching, learning and subsequent assessments.

Diagnostic assessment identifies problems that learners have so that suitable interventions can be made. Where there are persistent learning problems, diagnostic assessment can be used to determine the causes thereof and a plan for remedial actions can be formulated.

Formative assessment supports the learning process by monitoring learning progress during instruction and providing feedback to both teachers and learners about successes and failures.

Summative assessment summarises learner performance collected and recorded over time and identifies the level of achievement.

2.4.4 Methods of assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer-assessment, group-assessment and parent-assessment. Self-, peer- and group-assessment should actively involve learners and allow them to learn from and reflect on their own performances.

In teacher assessment, the teacher assesses the performance of learners against given criteria in different contexts. When learners assess their own learning development or their own performance against given criteria in different contexts, it is known as self-assessment. This type of assessment is especially useful when a learner pre-assesses his/her work before handing it in to the teacher.

Assessing the performance of another learner or group of learners against given criteria in different contexts, is known as peer-assessment. Assessment may also be done on the performance of an entire group, looking for evidence of co-operation, assistance, the fair division of work and the combination of individual contributions into a single composite assessable product. Group-assessment focuses on the

process as well as the eventual project. In the process, social skills, time management, resource management and group dynamics that lead to the final output are assessed. Often groups may assess each other against given criteria where, for example, in English First Additional Language a group has to perform a poem or extract from a drama. Parents can also become informally involved in the assessment of their children's learning and performance, especially when doing homework assignments.

While OBE focuses on learning as a process by which to attain certain high level outcomes, it is also necessary to discuss the approach to assessment that is advocated in the *NCS*, namely continuous assessment. (DoE, 2003:52). Continuous assessment is seen as "*the assessment of the whole learner on an ongoing basis over a period of time where cumulative judgments of the learners' abilities in specific areas are made in order to facilitate positive learning*" (Le Grange and Reddy, 1998:11). It involves different assessment activities that are spread throughout the year and that use various kinds of assessment instruments and techniques such as tests, examinations, projects and assignments (DoE, 2003:53). Examples of work produced by the learner can be kept in a portfolio which should be a true portrayal of a learner's progress. The focus is thus on the continuous assessment of the individual's progress towards meeting certain criteria and not on comparing his/her performance with that of others. Evidence of performance can continuously be gathered by means of various techniques.

2.4.5 Techniques for collecting assessment evidence

The techniques mostly used are observation-based, test-based, examination-based and task-based.

Different kinds of evidence are gathered by means of observation at different times. This method tends to be less structured and is mostly based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation makes sense when an appropriate assessment tool like a rubric with specific criteria is used.

Test-based and examination-based assessment is structured and summative. These techniques give evidence of what has been learned by all learners and the evidence is verified by a specific score.

Task-based assessment is used when teachers need to assess whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or real life contexts.

2.5 IMPLICATIONS FOR IMPLEMENTING OUTCOMES-BASED ASSESSMENT (OBA).

OBA can only be implemented truly successfully when all stakeholders (teachers, learners, parents, authorities and even potential employees) have a thorough understanding of what it is and what and how it measures or assesses.

The teacher who is the primary agent in implementing OBA in the classroom has the responsibility of making it work through thorough planning and efficient management. The role of the teacher as assessor, spelled out in the *Norms and Standards for Educators* is quite complex and reads as follows:

The educator (as an assessor) will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and will be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into the processes for the improvement of learning programmes (Education Labour Relations Council, 2003:A-48).

The role of assessor seems crucial in following an outcomes-based approach to education in South Africa and implementing the *NCS* in the FET band. The *NCS* Grades 10-12 (General) views assessment as a critical element and explains that it should be understood by the learner and the broader public, that assessment should be clearly focused, integrated with teaching and learning, based on pre-set criteria of the *Assessment Standards*, allow for expanded learning opportunities, be learner-paced, fair and flexible and use a variety of instruments and methods (DoE, 2003:51-53).

The *Learning Programme Guidelines* for Languages adds to expectations when it specifies that all learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of the FET band and that progression should be evident across the band (DoE, 2005a:37).

All the *Learning Outcomes* for each grade are linked to each other and to the desired endpoint of learning, which in this case, will be the end of grade 12. The *Learning Outcomes* and *Assessment Standards* thus form a series of inclusive categories along a continuum instead of being separate entities.

In addition to informal daily assessment which should help learners along on this continuum, teachers should develop a year-long formal *Programme of Assessment* for each subject and grade which, in its turn, forms part of the school assessment plan as well as the three year plan of assessment in each particular subject in the FET band. Together the informal daily assessment and the formal *Programme of Assessment* should be used to monitor the learner's progress throughout the school year and the FET band. Assessment in English First Additional Language for example, should allow teachers to "*monitor learner progress in the skills, knowledge and values necessary for listening, speaking, reading, viewing,*

writing, presenting and applying language as described in the four Learning Outcomes (LO's) and Assessment Standards (AS's)" (DoE, 2007:15).

Continuous assessment through informal assessment and the formal *Programme of Assessment* should be used to develop the learner's knowledge, skills and values, assess his/her strengths and weaknesses, provide additional support, revisit or revise certain sections of the curriculum and motivate and encourage the learner (DoE, 2007:1).

When planning assessment, the teacher should work towards certain values to ensure effective OBA. There should be clarity on exactly what competence, concept, skill or kind of knowledge to assess at which level, how to use different kinds of assessment so that all learners can display their skills optimally, how to aim assessment practices at increasing learning and participation and minimize exclusion, how to ensure that assessment practices are fair and non-discriminatory and how to take into account environmental influences such as poverty and trauma (DoE, 2005a:44).

A teacher may easily be confused by all this information and guidelines on OBA, but one might agree with Vandeyar and Killen (2003:133) that confusion and resentment in South African schools "*arose because of the misguided emphasis on a 'paradigm shift'*. They argue that the basic principles of assessment did not change with the introduction of OBE, Curriculum 2005 or the *RNCS/NCS*; "*nor did the fundamental principles that govern effective learning and teaching*". Surely there were changes in emphasis, for example the focus on formative assessment instead of summative assessment, but teachers who were properly trained and who understood the basic principles of high quality assessment should have been able to easily accommodate these changes. Yet, various problems have been encountered with OBA since its implementation in South Africa.

2.6 PROBLEMS ENCOUNTERED WITH OBA SINCE ITS IMPLEMENTATION IN SOUTH AFRICA

Teachers need to be well trained and given time to make sense for themselves of theoretical terms and concepts like *Critical Outcomes*, *Developmental Outcomes*, *Learning Outcomes* and *Assessment Standards*.

The curriculum looks good on paper, but the practical application thereof remains a huge challenge for which teachers have to be thoroughly equipped. The researcher is not convinced that this was the case with the five day workshop that she attended for in-service language teachers on the introduction of OBE to the FET band in August 2005.

This workshop was hosted by the North West Department of Education at The Potchefstroom High School for Boys and facilitated by the Subject Advisor for English in the Potchefstroom region. The first two days of the workshop were generic, focusing on the National Curriculum Statement for Language Studies in the FET band, whereas the last two days were spent on leading teachers into a better understanding of *Learning Outcomes* and *Assessment Standards* in Afrikaans, English or Tswana. The idea was for teachers to become familiar with *Learning Outcomes*, learn to "unpack" *Assessment Standards* and finally think of the kind of lesson to be conducted to reach these outcomes. A lot of attention was given to the understanding of terminology, which was not always correctly interpreted by the facilitator, yet teachers gained little practical experience in doing what the *NCS* demands of them.

The aim of the workshop was to introduce the *NCS*s of the different languages and their levels of study to teachers in the FET band with specific focus on *Learning Outcomes* and *Assessment Standards* which needed to be thoroughly understood if the NCS had any chance of being implemented successfully in grade 10 in 2006. The initial idea was for these teachers to sit together and work on the practical application of the NCS, but by the last afternoon little had happened in this regard.

Research conducted by Schlebusch and Thobedi in 2005 confirms the fact that teachers battle with the implementation of new approaches to the teaching, learning and assessment of English as a Second or First Additional Language. In their study aimed at establishing the manner in which grade eight educators facilitate teaching and learning of *EFAL*, Gawie Schlebusch and Motsamai Thobedi randomly selected five secondary schools in the black Township of Thabong in the Lejweleputswa District in the Free State and observed two grade eight *EFAL* classrooms from each of these schools over a period of two weeks per school and conducted interviews with the teachers involved (Schlebusch and Thobedi, 2005:306-319). According to some educators interviewed, "*the forty-hour workshop of OBE was not sufficient for a thorough training in new skills*" and "*The problem is worsened by the learning facilitators who are not clear and certain on their stands in promoting OBE*" (Schlebusch and Thobedi, 2005:317). In a discussion of their findings, Schlebusch and Thobedi report that the "*talk and chalk*" method of teaching is still being used by the majority of teachers who took part in this study. They engage in one or two teaching methods throughout and seem to lack thorough knowledge of teaching strategies needed for the effective teaching and learning of *EFAL* in an outcomes-based approach.

Most teachers rather seem to stick to tried and trusted ways of teaching instead of giving in to feelings of incompetence, confusion and frustration associated with the so-called paradigm shift brought about by OBE and embodied in all related departmental policies and documentation. Because of an awareness of these feelings experienced by teachers, various media reports towards the end of 2005 expressed concern

about schools being ready to implement the new curriculum in the FET band at the start of the school year in 2006.

Mohlala reports that "*poor teacher training and delays in the distribution of new learning materials*" have been identified as problematic (2005:1). Mohlala quotes Mafika Cele from the South African Democratic Teachers' Union (SADTU) as saying that, according to the official plan "*orientation for teachers was supposed to be a two-week affair, with the first week dedicated to conceptual issues to get teachers to understand the principles behind the new system*" while the second week was to be devoted to subject-specific issues but, according to Cele, "*in some provinces* [training] *was reduced to two or three days – and in some instances, even to three hours*". In the same article Dave Balt of the National Professional Teachers' Organisation of South Africa (NAPTOSA) voices his concern in pointing out that by December 2005 few teachers had been trained and that the "*training was not specific but generic*".

Mohlala further reports that Penny Vinjevold, Deputy Director General of the Further Education and Training Branch of the DoE, "*acknowledges that training in some provinces has been weak*". She, however, feels that the *Subject Assessment Guidelines* that have been developed should provide teachers with a clear map of what is expected of them. Once again, these guidelines pre-suppose that all teachers are capable of backward mapping their lessons from desired outcomes, while keeping in mind that assessment should be part of every lesson. Teachers should then not only plan assessment activities to complement learning activities but also provide the subject head and School Management Team with a formal year-long *Programme of Assessment* so that a school assessment plan for each of the subjects in each grade can be drawn up and provided to learners and parents in the first week of the first term (DoE, 2007:2).

The truth is that teachers who have not been adequately trained simply do not have a thorough understanding of OBA and how it should be fully integrated with teaching and learning in order to enhance both these practices. However, the application and implementation of new policy and practices have to be preceded by a deeper understanding of the rationale and premises justifying action and practice. This crucial point is also made by Vandeyar and Killen (2003:133) after investigating the assessment practices applied by Grade Four educators on a small sample of schools in the greater Pretoria area. They found that teachers often only adhere to administrative requirements without understanding the principles on which assessment procedures are based. This results in assessment being seen as a matter of "*technical procedure rather than a matter of professional judgement*".

Another disputable point is that OBA should focus on the development and progression of the learner who is to be assessed both formally and informally through various methods other than pen-and-paper tests and examinations; yet the programme of assessment for First Additional Language in grades 10 and

11 strongly focuses on summative assessment in the form of formal assessment tasks, tests and examinations (DoE, 2005:15). The suggested *Programme of Assessment* for First Additional Language in grades 10, 11 and 12 provides for 16 tasks to be formally assessed (DoE, 2007:15).

Tasks 1-15, which together make up 100 marks or 25% of the total mark of 400, include three tests and a midyear examination in grades 10 and 11. The department suggests that the three tests count a total of 110 marks and the mid-year examination a total of 250 marks (120 for Paper 1 and 80 for Paper 2). This means that time-based pen-and-paper testing comes to a total of 360 marks. The suggested total of the other 11 assessment tasks which allow the teachers of grade 10 and 11 to use a variety of assessment forms, methods and tools is 340 marks. The total mark for tasks 1-15 (including the tests and examination) is 700, which is divided by 100 and added to the November examination mark. The November examination is the 16th assessment task and counts 300 marks.

In grade 12, three tests to a total of 115 marks are suggested, together with one mid-year examination and one preparatory examination which each counts out of 250. This means that 5 of the 15 school-based assessment tasks in grade 12 take the form of pen-and –paper testing while 10 assessment opportunities remain where alternative means of assessment can be used. The suggested total for school-based assessment tasks in grade 12 is 900 marks which only counts 25% of the final mark.

Another problem which basically makes it impossible to teach in any way, let alone following an outcomes-based approach and implementing OBA, is that of the sad state of affairs in some government schools in South Africa. This is portrayed in an article which appeared in *Mail &Guardian* on 15 June 2004. The journalist, Rapule Tabane reports how a farm school outside Ventersdorp in the North West province was closed early that year "*because it could not provide quality education and there was no support from the provincial department of education*" (2004:1). Tabane tells how the principal of the school, Cornelius Mokgethi, had written to the department in vain for two years to request assistance since the school lacked proper chalkboards, toilets and electricity and had no clean water supply.

Poor learning conditions are not only to be found in farm schools in rural areas. The South African television station *MNET* was recently contacted by Non Governmental Organisations to look into the dire state of some government schools in the Eastern Cape, the province with the lowest matriculation pass rate (56% in 2005) in the country. Landman, working for the actuality programme *Carte Blanche*, visited 13 schools in the townships near Port Elizabeth and Uitenhage during October 2006 and found them to be "*in a dismal state...dirty, neglected, many of them hanging by a thread*". One of the schools hosted gang shootouts and eight classrooms had been trashed. According to Sam Snayer, District Manager of the Department of Education, interviewed by Landman in Port Elizabeth, "*the physical planning section's estimations to completely eradicate classroom shortages, attend to renovations and return schools to*

acceptable state is a staggering R20-billion for the Port Elizabeth district only". There are thousands of Eastern Cape schools without water, electricity or proper sanitation and a shortage of basics like desks and chairs while 572 schools are seen as completely unsafe "*disaster schools*".

It is obvious that the success of a new challenging and transformational approach to education and assessment depends on the proper foundation of well-trained teachers and adequately equipped schools.

2.7 CONCLUSION

Education has come a long way in South Africa, from the period of colonialism through apartheid and on to the promising new approach of Outcomes-Based Education which aims at providing all children in this country with the best possible opportunity for success.

This approach to education can be described as an eclectic educational philosophy that holds much promise, on the condition that all educational stakeholders play their particular roles in ensuring its success. The one concept that can be seen as the agent that propels successful learning and teaching is assessment which needs to be thoroughly understood and implemented.

The following chapter will focus on the NCS for English First Additional Language in the FET band and the role to be played by assessment in the successful teaching and learning of this subject.

CHAPTER 3

AN INTERNATIONAL PERSPECTIVE ON THE ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE FURTHER EDUCATION AND TRAINING BAND WITHIN AN OUTCOMES-BASED EDUCATION CONTEXT

3.1 INTRODUCTION

In the previous chapter a general overview was given of education in South Africa since the early 1990's, the development of Curriculum 2005 based on an Outcomes-Based Education (OBE) approach, the philosophical underpinnings of OBE, the type of OBE curriculum chosen for the South African education system, the revision of Curriculum 2005 and the subsequent establishment of the Revised National Curriculum Statements (RNCS'S) for grades 0-9 as well as the development and implementation of the National Curriculum Statements (NCS'S) for the FET band. Furthermore, Outcomes-Based Assessment (OBA) was discussed as an integral part of teaching and learning in an outcomes-based approach.

In this chapter the assessment of English as an additional or second language in parts of Canada, Australia and New Zealand where an OBE approach is followed, will be investigated in order to learn more about the strengths and weaknesses of international OBE assessment practices. As far as the South African perspective is concerned, the focus will fall on the *NCS* for English First Additional Language in the FET band and particular attention will be given to the assessment of *EFAL* in terms of the *NCS*, the *Learning Programme Guidelines* for *EFAL*, *The National Assessment Protocol* and the *Subject Assessment Guidelines* to come to a better understanding of the role to be played by assessment in this relatively new approach to teaching and learning *EFAL*.

3.2 A REVIEW OF THE ASSESSMENT OF ENGLISH AS AN ADDITIONAL OR SECOND LANGUAGE IN PARTS OF CANADA, AUSTRALIA AND NEW ZEALAND

(Since the documentation of the Departments of Education of all these countries refers to the learner as the student, the term student will be used in the following sections.)

3.2.1 The assessment of English Second Language in Alberta, Canada and assessment practices in schools in Quebec, Saskatchewan, and Newfoundland and Labrador

Canada is a confederation of ten provinces and three territories. Within its federal system of shared powers, Canada's Constitution Act of 1867 provides that each province's Legislature may exclusively make laws in relation to education (Council of Ministers of Education, Canada, 2005:2). While there are many similarities in provincial and territorial education systems across Canada, each reflects the diversity of the region's geography, history and culture. English and French, Canada's two official languages are spoken across the country. According to the 2001 census, 67% of the population speak English only, 13% speak French only and 18% speak both French and English (Council of Ministers of Education, 2005:2).

Many students who come to Canada from other countries speak languages other than English and, upon entering Alberta schools, have varying levels of English language proficiency (Alberta Education, 1997:1). These students need additional support in English language development to be able to fully participate in the teaching and learning programmes offered in Alberta schools.

The aim of the English Second Language (ESL) curriculum is to offer enriched and supportive instructional programmes that "*appropriately develop English language proficiency*" (Alberta Education, 1997:1). Instruction is to be well-planned and systematic and students are to be supported in their quest to learn to speak the English language fluently, further their education and become productive and contributing members of Albertan and Canadian society.

The ESL programme in Alberta is organised into five levels. Level 1 is aimed at students who acquire literacy for the first time, or who have had significant gaps in previous schooling, level 2 is for students who had little or no experience with English prior to entering an Alberta school, level 3 is for those who have some competency in English and need specific language development for academic learning, level 4 students are able to succeed in most subjects with consistent support in English language development for academic learning, and level 5 renders assistance with subject specific language development in a variety of ways. Throughout these five levels, students are expected to develop in their ability to demonstrate general outcomes which are meant to be developed in conjunction with one another. The general outcomes are that students will use spoken and written English to:

- gather, interpret and communicate information;
- establish and maintain relationships;
- make decisions, solve problems, and plan and carry out projects, and

- explore, respond to and extend ideas and experiences (Alberta Education, 1997:2)

The curriculum for ESL in Alberta, Canada also lists specific outcomes for each of the five levels of the ESL programme. Specific outcomes state what students are expected to know and be able to do at the end of each level. A senior high school student of ESL in Alberta is, for example, expected to use spoken and written English to establish and maintain relationships (General Outcome 2), but more specifically, this student needs to acquire the ability to "*express and inquire about the interests, activities and needs of others, narrate activities and events, respond to questionnaires and applications, express opinions and explain actions, motivations and values*" (Alberta Education, 1997:3).

Following each group of specific outcomes with descriptions of expected competencies at each of the five levels, is a list of suggested grammatical concepts and structures related to the specific outcomes in the group. When students learn and apply these grammatical concepts and structures, they are believed to be better able to demonstrate the outcomes of the programme. For example, to achieve the specific outcomes for General Outcome I which focuses on students' ability to use spoken and written English to gather, interpret and communicate information, some of the grammatical concepts to be learnt are nouns, relative pronouns, determiners, verb tenses, time clauses introduced by subordinating conjunctions and relative clauses introduced by subordinating conjunctions. In this case, students need to become familiar with certain English grammatical concepts and structures in order to successfully locate, gather and interpret information. This idea that students must get to know the target language before they can use it in real life situations links with ESL curricula in both New Zealand and Australia (Victoria) (Victorian Curriculum and Assessment Authority, 2006; New Zealand Ministry of Education, 1994).

The Alberta curriculum thus gives guidance to the teacher on what exactly to teach by providing both grammatical concepts and level descriptors as specific outcomes. The teacher, however, needs to find learning material which is relevant to her students' experiences, interests and prior knowledge and draw up her own lesson plans to address both grammatical concepts and level outcomes, always keeping in mind that meaning is central to language learning. As active participants in the learning process, students must be able to link their new learning to what they already know, develop and experiment with hypotheses about the new language and culture, get the opportunity to interact with native English speakers and work with authentic English language texts (Alberta Education, 1997:1-2).

Each teacher thus interprets the outcomes and level descriptors in his/her own way and decides how and what to teach, which learning activities to incorporate that will link with the level descriptors, how to

assess and which assessment tools to use. This may well lead to inconsistency, as has been found by research (Howard Research and Management Consulting Incorporated, 2006).

In its final report on the implementation of the ESL Kindergarten to Grade 12 Programme in Alberta, Howard Research and Management Consulting Incorporated (2006:29-30) state that "*one of the confounding factors that may be influencing current assessment practices in Alberta schools is the inconsistent interpretation and application of the five levels describing English proficiency as set out by the Ministry (Senior High English as a Second Language Programme of Studies)*".

Howard Research and Management Consulting Incorporated further reports an agreement among stakeholders and experts that there is a lack of good assessment tools and instruments that are normed for ESL students in Alberta, both for intake and for continuous assessment purposes. They state that best assessment practices would be reflected by:

- *culturally appropriate, evidence-based assessment tools and instruments - particularly suited to distinguish cognitive from oral proficiency and language from learning problems*, and
- *qualified and skilled assessors, and consistent assessment procedures including consistent methods used to interpret results (2006:30).*

It thus seems that the assessment of ESL in schools in Alberta, Canada could be improved if assessments were holistic and authentic, if normed assessment tools were developed to be culturally appropriate and aimed at assessing specific competencies, if assessors/teachers were qualified and skilled and if assessment procedures and methods used to interpret results, were consistent. In an effort to address the issue of standards and consistency, district-developed rubrics have been made available in two large jurisdictions of Alberta and, at the time of the Howard Report, were in the early stages of implementation for both student intake and continuous assessment purposes (Howard Research and Management Consulting Incorporated, 2006:33). Likewise, the Department of Education in Newfoundland and Labrador, Canada, disseminates rubrics as formative assessment tools for use in primary, elementary and intermediate schools in an effort to define quality and to ensure that good results are obtained in the national programme to assess student achievement in Mathematics, Reading and Writing, and Science, which takes place every four years and in which all Canadian provinces and territories participate.

Each province and territory receives its own results as well as an analysis by sub-test and may then conduct a secondary analysis to shape teaching practices. In some instances summative data are used for formative purposes at various levels of the education system as can be seen with the development of new curricula at regional or provincial level, emphasising at classroom level the individual learning process

and allowing for individualised feedback and the development of "learning-to-learn" skills (that is meta-cognition). To curb the problem of inconsistency, "*current curriculum guidelines articulate learning goals and standards*" and "*for each learning outcome, suggested teaching and learning strategies are included*" (Organisation for Economic Co-operation and Development (OECD), 2005:97).

Students are seen as active participants in the learning process and are, for example, requested to keep portfolios and learning logbooks in which they set learning aims for themselves and to observe, document and reflect on the learning process. Furthermore, elements of peer- and self-assessment are built into lessons to encourage and develop student metacognition. Both these forms of assessment are exclusively used for formative purposes and form part of a broad range of formative assessment practices visible in three exemplary schools in Newfoundland and Labrador, Saskatchewan and Quebec where the practice of formative assessment has been promoted since policy makers believe "*it is an important area of reform for promoting student achievement, equity of student outcomes and 'learning to learn'*" (OECD, 2005:5).

These three schools in three different Canadian provinces, together with schools in seven other countries (Australia, Denmark, England, Finland, Italy, New Zealand and Scotland) have been evaluated for exemplary practice by the OECD Centre for Educational Research and Innovation (CERI) since 2002 (OECD, 2005:5).

A brief look will be taken at what each of these three schools has achieved by following the "formative" route.

Les Compagnons-De-Cartier, Ste-Foy

In the mid-1990's parents at Les Compagnons-de-Cartier school in Ste-Foy, Quebec stressed the development of technological and higher-level skills and were concerned about how information technology could be used to promote higher-level thinking skills, while teachers identified the need to improve co-operative learning, formative feedback and improved instruction in English as a second language. These different visions gave rise to the PROTIC programme which was implemented in 1997 for teaching some of the students at Les Compagnons-De-Cartier (OECD, 2005:99).

PROTIC does not only mean using computers in the classroom; it brings with it an entire new project-based pedagogy and multidisciplinary and collaborative learning.

Teaching in PROTIC is always organised around interdisciplinary projects; for example, a recent Grade 8, six month project in which thirty-one students had to explore whether the conflict between Israel and Palestine is an ecological conflict about scarce water resources or a religious conflict. In language arts, information and communication technology is used mainly for research, word processing and publication of projects. At the beginning of each project, students identify their individual learning aims within the

framework provided. Once the project kicks off, the atmosphere in the classroom is like that in a newsroom or a company office while a high level of discipline is maintained because each student takes responsibility for his/her own learning and gradually learns how to master the process (OECD, 2005:100). Students' cognitive, meta-cognitive and social skills are developed while they work independently, do research on the internet (each students gets a laptop to work on in class and to take home so that communication on the projects can also continue after class) or write down information to be shared with the group.

Students also play a very active role as far as assessment is concerned because every nine days they have to reflect on their learning individually (OECD, 2005:101). Each student has to write reports about his/her own learning, their team learning and the achievement of personal and programme learning targets. Then each individual has to set new aims for him-/herself and define strategies to achieve those aims during the next nine days. By writing these reports, which are seen as the core part of formative assessment in PROTIC, students are managing their own learning processes because each report becomes part of a record that can be used to make future choices and to analyse ways in which things might be done differently. Apart from these records, students also keep a learning portfolio with important pieces of their own work. During the first two years the portfolio is kept on paper, but from the third year onwards, it is done electronically. Both teachers and parents have access to the electronic portfolios and can comment on the work electronically (OECD, 2005:102). On a regular basis, teachers comment on the quality of the work, the strengths and points which can be improved.

Students receive report cards (bulletins) four times a year. Three of these are purely formative, commenting on the student's work in several different areas whereas the fourth is summative and contains pass/fail information (OECD, 2005:102).

This is a very different approach to traditional teaching where the teacher stands in front of the class and gives a lecture before sending the children home to study the content in order to write a summative test in which they need to prove what new one-dimensional knowledge they have gained. In PROTIC where resources are a given, teachers are not the only source of knowledge anymore and they are no longer in control of everything that is happening in the classroom. The role of the teacher is to come up with challenging multidisciplinary projects, manage what is happening in the classroom, facilitate effective learning by "sitting beside" the learners in the process of formative assessment and assist learners who are continuously being supported in taking responsibility for their own development. This calls for teachers with special skills, both in pedagogy and technology and for students who are intrinsically motivated, who read and work a lot and who possess good social skills. It is true that where there is a will there is a way because it seems as if these groups of people have been brought together successfully at Les

Compagnons-de-Cartier "*because in recent years PROTIC students have been getting excellent results on ministerial tests*" (OECD, 2005:103).

Sacred Heart Community School, Regina

In 1997, The Sacred Heart School in Saskatchewan was known throughout the city of Regina for its low achievement level, vandalism and violence. After focussed efforts by the principal and teachers to turn it into a safer and more nurturing place, a number of innovative approaches to teaching and assessment have been developed so that today Sacred Heart leads in many areas today (OECD, 2005:98+109).

One of the innovations is mixed level groups or split grades where each of the older students acts as a responsible leader and mentor to a younger child. Teachers try to create a culture of mutual support in all of the school's classes while the older students provide individual feedback and support to the younger ones. In an effort to meet individual learning needs, teachers often use two or more different coloured worksheets in the split grades, with colours indicating the level of difficulty. Students can then choose which sheet to work with, according to their motivation and ability level (OECD, 2005:106). Teaching assistants are available to provide individual student support inside the classroom and all classrooms are well-equipped with resources like computer programmes and library books, which are marked with regard to the level of difficulty so that students can easily find that which best suits their individual learning needs.

Each child at Sacred Heart School documents his or her own learning by keeping an electronic portfolio, which is primarily used for self-assessment by the learner and formative feedback by the teacher. Teachers provide guidance to the students on how to assess their own work while benchmarks for portfolios, related to proficiency targets set by the school, are being developed (OECD, 2005:108). Once a year, at the teacher-parent conference, students present their work and their portfolios to their parents and teachers, and together they discuss what the student needs to focus on in his or her own learning and how parents can support learning and development. In a community where most families live in poverty and where many parents have had very negative experiences in their own school days, teachers encourage parents to come to the school at any time and to take an active interest in their child's portfolio (OECD, 2005:106). Formative assessment results are used for summative purposes, with report cards on which formative comments are given along with marks, being handed out three times a year.

Sacred Heart School serves as an example of how both learning and behavioural goals can be addressed through innovative teaching methods.

Xavier School, Deer Lake

Xavier School, which is located in the small town of Deer Lake in western Newfoundland, had received comparatively bad results when provincial testing first started but has managed to significantly improve results over the past years "*because of its commitment to developing instruction that is informed by analysis of test data*" (OECD, 2005:98).

An analysis of the test data has led to the development of a stronger professional interest in formative assessment for learning and has made teachers aware of whole classroom as well as individual student learning needs. The emphasis is thus on criterion-referenced rather than norm-referenced assessment and teachers pay more attention to the weakest students en route to attaining the desired curriculum outcomes. Success is not measured any more by the achievement of the top student, but by each student's improvement based on where he/she was before.

Among the students a culture of peer tutoring has developed. They work in pairs and support each other in English, Mathematics and Science. As part of formative assessment, teachers make more use of reflective journal writing, rubrics and portfolios. Rubrics are shared with students and parents, the latter commenting "*we can better help our children learn, because knowing the rubric we know what is considered good quality*" (OECD, 2005:115).

While summative assessment data are used in most Canadian provinces and territories to facilitate decision making on several levels (that of the system, school and individual student), teachers might still feel pulled in different directions by trying to bridge the classroom demands of combining summative assessment (through standardized testing) and formative assessment. Nevertheless, a strong evaluation culture seems to be developing across Canadian provinces and territories and it is widely agreed upon in the Canadian education community that formative assessment plays a very important part in successful teaching and learning but that "*both forms of assessment* (formative and summative) *are two sides of the same coin*" (OECD, 2005:98).

In Australia, where an outcomes-based initiative was introduced at state level in 1989, both forms of assessment are also promoted by the curriculum.

3.2.2 The assessment of English Second Language in Victoria, Australia and assessment practice at two Queensland schools

Curriculum developments in English Second Language programmes in Australia have been greatly influenced by government policy changes. In 1989 all Australian State and Commonwealth Ministers of Education adopted a national curriculum framework to ensure that Australia's school education, based on

agreed national goals, would provide young Australians with the knowledge, skills, attitudes and values relevant to present and emerging social, cultural and economic needs in local, national and international settings (OECD, 2005:191). The need for a skilled Australian workforce that could compete internationally in a globalised economy was emphasised, and the focus was moved to national vocational and educational training reform, as well as greater educational accountability in the form of competency and outcomes-based training. Burns (2003:262) calls this the economic rationalist agenda of the Australian government and believes that this agenda was at the basis of *The Australian Language and Literacy Policy* (ALLP) that was published by the Department of Employment, Education and Training in Australia in 1991.

With the publication of the Commonwealth document "Literacy for All" (Australia Department of Employment, Education and Training, 1996), the language policy in Australia was further narrowed down to English literacy and benchmarking of literacy achievement in schools. The implementation of benchmarking (the required minimum standards for literacy at a given year) led to great controversy, as could be seen in the front page article of *The Australian* of 25 January 2000. In this article, provocatively entitled "*Class tests dumbed down*", the Director of the Australian Council for Educational Research (ACER), Dr Geoff Masters is quoted as saying that "*most if not all states and territories were dumbing down literacy tests to bring them in line with these minimal (national benchmark) standards*". Dr Masters continued, claiming that the state education systems were rewriting tests to include easier and fewer difficult items in the Year Three literacy exams which defines literacy in a simpler way and accepts mediocrity. He pleaded for students performing above the minimum to be challenged and extended by classroom teaching and assessment. The Federal Education Department of Australia reacted by saying that tests had been modified to increase accuracy and the Department expected to be respected as a professional body that earnestly concerns itself, among other business, with ensuring that all learners acquire competence in using the English language.

In Australia, the English language is seen as "*central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society*" (Victorian Curriculum and Assessment Authority (VCAA), 2006:7).

The development of literate individuals who are capable of critical and imaginative thinking, aesthetic appreciation and creativity is an important focus of the Victorian Certificate of Education (VCE) English and English Second Language study design which was reaccredited during 2005 for phased implementation in 2007 (VCAA 2006:1)

English and English Second Language studies in Victoria, Australia aim at enabling students to:

- extend their competence in using Standard Australian English to meet the demands of further study, the workplace and own needs and interests;
- extend their language skills through thinking, reading, writing and listening;
- communicate ideas, feelings, observations and information effectively, both orally and in writing to a range of audiences;
- extend their competence in planning, reviewing and re-shaping content of print, non-print and multimodal texts to ensure accuracy and coherence of form, language, purpose, audience and context;
- understand, enjoy and appreciate language in its written, oral and multimodal forms;
- recognise the structures and features of a wide range of print, non-print and multimodal texts and demonstrating understanding of how authors choose these elements for particular purposes and effects;
- make considered and informed choices about form, language, purpose, audience and context in the creation of their own print, non-print and multimodal texts;
- use appropriate meta-language to discuss their own and others' texts, and
- identify and comment on the ideas or implied values that underpin texts and recognise the relationship between language and ideas, and the role of language in developing the capacity to express ideas (VCAA, 2006:8).

The VCE Study Design promises assistance to teachers in implementing an English curriculum that is interesting and challenging for students with a wide variety of expectations and aspirations (VCAA, 2006:7). Teaching is text-based and teachers are to take great care in selecting texts which will reflect the needs and interests of their students. Whenever possible and appropriate, information and communication technology are to be incorporated in teaching and learning activities.

The typical English Second Language (ESL) student who takes the Victorian Certificate of Education (VCE) with English as a second language, is one who will have English language proficiency at a minimum of Level 4 in the International English Language Testing System (IELTS) or its equivalent (VCAA, 2006:8). Such a student gets the opportunity to study English over four units. Each unit deals with specific content and has been designed to enable the student to achieve a set of outcomes. Outcomes

progress over the four units and focus on the language skills of reading, viewing, speaking, listening and writing. For each outcome there are key knowledge and key skills to achieve. These key knowledge and key skills, like the *Assessment Standards* in the South African National Curriculum Statement for English First Additional Language Grade 10-12 (DoE, 2003), are used as a guide for course design and the development of learning activities.

Examples of learning activities are provided for each unit (VCAA, 2006:58-70). For example in unit 2 where the area of study is reading and responding and the desired outcome is "*discuss and analyse how texts convey ways of thinking about the characters, ideas and themes and construct a response in oral or written form*", nine learning activities are suggested. One of them is for example that the students "*view any film adaptation of a set text and then write a review of the film analysing the ways in which ideas are presented and dealt with and the extent to which this accords with the reading of the text*". Examples highlighted by a shaded box are explained in detail in accompanying boxes and examples that make use of information and communications technology are identified by a particular icon (VCAA, 2006:62-63). It is entirely up to the teacher to decide if and how these learning activities will be assessed. She/he decides on the type, method and tool of assessment and sets the standard. Certain activities, labelled as assessment tasks, are to be formally assessed in order to establish whether the desired outcomes have been achieved by the students.

A variety of assessment tasks are to be selected for the assessment programme to reflect the key knowledge and skills being assessed and to cater for different learning styles (VCAA, 2006:17). Teachers are advised not to assess elements of key knowledge and skills separately, but to approach assessment in a holistic way and to take care that assessment tasks are part of the regular teaching and learning programme, so that they do not unduly add to the workload. Tasks are to be completed mainly in class and within a limited time frame.

In Units 1 and 2, a selection of assessment tasks is given to the teacher by which he/she can assess whether the student demonstrates satisfactory completion of the unit. The teacher's decision is based on her assessment of the student's overall performance on assessment tasks designated for the unit.

Assessment tasks for Unit 1 are for example:

- responses to text in written, oral or multimodal form;
- an oral presentation, with or without data show;
- a web page;
- a video with accompanying written text;

- a newspaper article;
- a feature magazine article;
- a radio programme;
- personal, imaginative, informative, instructional, argumentative or persuasive texts;
- role-play, and
- a discussion of the use of language and point/s of view in a persuasive text.

Procedures for the assessment of levels of achievement in both Units 1 and 2 are a matter for school decision. Again the teacher has to determine what *exactly* will be required from the student and has to lay down criteria for assessment. This may lead to inconsistency because one teacher might decide that a role play where each participant speaks once or twice is satisfactory, whereas another teacher might require a role play that lasts for at least two minutes. One teacher might focus only on the speakers' communicative competence, overlooking grammatical and phonological errors while another might insist on correct grammar and pronunciation. Some teachers might feel that correct body language is an important aspect in the assessment of role-play while others might look for elements like creativity and complexity of sentences used. Furthermore, if a certain standard has been set by means of specific criteria in an assessment tool like a rubric and each student is to be given enough time to be fairly assessed, such assessment will add to the teacher's workload and chances are that quality of the task may be sacrificed if preparation for and performance of the role play is to be done mainly in class and within a limited timeframe. In outcomes-based teaching there should be extended opportunity to learn and students should be formatively assessed and given the chance to improve on their performance.

Assessment for Units 3 and 4 is more structured with prescribed assessment tasks for some outcomes or aspects of an outcome. The contribution that each outcome makes to the total score for school-assessed coursework in units 3 and 4 is also stipulated (VCAA, 2006:36). Percentage contributions to the total programme score in English/ESL are 25% for school-assessed coursework in Unit 3, 25% for school-assessed coursework in Unit 4 and 50% for the end-of-year examination. The VCAA strives for consistency in assessment in these last two units by publishing an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment. The assessment of all students undertaking units 3 and 4 is supervised by the VCAA and, as part of ongoing quality and monitoring quality assurance, the VCAA periodically undertakes an audit of English/ESL to ensure the programme is being taught and assessed as accredited.

Although all VCE studies are believed to be benchmarked against comparable Australian and international curricula, the final end-of-year examination may be seen as one way of ensuring that certain standards are met by all students because in Australia, like in other parts of the world where Outcomes-Based Assessment has been implemented, there are doubts surrounding the validity and reliability of teacher-constructed assessment tasks simply because of inconsistency in interpreting set outcomes and assessing whether these outcomes have been successfully attained (O'Leary and Sheil, 1997:230-231).

Brindley (2001:399) believes that in order to address problems concerning the measurement qualities of teacher-constructed assessment tasks and the manner in which they are administered, attention should be paid to the key factors that affect assessment task difficulty: specific criteria should be set for task performance so as to ensure maximum fairness to students, and there should be consistency in standards and expectations to ensure high levels of generalizability across assessment tasks, which form part of school-assessed coursework.

The Queensland Studies Authority (QSA) in Australia aims at addressing problems concerning assessment by emphasising that assessing students is an integral part of the teaching and learning process, and that opportunities should be provided for students to take responsibility for their own learning and self-monitoring so that no external examinations would be necessary to ensure that certain standards are met. The QSA seems to realise this vision because there have been no external examinations in Queensland since 1972 (OECD, 2005:37).

Almost all of the assessment for all year levels in Queensland schools is school-based, which means assessment is teacher designed and managed. This applies even for the end-of-year certificate awarded on the basis of study in Years 11 and 12.

For the end-of-school certificate, the province uses a system of moderation based on panels of expert teachers who provide advice to schools on the quality of their assessment procedures and the quality of their judgments of performance standards (OECD, 2005:37). Throughout Years 11 and 12, assessment is continuous and all assessments are used formatively. In these years schools use highly developed feedback processes, including rubrics by which students get feedback on the standards of their performance on assessment tasks. Feedback processes stimulate conversations between teachers and students about what represents a good performance, how well students have performed and what they can do to improve.

Students have an incentive to learn from feedback because formative and summative assessment is integrated in the way that formative assessment contributes summatively to the students' final results. Student portfolios are selectively updated over time in that earlier performance is replaced by later

performance relating to the same learning outcomes. The latest evidence of a student's performance across all course requirements is used to establish his/her final results (OECD, 2005:38).

This form of integration of formative and summative assessment is also practiced to some extent in primary and lower secondary years, where it is supported by professional networks and "copying" of senior secondary practice. It is also promoted in the eight recently introduced Key Learning Area (KLA) syllabuses for school years 1-10. These key learning areas (KLA'S) are English, Mathematics, Science, Health and Physical Education, Languages other than English, Study of Society and Environment, Technology and the Arts (OECD, 2005:38).

At all year levels, teacher-directed assessments are used for feedback and for reporting to parents. Semester reports involve summative judgments based on the accumulated evidence of student performance.

Schools in Queensland that have been examined for exemplary practice by the Organisation for Economic Co-operation and Development (OECD) Centre for Educational Research and Innovation (CERI), are Our Lady's College (OLC), run by Brisbane Catholic Education and Woodridge State High School (WSHS), run by Queensland Education. Teachers at both these schools make extensive use of the classic elements of formative assessment, which include the development of shared objectives, higher order questioning, comment marking and feedback focused on objectives for future learning, peer- and self-assessment and group and co-operative work strategies (OECD, 2005:192).

A closer look will now be taken at teaching and learning practice at *Our Lady's College* (OLC) and *Woodridge State High School* (WSHS).

Our Lady's College

Our Lady's College is a non-governmental suburban girls' school with 360 students and 35 teachers. The girls come from Vietnamese, Chinese, Italian, Greek and Aboriginal backgrounds and for nearly one-third of them English is a second language.

Strategies that support learning at OLC are active lessons with a variety of activities, tight timescales and tight classroom management. Lesson objectives are shared with the students and teachers manage to allocate more time to learners that need help, while advanced students are still challenged. According to Heads of Departments at OLC, open-ended questions are used extensively in an effort to extend students' thinking and when teacher marking is done, feedback is given through comments which indicate how to improve the work. Self- and peer-assessment are used in an effort to teach learners to take responsibility for their own learning.

Students complete a self-evaluation sheet at the end of each semester. These sheets focus on work practices rather than subject knowledge, skills or understanding. They write comments on their use of time, completion of homework, note-taking and collaboration with other students, and they then have to identify a target for improvement of their work practice. These self evaluation sheets are not only used by teachers in compiling written reports for parents, but they also form part of the focus, alongside the formal assessed assignments, of the twice-yearly meetings between student, parent and teacher (OECD, 2005:196).

After initial scepticism and resentment from teachers about the outcomes-based initiative because of the authorities' neglect to consult them during the syllabus construction process and insufficient support for implementation, teachers at OLC have gained momentum and devised their own methods of implementation (OECD, 2005:197). They have found the outcomes-based statements and their associated levels too broad (especially in English where critical analysis is encouraged, the outcomes have been found difficult to judge), so they broke them down into components by which it is easier to follow day-to-day student progress. Heads of Departments in the KLA'S that are being implemented, have also agreed "*to qualify the levels with an additional judgement about whether the outcome has been demonstrated consistently at a very high standard*" (OECD, 2005:197).

Woodridge State High School

Woodridge State High School is situated in an area with higher unemployment than average, lower incomes and lower educational standards. The student population of 820 is diverse with 46 nationalities and 14% of students whose first language is not English (OECD, 2005:198).

The school has reformed the pedagogy and curriculum since 1999. According to a senior member of staff, the major reforms that had been going on since 2003 focused mainly on higher order questioning, multiple intelligences and thinking skills. Talk-and-chalk teaching has given way to more activities with a much greater emphasis on investigative work built into the integrated studies curriculum. As far as assessment is concerned, students and teachers negotiate the criteria and standards used to assess work. Assessment is seen as a continuous process aimed at improved teacher practice and improved student learning and there is a strong commitment to co-operative group work (OECD, 2005:197-198).

As far as co-operative learning is concerned, students stated that they worked in small groups in about half of most lessons (OECD, 2005:202). When integrated study lessons are taught, two classes might be combined in one group with two teachers and several teaching assistants. Group activities would then be carefully planned and focussed on the active involvement of all students and the attainment of set

outcomes. Students are encouraged to reflect on how effectively they had worked as a group as well as how well they had completed the task.

Teachers share objectives of lessons with students and show pieces of work from current or previous students as models of what good work looks like. They try "*to ensure that students are aware of, and understand the outcome-based statements and can assess themselves against the standards*" (OECD, 2005:201). At the end of most lessons, students are given time to reflect on their learning and address questions like "*what do you understand about...?*" in their learning journals. They also assist each other in learning when they peer-assess each other's work and give feedback on written tasks. When teachers do the marking, a lot of attention is given to writing comments so that assessment can be used for learning because students should know what to do to improve.

Assessment for learning has been a key part of the national assessment strategy in New Zealand since 1999. English is also taught as a second language in most schools in this part of the world.

3.2.3 The assessment of English Second Language in New Zealand and assessment practice at two schools in Auckland

English, being the language of most New Zealanders, is seen as the language of national and international communication and, therefore, all New Zealand children are expected to acquire the language skills of reading, writing, speaking and listening to partake effectively in society and the work force.

In 1991 the New Zealand Minister of Education requested the redevelopment of the English curriculum as "*part of a broad initiative aimed at improving primary and secondary school student achievement*" (New Zealand Ministry of Education, 1994:5).

Based on the curriculum, Learning Programmes are to be planned so as to ensure that Maori children, children of the Pacific Island communities, Asia or the South Pacific, for whom English is a second language, are able to achieve competence and excellence in all three strands of English.

The three strands, focussed on in the curriculum statement for English, are oral language (listening and speaking), written language (reading and writing) and visual language (viewing and presenting). These strands are interwoven in practice. Each strand includes descriptions of achievement objectives which span eight levels of achievement. Two types of objectives are formulated: language functions and processes.

In line with an outcomes-based approach, the language functions specify what students must be able to *do* as they use and respond to the English language. For example, they will use written English in order to express themselves in poetry or for transactional purposes, like writing an e-mail to book accommodation.

The processes underpin the language functions and are believed to be crucial for students' language development. Three processes are specified for each strand: exploring language, thinking critically, and processing information (New Zealand Ministry of Education, 1994:19).

For each of the language functions, certain learning goals are set in the form of achievement objectives for each of the eight levels. These objectives, which are intended to provide the basis for planning programmes, assessing student progress and providing students with clear concepts of learning goals, portray continuity and progression over the eight levels. The curriculum states that "*it focuses on developing the highest levels of literacy and understanding of language for a variety of purposes, to enable students to participate fully in society and the world of work*" (New Zealand Ministry of Education, 1994:5).

For example the *achievement objectives* expressed for interpersonal listening in the ORAL strand are very basic for Level 1 students who should be able to *listen and respond* to others. A higher level of performance is expected from Level 5 students who should "*listen and interact appropriately with others to clarify understanding of narrative, information, ideas and opinions, and to support discussion in different situations*", while Level 8 students are expected to "*listen as active participants, interpreting and responding to narrative, information, ideas, and opinions, and initiating, sustaining, encouraging, and promoting discussion in a wide range of situations and for different purposes*" (New Zealand Ministry of Education, 1994:28).

The Curriculum Statement for English guides teachers in planning and compiling their own learning material by providing examples of learning activities and assessment tasks for achievement objectives in each of the 8 levels in each of the three strands. For example, where the outcome is ***Reading***, Example 2 for levels 7 and 8 given in the Curriculum Statement sets as ***Achievement Objectives:*** *Close reading: exploring language; thinking critically.* The teaching and learning context is a study of the expression of personal opinion and points of view and the following activities are suggested:

- students and the teacher collect a range of feature articles, editorials, columns, and essays from newspapers, magazines, and other sources, including historical examples;
- students and the teacher consider one example in detail, in terms of the topic and the context, analysing and evaluating the language choices made by the writer;
- in groups, students read and analyse at least two other examples in a similar way, and
- in groups, students discuss and summarise significant characteristics of the feature article, editorial, column, and essay, based on their experience of the examples.

The suggested assessment tasks are:

- students write a collaborative definition of each of the genres they have analysed, and
- individually, students select and evaluate one feature, editorial, column, or essay in terms of its genre, purpose, context, and audience.

As an extended option the following is suggested:

- each student writes on a topic of their choice in one of the four genres they have studied.

These activities link reading with writing, speaking and listening (New Zealand Ministry of Education, 1994:89).

In completing these assessment tasks, students need to prove their ability to *explore the English language and think critically.* The curriculum does not provide guidelines on how to assess these tasks and which assessment tools to use. However, subject teachers may find the *National Administration Guidelines* (NAGS) useful (New Zealand Ministry of Education, 1999). These guidelines establish the achievement objectives and describe the importance of diagnostic and formative assessment for enhancing teaching and learning. Teachers are advised to use a range of formal and informal approaches to assessment to take account of students' varying learning needs and styles, and also to assist teachers in monitoring their teaching and modifying programmes accordingly. These approaches to assessment include continuous assessment, self-assessment, peer assessment and teacher assessment.

More specifically, ESL teachers can find practical guidance on assessment in the *ESOL* (English for Speakers of Other Languages) *Funding Assessment Guidelines* published by the Ministry of Education (New Zealand Ministry of Education, 2004). These guidelines are "*intended to improve the quality of school-based assessments by providing suggestions and good models for teachers to refer to as they diagnose students' needs and determine their eligibility for Ministry of Education ESOL resourcing*" (New Zealand Ministry of Education, 2004:2). Assessing work in all three strands is discussed, followed by a summary of the assessment process (information is given in table form on criteria, possible assessment situations or tasks, assessment context and assessors), samples of students' work and examples of assessment decisions. Students' progress is measured against achievement objectives, which means assessment is criterion-referenced and used to enhance teaching and learning. As indicated earlier, assessment for learning (formative assessment) has been a key part of the national assessment strategy in New Zealand since 1999.

Formative assessment is embedded in multiple national policies including guidance in the Curriculum Framework, the NAGS, examination requirements [the National Certificate Examination Award (NCEA)], as well as several nationally-sponsored professional development and innovation initiatives (OECD, 2005:178). The New Zealand Curriculum Framework states that assessment of an individual student's progress is essentially diagnostic and that diagnostic assessment is integral to learning and teaching, since its purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses and measuring a student's progress against the defined achievement objectives and reviewing the effectiveness of teaching programmes (New Zealand Ministry of Education, 1994:21). One of the nationally-sponsored professional development programmes, aimed at helping teachers to grasp the full meaning of assessment, as stated above, is known as "*Assess to learn*", formerly known as "*Assessment for Better Learning*" (OECD, 2005:178).

"*Assess to learn*" has been implemented at selected primary and secondary schools to develop their assessment policies and procedures (OECD, 2005:178). Facilitators work closely with teachers for a two- to three year period, increasing the latter's knowledge of assessment and assisting them in their classrooms to link pedagogy with assessment practice.

Teachers at two schools in Auckland: Waitakere College and Rosehill College, have been part of this initiative.

Waitakere College

Waitakere College (in west Auckland) is situated in a lower-middle socio-economic environment. Of the 1 450 students enrolled in the school, 45% are of European descent, 22% are Maori, 18% are Pacific Islanders and 15% are Asian.

Because of the school's involvement with the "*Assessment for Better Learning*" programme, it was selected in 2001 for participation in the Ministry-sponsored innovation programme known as the Maori Mainstream Programme (MMP, *Te Kotahitanga* in the Maori language) (OECD, 2005:179). School management decided to run the MMP as a segregated programme instead of involving the whole school, but because of its success, management later showed interest in developing a strategy to implement the teaching approach and philosophy of MMP throughout the school (OECD, 2005:179).

Teachers involved with the MMP are encouraged to understand their own cultural preconceptions and create safe classroom learning environments in which a range of discourses and learning strategies can be accommodated (Bishop and Glynn, 1999:157-158). The implication is that teachers must be willing to share power with students and teach in a co-operative way. Co-operative learning in the MMP at Waitakere College has not only given children a feeling of peer solidarity but has also helped them with

their social skills as they learned to resolve conflict, take different roles and develop acceptance of each other (OECD, 2005:181).

A number of formative assessment techniques are used in the MMP. These include the use of feed-forward, scaffolding and feedback. In the feed-forward process, learning objectives for the day, week or even the term are shared with the students and they are told why they have to attain these outcomes. Teachers scaffold the students by providing them with as little information as they appear to need so that the opportunity is there for them to find the answer on their own, where possible. In the feedback process a lot of positive reinforcement is used in helping students to "*close the gap between their current performance and the desired standard*" (OECD, 2005:181). Examples of good efforts are also shared so that students can see what could be done. During both the feed-forward and feedback processes, students are prompted to think about their own work and how to improve their efforts.

This teaching approach requires commitment from teachers who are flexible and willing to make real changes to their professional practice. Teachers in the MMP say that these changes have required "*more head-space, energy and input, but that it has been rewarding*" (OECD, 2005:184). Perhaps the most important thing that the teachers who took part in the MMP at Waitakere College have learned so far, is that teachers **can** make a difference in helping students reach learning outcomes. One of the teachers noted that "*teachers have abdicated too much responsibility based on the belief that socio-economic levels are the primary determinant of student success*" (OECD, 2005:184).

Teachers at Rosehill College have also come to think differently about their role.

Rosehill College

Students at Rosehill College are generally from families of a fairly high socio-economic level. There are many international students who pay tuition, resulting in the school's fairly healthy budget.

The school's management team became interested in formative assessment around 1998 as they tried to figure out how to meet *National Administration Guidelines* (NAGS) which require schools to address learning needs of students at risk of not achieving, or not achieving at all (OECD, 2005:188). They saw formative assessment as a way to address the problem because this type of assessment requires teachers to think about what exemplifies good student achievement at the various learning levels. By that time teachers at the school had been involved with the national "*Assessment for Better Learning*" initiative and this influenced the school's adoption and adaptation of formative assessment.

Teachers at Rosehill College see formative assessment as "*...basically giving kids feedback, feeding forward about how to improve their learning...looking at a piece of...work that a student is doing...and giving them some information about what's good about it and some next steps to improve*" (OECD, 2005:185).

In the feed-forward process students are given a preview of the lesson. The teacher tells them what the learning objectives are and how the lesson will build on previous learning. Often a flow chart or outline of what the students can expect to learn, are written on the board. When assessment tasks are to be done, students are told exactly what is expected to meet the criteria.

In the English department, teachers regularly share with students the criteria that they will use in assessing the students' work. Criteria are set up as rubrics at each level (achieved, merit and excellence) so that students know beforehand what is required.

According to teachers at Rosehill College, one of the most challenging aspects of teaching in the formative assessment mode is "*instilling in students the ability to find what is missing in their work, and figuring out what to do next, and then taking it a step further to improve the work*" (OECD, 2005:186). Students can only be guided in this when specific criteria have been set for a high quality piece of work.

Based on these criteria, they can be shown how to compile and use their own checklist. Like teachers at Our Lady's College in Queensland Australia have discovered, the outcomes may be too broad for day-to-day student progress. Learning outcomes or objectives at Rosehill College are often also broken down into smaller goals so that it will be easier for students to see specifically what they need to do to achieve the goal, meeting the required standard. For example, instead of expecting students to write an entire paragraph or essay, the teacher can first work with them to write a perfect topic sentence. Timely, constructive feedback, which includes specific comments, plays a crucial role in this learning process.

Teachers plan their lessons so that they will have time to give prompt feedback and assist students individually during class. Feedback may even occur while students are working on homework. A teacher at the school noted that some of his students often send him e-mail asking for feedback. The teacher would respond by sending back bullet points on issues to consider (OECD, 2005:186). Students thus get immediate feedback which they can use to complete work of good quality.

A high level of commitment to teaching is needed from these teachers who really strive to help students succeed. The principal at Rosehill College remarked that there was a lot of "*teacher talk*" at the school regarding standards and this has served as an important form of professional development. Because staff members need to understand what the school as a whole is trying to achieve, school starts an hour later for the students on a Tuesday morning so that time can be spent on the professional development of all

teachers regarding formative assessment. Professional reading is provided, expert speakers are invited, staff discussions are held, or individual departments within the school are requested to work on their own ideas for implementing formative assessment within classrooms (OECD, 2005:189).

The management team of Rosehill College have been clever enough to see that "*if you can grab the teachers and get their support for the process, then whatever you put in the plan becomes almost 'kindred'*" (OECD, 2005:190). Considering the empirical data that Combrinck gathered from teachers at schools in Melbourne (Australia), Auckland (New Zealand) and New York, Pittsburg and Indiana (USA) this is not always the case. The majority of respondents interviewed by him at 20 schools in these areas felt that the new approach of Outcomes-Based Assessment was too hastily implemented and they did not always feel part of the process (Combrinck, 2003:60). They wished for schools to have a clear understanding of assessment reflected in an assessment policy and identified the lack of knowledge about the new approach as a major factor why the approach is not supported by individuals. Hasty implementation after inadequate training made them feel incompetent.

In line with what was found at schools used in the Centre for Educational Research and Innovation (CERI) case studies, Combrink further reports that teachers enjoyed the level of creativity allowed by Outcomes-Based Assessment but agreed that this approach increased their workload. They also saw the number of learners in a class and the availability of resources and facilities as playing significant roles in the success of the system. They believed that performance-based assessment could be a very successful method but doubted its validity and reliability. Other than most teachers at the schools used in the CERI case studies, teachers questioned and interviewed by Combrinck were not keen on using portfolios, self- and peer-assessment (2003:61). A reason for this might be the lack of proper in-service teacher training, which would give teachers the opportunity to get to a thorough understanding of the true role to be played by assessment in the teaching and learning process.

This might also be something that the Department of Education in South Africa neglected to do in their haste to implement the National Curriculum in Grade 10 in 2006 (Balt, 2005; Cele, 2005; Lolwana, 2006). The hope remains that this lack of proper in-service teacher training will not continue to jeopardize the implementation of the National Curriculum for *EFAL* in South Africa because, as will be seen from the following discussion of this and other related departmental documents, the new approach holds much promise for exceptional teaching and learning.

3.2.4 The status of language teaching in the South African National Curriculum Statement (NCS)

The National Curriculum Statement, which was introduced to Grade 10 in 2006 and is to be implemented in Grade 12 in 2008, consists of 29 subjects. Since the curriculum aims at healing the divisions of the past and establishing a society based on democratic values, social justice and fundamental rights, the *NCS* is said to be based on the principles of social transformation, Outcomes-Based Education, high knowledge and high skills, integration and applied competence, progression, articulation and portability, human rights, inclusivity and environmental and social justice, valuing indigenous knowledge systems and credibility, quality and efficiency (Department of Education, 2005a:8). There is a specific relationship between the *NCS* principles and language because proficiency in the latter is seen as fundamental for accomplishing these principles, while multilingualism is believed to not only break down boundaries, but also to recognise and respect knowledge systems and cross-cultural values.

Therefore, the language subjects in the *NCS* include all of the 11 official languages of South Africa and 13 non-official languages. These non-official languages include sign language and all other languages endorsed by the Pan South African Language Board (PANSALB).

The South African Department of Education's *Language in Education Policy* in terms of Section 3(4) (m) of the National Education Policy Act, 1996 (Act 27 of 1996) and the Norms and Standards regarding language policy in public schools published in terms of Section 6(1) of The South African Schools Act, 1996, stipulate that all learners must receive tuition in at least two official languages until the end of Grade 12 with one language at Home Language level and the other at First Additional or Home Language level (EDUCATION LABOUR RELATIONS COUNCIL [ELRC]: 2003). One of these two languages must be the Language of Learning and Teaching (LOLT) (ELRC, 2003:B-32).

The *Language in Education Policy* also promotes additive multilingualism which means that learners must learn additional languages while maintaining and developing their home language(s) at a high level. It is hoped that additive multilingualism will make it possible for learners to transfer reading, writing and speaking skills from the language in which they are most proficient to their additional language(s) (ELRC, 2003:B-32).

The *NCS* for Languages sees language as a tool for thought and communication and explains that it is "*through language that cultural diversity and social relations are expressed and constructed*" (DoE, 2003:9). Learning to use language effectively in a multicultural society is believed to enable learners to think and acquire knowledge, express their identity, feelings and ideas, interact with others, and manage

their world. The language used by the majority of South Africans to acquire knowledge, interact with others and manage their world, is English.

As a result, English Second Language or, as it is called in the *NCS*, English First Additional Language, is the subject with the largest number of registrations, attracting 80,7% of all Grade 12 candidates in 2003 (Taylor and Prinsloo, 2005:9). Since English as the lingua franca of South Africa and the medium of instruction of the majority has such an important role to play in society and education, the learning outcomes of English First Additional Language need to be practical and focussed.

3.2.4.1 The teaching of English First Additional Language (EFAL) according to the NCS

The NCS for English First Additional Language (*EFAL*) in the FET band trusts its learning outcomes to "*provide for levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum*", including "*the abstract cognitive academic language skills required for thinking and learning*" and to place "*an equal emphasis on the skills of listening, speaking, reading and writing*" (DoE, 2003:11). The curriculum, however is built on the hypothesis that the "*learner entering Grade 10 in the Further Education and Training band already has skills, knowledge and insights of contexts and content of at least a home language and a first additional language*" although, in the same document, the Department of Education admits that "*language is often a major barrier, especially at the entry level of Grade 10 in the Further Education and Training Band*", but that "*over the three years, learners are expected to become competent in both the written and oral modes of at least two official languages*" (DoE, 2005a:14+33). No additional support (like the ESOL funding programme in New Zealand), is available to public schools to supplement their existing programmes in ways that meet the requirements of students who have great English language needs. It is up to the teacher to help the learner acquire all the necessary English language skills in order to use the language to communicate in a competent way and in most cases, be able to study all her subjects through this medium.

Like in the General Education and Training (GET) band (Grade R-9), the skills of reading, writing, speaking and listening form the basis for the development of learning outcomes in the *NCS* for *EFAL* in the FET band and like in the GET band, teachers are advised to use a wide range of texts which will allow "*learners to explore personal, national and global issues and to construct developing knowledge of the world*" (DoE, 2003:12).

In other words, the Department of Education advocates a text-based approach to language learning (DoE, 2005a:9). The word *text* is used in its widest possible sense. Included are written, oral, audio-visual and multimedia texts such as posters, advertisements, radio and television programmes and a range of different written texts in which knowledge, skills, values and attitudes find expression. The learner has to

interact with texts by reading, viewing and analysing them to understand how they are produced and how they impact on their audiences in order to become a "*competent, confident and critical reader, writer, viewer and designer of...different kinds of texts for particular purposes and audiences*" (DoE, 2005a:9).

Teachers have the responsibility of finding various texts, which do not only lend themselves to this type of interaction, but also link with the needs and interests of the students. There are no prescriptions from the National Department of Education as far as learning material is concerned, except for a list of literary works to be studied in Grade 12 in preparation for the Senior Certificate Examination.

This interaction with texts and the learning of literacy skills are to take place in a natural way in real life contexts, so that learners can produce and practise the target language by communicating for social or practical purposes. The implications of this natural approach, known as a *communicative* approach, are that language is taught in an integrated way, learners are given ample opportunity to use the target language in class in simulated real life situations, language structures are taught in context, language errors are seen as part of the learning process, texts from a wide range of different genres and modes are used as the basis of learning activities, and that learners are relaxed and enjoy what they do (DoE, 2005a:10).

By using both the *text-based* and the *communicative* approaches, teachers of English First Additional Language are to create learning opportunities for students who have to reach certain learning outcomes.

3.2.4.2 EFAL learning outcomes for the Further Education and Training Band

The *NCS* for *EFAL* in the FET band distinguishes between the following *Learning Outcomes* which should be integrated when taught and assessed. With each of these outcomes a certain skill which the learner has to demonstrate, is stipulated:

- Learning Outcome 1: Listening and speaking

  Skill: The learner is able to listen and speak for a variety of purposes, audiences and contexts.

- Learning Outcome 2: Reading and viewing

  Skill: The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

- Learning Outcome 3: Writing and presenting

  Skill: The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

- Learning Outcome 4: Language

  Skill: The learner is able to use language structures and conventions appropriately and effectively (DoE, 2003:12-13).

EFAL learners are expected to demonstrate that they have acquired these different skills by performing certain actions. In other words, certain tasks will have to be performed, which also involves task-based teaching. What the learners should be able to do, is set out in the *NCS* in the form of *Assessment Standards*. The term *Assessment Standards* can be confusing and misleading because in this context where it is stipulated what learners must be able to 'do' at the end of the learning experience, there is no indication of either 'assessment' or 'standards'. The terms 'achievement objectives' or 'learning objectives', as used in Canada, Australia and New Zealand would have been much more appropriate.

The *Assessment Standards* for each of the *Learning Outcomes*, or better then, the achievement or learning objectives are the following:

Learning Outcome 1: Listening and Speaking will be reached when the learner can demonstrate the following assessment standards:

- knowledge of different forms of oral communication for social purposes;
- planning and research skills for oral presentations;
- skills of listening to and delivery of fluent and expressive oral presentations, and
- critical awareness of language use in oral situations.

For the learner to have reached the skill outcome set for *Reading and Viewing (Outcome 2)*, he/she has to demonstrate the following assessment standards:

- various reading and viewing strategies for comprehension and appreciation;
- the ability to explain the meaning of a wide range of written, visual, audio and audio-visual texts;
- recognition of how language and images may reflect and shape values and attitudes in texts;
- exploration of the key features of texts and an explanation of how they contribute to meaning, and
- the ability to analyse drama, film, visual, audio and multi-media texts.

Learning Outcome 3: Writing and Presenting demands demonstration of the following assessment standards:

- planning skills for writing for a specific purpose, audience and context;
- the use of writing strategies and skills for first drafts, and
- reflection on, analysis and evaluation of own work, consideration of the opinion of others, and presentation of the final product.

The learner will be believed to have attained *Learning Outcome 4: Language* when he/she is able to meet the following assessment standards:

- identify and explain the meanings of words and use words correctly in a range of texts;
- use structurally sound sentences in a meaningful and functional manner;
- use figurative language and translate sentences from the target language into the home language and vice versa, and
- develop critical awareness.

The above-mentioned *Assessment Standards* (actions or skill outcomes) that will prove that the learner is able to use the knowledge he/she has gained, each head a group of smaller outcomes.

In *Learning Outcome 1* the *Assessment Standards* have been broken down into 26 smaller outcomes, while there are 32 smaller outcomes for *Learning Outcome 2*, 23 for *Learning Outcome 3* and 25 for *Learning Outcome 4*. Some of these smaller outcomes are far more complex than others e.g. "*distinguish between fact and opinion and give own response*" may be used as a lesson objective while reaching the following outcome may demand a series of lessons: "*recognise and explain the effect of a range of figurative and rhetorical language and literary devices such as metaphor, simile, personification, metonymy, onomatopoeia, symbol, hyperbole, contrast, sarcasm and irony on the meaning of texts*".

A degree of progression over the three years of the FET band is built into some of the smaller outcomes. For example in the first *Assessment Standard* for *Learning Outcome 1* ("*the learner must demonstrate knowledge of different forms of oral communication for social purposes*"), Grade 10 learners are expected to "*give and follow directions and instructions*", Grade 11 learners are expected to "*give and follow directions and instructions with growing accuracy*" and Grade 12 learners are expected to "*give and follow directions and instructions with accuracy*". It is very likely that Grade 10 learners will perform at

Grade 12 level and that First Additional Language learners will perform on Home Language level since the outcomes for the latter do not differ much.

One way of understanding the role to be played by these smaller outcomes, is by using the analogy of a motor car factory. The learner who exits school at the end of Grade 12 can be compared to a well manufactured car. These 106 smaller outcomes or units can be seen as parts provided by the *NCS* which should be used in the building process of this car so that an excellent product can be manufactured. In actual fact, all of these units make up the syllabus and teachers can use these as a guide for course design and the development of learning activities.

The implication is that the teachers in the Department of English at each school must unpack these assessment standards and understand how each part fits into the other, not only in one grade but also progressively over the three years of the FET band and then design a three year course, a language work schedule per grade and language lesson plans per teacher (DoE, 2005a:36). This teaching programme, particularly each teacher's meaningful lessons, must accommodate a diversity of learners and learning styles, and make use of various teaching strategies to enable each learner to reach her full potential in demonstrating the language skills, portraying knowledge, sound values and a good attitude. These skills, knowledge, values and attitudes (SKVA's) find their expression in assessment tasks which need to cater for a variety of learning styles and be valid, reliable, fair, discriminatory and meaningful. In practice this is a difficult call, therefore the teacher must give ample opportunity for learners to be assessed in various ways.

3.2.4.3 The assessment of English First Additional Language

The *NCS* identifies four types of assessment to be used: baseline assessment, diagnostic assessment, formative assessment and summative assessment (DoE, 2003:52). The *Learning Programme Guidelines for Languages: EFAL* lists self-assessment, peer-assessment, group assessment and teacher assessment as methods of assessment and observation-based assessment, test-based assessment and task-based assessment as methods or strategies of collecting assessment evidence. The suggested tools or instruments for assessing learner performance are rating scales, observation sheets, task lists or checklists, marking memoranda, rubrics and assessment grids. These tools are discussed and examples given (DoE, 2005a:32; 60-67).

The *NCS* provides a six-point scale of achievement in the FET band, ranging from Inadequate (rating code 1) to Outstanding (rating code 6), and lists the grade expectations of each achievement level. These descriptions of what learners must know and be able to do are called *competence descriptions* (DoE, 2003:57; 60-71). For example, a Grade 12 learner would demonstrate outstanding achievement and get

80-100% if by the end of Grade 12, he/she can "*consistently and in a sustained way, speak and present confidently, coherently, and cohesively...*" while an inadequate performer will get 0-20% because she "*speaks and presents with great reluctance and without coherence and cohesion...*" (DoE, 2003:60+71). The six-point scale of achievement leaves room for inconsistency because the competence descriptions are not always interpreted in the same way by all teachers.

How the learners are assessed in the South African school system does not seem to be as great a concern to the Department of Education as if and when they are assessed. The *National Protocol on Assessment* states that every teacher must submit an annual formal programme of assessment to the Subject Head and Management Team of the school so that all this information can be used to draw up a school assessment plan (DoE, 2005:6). Often the only information given in these school assessment plans are test and examination dates.

Living up to its aim of regulating school-based assessment and the recording and reporting of learner performance, the *National Protocol on Assessment* prescribes a *Programme of Assessment* for the FET band and indicates how many of these should be tests and examinations (DoE, 2005:15+16). These examinations in the FET band, especially the end-of-year examinations in Grades 10 and 11, which play a major role in the learner's promotion to the next Grade, and the mid-year and preparatory examinations written in Grade 12, can be seen as dress-rehearsals for the high stakes external examination at the end of Grade 12.

3.2.4.4 School-based assessment versus external assessment

Since all assessment for Grades 10 and 11 are school-based or internal, the formal *Programme of Assessment* consists of tasks undertaken during the school year which commences in January and ends in November/December. The *Subject Assessment Guidelines for Languages* sees the formal *Programme of Assessment* and informal daily assessment as comprising continuous assessment. Continuous assessment (*CASS*) makes up 25% of the total mark for the year whereas the end-of-year examination mark counts 75%. In Grade 12 *CASS* counts 25% and all assessment tasks are internally set and assessed and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is made up by an examination which is externally set, marked and moderated. The end-of-year examination in the FET band counts a total of 300 marks of which 50 marks are allocated to the assessment of the learner's oral proficiency. Orals in Grades 10 and 11 are internally set, assessed and moderated, while in Grade 12 they are internally set and assessed, but externally moderated.

The suggested *Programme of Assessment* for First Additional Language in Grades 10, 11 and 12 provides for 16 tasks to be formally assessed (DoE, 2007:15).

Tasks 1-15, which together make up 100 marks or 25% of the total mark of 400, include three tests and a midyear examination in Grades 10 and 11. The department suggests that the three tests count a total of 110 marks and the mid-year examination a total of 250 marks (120 for Paper 1 and 80 for Paper 2). This means that time-based pen-and-paper testing comes to a total of 360 marks. The suggested total of the other 11 assessment tasks which allow the teachers of Grades 10 and 11 to use a variety of assessment forms, methods and tools is 340 marks. The total mark for tasks 1-15 (including the tests and examination) is 700, which is divided by 100 and added to the November examination mark. The November examination is the 16th assessment task and counts 300 marks: 80 marks for language in context, 70 marks for literature, 100 for writing and 50 for oral tasks.

In Grade 12, three tests to a total of 115 marks are suggested, together with one mid-year examination and one preparatory examination, which each counts out of 250. This means that 5 of the 15 school-based assessment tasks in Grade 12 take the form of pen-and –paper testing while 10 assessment opportunities remain where alternative means of assessment can be used. The suggested total for school-based assessment tasks in Grade 12 is 900 marks which only counts 25% of the final mark.

The preparatory examination, written in August/September of the Grade 12 year, is deemed of utmost importance in preparing the candidates for the final, external examination. This high stakes examination is a well established internal benchmark for students at the top end of the school system, the results of which are used to certify the Senior Certificate at the end of Grade 12. It determines whether the learner has successfully completed his/her secondary education and is qualified to enter the labour market or has done well enough to be allowed into tertiary institutions. A learner must achieve at least 30% in First Additional Language to be promoted at the end of Grade 10 and 11 and for certification at the end of Grade 12. This minimum score, however, will not lend university exemption, especially not since English is mostly the medium of instruction.

Although the South African Department of Education acknowledges the importance of assessment in an OBE system, all the hard work that goes into continuous assessment in the FET band only adds marginally to the learner's final marks while pen-and-paper testing still makes out the major part of school-based assessment, which seems focused on the eventual external, high stakes end-of-year examination in Grade 12. Another area of concern is that continuous assessment (*CASS*) has come to be understood by most teachers in the FET band as merely a collection of marks recorded after the teacher has marked various summative tasks performed by the learner, such as essays, letters, dialogues and book reports. It is not strange to hear teachers raise concern about keeping to the *Programme of Assessment*, keeping up with marking assignments, and having *CASS* marks ready for submission to the school management team and in the case of Grade 12 students, for external moderation.

In *EFAL* the external Grade 12 examination aims at testing how well the learning outcomes of Speaking and Listening, Reading and Viewing, Writing and Presenting and Language have been attained. Starting at the end of 2008, three papers will be written and one oral examination, focusing on oral skills, conducted. The suggested format for each of the papers is as follows:

Table 3.1: Suggested format for the external Grade 12 examination of EFAL

PAPER	SECTION	MARKS		TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	80	2 hours
	B: Summary (60-70 words) The passage should not come from the comprehension text. Length of the text: approximately 250 words.	(10)		
	C: Language • Language structures (words and sentences) should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages. • Critical language awareness. • Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc. • Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions, expositions, etc. across the curriculum.	(40)		
2. Literature	Any TWO of the following: Novel/drama/short story (essay/contextual questions)/ poetry (contextual questions on two **seen** poems) (Length of essay: 250-300 words) (2 x 35)	(70)	70	2 hours

3. Writing	A: One Essay – Narrative/descriptive/reflective/argumentative/discursive (250-300 words)	(50)	100	2 ½ hours
	B: One text – **Longer Transactional text** Curriculum Vitae/Editorials/Brochures/Written interviews/ Dialogues/formal and informal letters to the press/Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/Magazine articles and columns/Memoranda/Minutes and agendas (asked as a combination)/Newspaper articles and columns/Obituaries/Reports (formal and informal) /Reviews/Written formal and informal speeches (120-150 words – content only)	(30)		
	C: One text – **Shorter text** (80-100 words): **Transactional/Reference/Informational**: Advertisements/ Diary entries/Postcards/Invitation cards/Filling in forms/ Directions/Instructions	(20)		
4. Orals	Orals will be internally set, internally assessed and externally moderated. • **Reading** (10) • **Speaking:** Prepared speech/unprepared speech/conversation/interview/debate (10) • **Listening** (10) • **Response to Literature:** Film study/folklore/essay/ autobiography/biography (20)	50 marks		

(Department of Education, 2007:13-14)

For the first time, after the implementation of Curriculum 2005, students in the FET band are again required to write creative compositions, transactional pieces and literature essays. In other words, they not only have to portray the ability to use the language in composing their own texts, but also have to

prove their engagement with literary texts to come to a deeper understanding, so that they are able to analyze, synthesize and evaluate the content.

However, the suggested format of the examination papers and an analysis of national papers can result in teachers teaching to the test because of an almost exclusive focus on pass rates, as opposed to the number and quality of passes. The implication might be a disinterest by teachers and learners in reaching the learning objectives stated in the *NCS*. Such an approach will be in direct conflict with the *NCS*, which sees teaching and learning in an outcomes-based system as daily involvement with activities and assessment to reach high levels of achievement. In order to attain that, the emphasis should be on the continuous assessment of learners in a formative way, without the threat of assessment tasks mostly being rated and marks recorded and reported.

One can extend the analogy of the motor car factory by likening the continuous assessment which has to take place in the teaching and learning process to assessing each part before assembly, improving it if necessary while concentrating on processes to get the best performance possible from each car with its unique strengths and weaknesses. Eventually each car is taken to the test track. When its holistic performance is assessed and areas for improvement identified, it is brought back to the factory in the manufacturer's quest for excellence. Likewise the *Subject Assessment Guidelines* (DoE, 2007:1) expects teachers to make assessment an integral part of teaching and learning by incorporating it with every lesson.

The *Subject Assessment Guidelines* clearly states the aim of both the informal assessment, which has to take place continuously and the formal assessment, which will take place at certain stages in the learning and teaching process as to:

- develop learners' knowledge, skills and values;
- assess learners strengths and weaknesses;
- provide additional support to learners, and
- revisit or revise certain sections of the curriculum and motivate and encourage learners (DoE, 2007:1).

However, available literature and research indicate that these aims are not reached in most classrooms. Serious concern has been expressed about the present quality of teaching, learning and assessment of *EFAL* in the FET band (Horne, 2005; Taylor and Prinsloo, 2005; Metcalfe, 2007).

3.2.4.5 Quality of teaching, learning and assessment of English First Additional Language in the Further Education and Training Band

The Department's *Subject Assessment Guidelines* for Home language, First Additional Language and Second Additional language give examples of how outcomes can be assessed, but the teacher is expected to set the standards or benchmarks she wishes the learners to attain. Assessment tools like rubrics, are for example suggested, but the teacher takes full responsibility for developing the criteria for assessment.

As a result of this, in South Africa, like in Australia and New Zealand as mentioned earlier in this chapter, there are serious concerns about the standards of teaching and the literacy levels of learners.

In a recent survey conducted by independent educational evaluators and consultants Hough & Horne (Horne, 2005) it was found that only 12% of the Grade 11 students who applied for bursaries for tertiary education in 2005 demonstrated a corresponding level of literacy. Various causes for the decline in learners' literacy levels since the implementation of OBE, have been identified. Causes identified are teachers' lack of proficiency in English as the medium of instruction, their lack of conceptual knowledge of the subjects they teach, a lack of resources and overcrowded classrooms and the failure to implement OBE as a teaching model (Todd and Mason, 2005:222; Sukhraj *et al.*, 2004:1; Taylor and Prinsloo, 2005:9-10).

In the South African Department of Education's national Grade 3 Systemic Evaluation executed in 2001, it was found that the average score for numeracy was 30% and for literacy 54%, while in 2005 the national Grade 6 Systemic Evaluation established that the average score for numeracy was 28% and 38% for literacy in the language of learning and teaching, which is generally English. Sixty-three percent of these Grade 6 learners scored at the 'not achieved' level in their Language of Learning and Teaching (LOLT) but equally poor results emerged from the mother-tongue reading tests (Metcalfe, 2007:20).

The poor state of reading and writing in South African schools has become well known through various cross-national tests like the above-mentioned. Shocking news, however, is that South African children exhibit lower levels of literacy than those of many poorer countries like Mozambique, Botswana and Swaziland. Of the 14 African countries that participated in the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) Grade 6 literacy test published in 2005, South Africa came ninth. Furthermore, the Third International Mathematics and Science Study Repeat (TIMSS-R) placed Grade 8 South African learners 44% below the mean scores of all participating countries, while the Monitoring Learner Assessment (MLA) study for Grade 4 students showed South Africa, with an average numeracy score of 30%, to be last among the 12 participating African countries (Barry and Taylor, 2006:1).

Taylor and Prinsloo (2005:10) postulate that "*the very low standard of English Second Language in the current curriculum is severely handicapping the majority of South African pupils*". Umalusi, the body which quality assures and certifies the Grade 12 examination in South Africa, noted that the 2003 national English Second Language (ESL) paper consisted almost entirely of questions that tested the candidates' ability to search and find (Yeld *et al*, 2004). The fact that little engagement with the language on a deeper level seems to be required, proves that learners are being ill prepared for the kinds of conceptual tasks that are vital in coming to a thorough understanding of their other subjects. Since the Grade 12 examination has such a profound effect in establishing the level of teaching in school, it seems imperative that the level of cognitive demand of the ESL/*EFAL* curriculum is increased, in order to increase the success of black South African children in all subjects (Taylor and Prinsloo, 2005:10).

In reality, however, little knowledge and understanding seem to be demanded from their learners by most public school teachers of ESL/*EFAL*. There may be various reasons for their poor classroom practice like a lack of facilities, overcrowded classrooms, lack of training, failure to understand and/or implement the *NCS* successfully and a lack of thorough knowledge of relevant strategies for teaching and assessing the second language successfully. In a recent study by Schlebusch and Thobedi (2005), the latter seemed to be the problem.

In 2004 Schlebusch and Thobedi conducted research at five township schools in the Lejweleputswa district in the Free State Province, previously under the Department of Education and Training and found that, 6 years after the introduction of OBE in grade one, and three years after its introduction in Grade 8 (in 2001), the majority of Grade 8 *EFAL* teachers who participated in the study still used the traditional "chalk and talk" way of teaching, while engaging only in one or two teaching methods continuously applied throughout every lesson. These teachers lack a thorough knowledge of relevant strategies for teaching *EFAL*. They assess learners by letting them read questions from their class work books or from the chalk board and respond verbally; if they can do this, they are believed to be learning (Schlebusch and Thobedi, 2005:312,317). At no stage was there any engagement with any text that had to be analyzed to discover how it was constituted and what the impact on the reader was. Neither was there any engagement with structured learning activities, like a worksheet to be completed or an assignment or project to be done in order to reach learning objectives that made sense.

Kaiser (2007) reports research at rural schools in the North West Province. At one of these schools, the teacher's understanding of formative assessment was to repeatedly ask the children if they understood. Initially only a few would raise their hands. The question was merely repeated, without any additional teaching or learning taking place, until every learner raised her/his hand. That was the sign for the

teacher to continue with the lesson. So the teacher kept the lesson going, but was actually completely out of touch with the understanding of most of the class.

Hoadley (2005) compared lessons in middle class schools to those in working class schools and found that often in the latter case, like in rural areas or townships, schools revolve around timetables, bells and getting through material without ensuring understanding by using any form of assessment. To make matters even worse, 14-27% of time was spent on non-pedagogical activities like cleaning, praying and eating. Barry and Taylor (2006) also comment on bad time management and a lack of punctuality in poor performing schools, and reports that little or no teaching takes place after 11 o'clock on a Friday, in the last week of the term, on the day before a public holiday and on days lost through choir competitions, sport, teacher training and strikes.

Although the *NCS* visualizes learners emerging from the FET band to "*have access to and succeed in lifelong education*", nothing seems to be done (in classrooms referred to above), to teach students to take responsibility for their own learning (DoE, 2003:5). Self- and peer-assessment is seldom, if ever, used and children are not expected to monitor their own learning but to engage in rote and superficial learning in preparation for tests and examinations.

The *National Protocol on Assessment* prescribes that learners' results, mostly heavily constituted with marks achieved for summative assessment tasks like tests and examinations, are to be recorded by the teacher and reported to the parents (preferably at the end of each of the four school terms) in the form of a report card (DoE, 2005:23). Apart from displaying personal and official school detail, the report card is to give a percentage and/or code indicating the level of the learner's performance per subject or learning area and a description of the learner's strengths and developmental needs. The department prescribes that constructive feedback must be given, containing comments about the learner's performance in relation to her previous performance and in relation to the requirements of the subject or learning area (DoE, 2005:23). Often, however, these comments are written by the guardian teacher who does not necessarily teach any subject to the learner. Even in cases where these comments are written by the subject teacher, they will be nothing but hollow statements if assessment has not been treated as an integral part of learning and teaching, allowing the learner to use various and continuous opportunities to portray strengths and develop weaknesses in the process of attaining a high level of knowledge and skills.

So, which lessons have been learnt from looking at assessment practices internationally and nationally?

3.3 LESSONS TO BE LEARNT FROM INTERNATIONAL AND NATIONAL EXPERIENCES ABOUT THE ASSESSMENT OF ENGLISH SECOND OR FIRST ADDITIONAL LANGUAGE IN THE FURTHER EDUCATION AND TRAINING BAND

Throughout the world, the study of English as a second language is aimed at the acquisition of the necessary language skills, which will enable young learners to not only communicate effectively in a multilingual society, but also participate in a global society and economy. English can indeed be praised as the language that may open proverbial doors.

Since the levels of performance of learners of the same grade/school year might differ substantially it makes sense to accommodate learners in different levels of study as it is being done in Canada, Australia and New Zealand. In South Africa there might be vast differences between the performance levels of learners coming from a remote rural area, where there is little or no contact with English outside the classroom, and learners coming from urban areas where English is often spoken in the community and where there is access to information technology, electronic and printed media and movie theatres. Yet, *EFAL* is offered only on one level and, although stronger learners can take English on Home Language level, there are no additional departmental programmes in place to support learners with English language backlogs. It is, therefore, important for teachers from the GET band to work in close collaboration with teachers from the FET band to ensure that innovations that work in lower grades are continued in the upper secondary band, enabling learners to progress to Grade 12, not only in *EFAL* but also in their other subjects for which English is mostly the medium of instruction.

This means that in order for learners to progress, the focus must be exclusively on teaching and learning, with the emphasis on assessment for learning. The importance of assessment for learning has been recognized by the educational authorities of several countries such as Canada, Australia, New Zealand and South Africa, and in curriculum guidelines that incorporate advice on integrating formative assessment into lessons on a systemic basis. The following aspects are highlighted by the previous overview of formative assessment practices being implemented at exemplary schools in Canada, Australia and New Zealand:

- it is important for the curriculum guidelines to be clear so that teachers know what to teach. If outcomes are broadly stated, they should be broken down into 'digestible' chunks so that teachers and learners know exactly what the teaching and learning goals are and day-to-day progress can be monitored;

- teachers must find and use teaching and learning material that is contextually relevant to their learners' interests and experiences and link with their prior knowledge because it promotes meaningful learning;
- teaching and learning have to be interactive. Teachers should believe that each learner has the potential to learn and teachers must monitor each learner's progress and difficulties with learning, so that in true formative fashion, teachers can adapt their teaching to meet individual learner's needs. On their part, learners must be active participants and learn to manage their own learning. In the feed-forward process teachers should share outcomes with learners and even go so far as to negotiate criteria and standards for assessment with them. Examples of good work should be shared with other learners. Learners should then be taught to take responsibility for their own learning by setting learning outcomes for themselves and developing learning strategies to achieve these outcomes which are criterion-referenced and not norm-referenced. Learners need to be trained in self-assessment so that they "*can understand the main purpose of their learning and thereby grasp what they need to do to achieve*" and must be given guidance in self- and peer-assessment by the establishment of clear criteria or benchmarks and the availability of assessment tools like rubrics (Black and Wiliam, 2001:7). Portfolios should reflect learners' progress and learning logbooks may be used to document and reflect on the learning process. Another way of actively involving learners and acknowledging their responsibility, is to report their progress in different ways. Instead of simply sending a report card with marks home to parents, learners can be given the opportunity to discuss their work with their teachers and parents at a teacher-parent-learner conference and identify areas for improvement. Parents and teachers are then to lend support by giving constructive feedback. It helps when portfolios can be kept electronically and both the teacher and parents are able to give feedback nearly on a daily basis;
- feedback should concentrate on the particular qualities of a learner's work, with advice on what he/she can do to improve and should avoid comparisons with other learners;
- report cards should not only contain marks but should focus on a formative purpose and contain useful comments;
- standards of assessment should be consistent;
- questioning as part of informal, continuous assessment should promote learners' higher order thinking skills (i.e. focus on evoking and exploring insight and understanding) with allowing enough quiet time after questioning so that learners get the opportunity to think;

- various techniques can be used like allowing the learners to think and respond individually or giving them time to discuss the question in pairs or small groups and then respond. It is important that all learners have an opportunity to think and express their ideas;
- various teaching strategies should be employed and more can be made of group and co-operative learning but activities should be well-planned and allow for different learning styles. Different learning styles should also be accommodated as far as assessment tasks are concerned;
- language skills should be assessed holistically;
- although the curriculum of English Second Language in Victoria, Australia states that assessment should not unduly add to the teacher's workload, it is a well known fact that formative assessment, when implemented as part of teaching and learning, does add to the teacher's workload. It is also clear that successful practice calls for *'head-space'*, commitment, energy and input of a high standard from teachers. As stated by Black and Wiliam (2001:1), "*learning is driven by what teachers and pupils do in classrooms...teachers have to manage complicated and demanding situations, channelling the personal, emotional and social pressures amongst a group of 30 or so youngsters in order to help them learn now, and to become better learners in future*". It has been proven at exemplary schools discussed above, that a strong focus on formative assessment as an integral part of teaching and learning can raise standards and turn low performing schools around. The rationale is that formative assessment measures learners against well formulated assessment criteria instead of comparing them with each other. Furthermore, in the process of formative assessment each learner's strong points are acknowledged and constructive feedback is given to improve on weak points in order to enhance learning. The implication is that all learners experience a degree of self-worth instead of failure and is often motivated to work harder to achieve realistic outcomes. Teachers might find it very hard though, to work with individual students if classrooms are overcrowded and no support in the form of classroom assistants is available;
- schools should be well-managed by a management team and principal who understand their roles as instructional leaders and with teachers experiencing acknowledgement and support. Often schools and departments of education make the mistake of not consulting teachers during important processes of change and then try to get teachers to buy into changes;
- instead of the '*microwave*' courses and hasty implementation that teachers have become used to in South Africa, enough time should be spent on regular training sessions to prepare teachers for new challenges so that they can feel competent to implement the changes and empowered because of

clear understanding. During the implementation process teachers should be assisted by knowledgeable advisors;

- effective teaching and learning in the 21st century depends to a large extent on the availability of resources and information technology. Feedback as part of formative assessment can be given in a quick and meaningful way when teachers and learners can communicate electronically, and
- weighty end-of-year tests and examinations will be written for as long as there is doubt surrounding the validity and reliability of teacher-constructed assessment tasks

3.4 CONCLUSION

In this chapter an overview was given of the teaching, learning and assessment of English Second Language in parts of Canada, Australia and New Zealand with specific reference to assessment practices being implemented at exemplary schools in the aforementioned countries in order to come to a better understanding of the role to be played by formative assessment in an outcomes-based approach to teaching and learning.

The teaching and assessment of *EFAL* in the FET band in South Africa were also discussed with reference to the *NCS* and the quality of teaching, learning and assessment of English First Additional Language in the Further Education and Training band.

Finally, a summary of lessons to be learnt from international and national experiences with the teaching and assessment of English as a second/additional language was given.

In Chapter 4 the method of research which was followed in the empirical part of the research will be discussed.

CHAPTER 4

METHOD OF RESEARCH

4.1 INTRODUCTION

In Chapter 2 the key concepts, basic principals and philosophical underpinnings of OBE were discussed, OBE was compared to traditional didactic approaches and the effect of OBE on teaching, learning and assessment was investigated. Chapter 3 focused on the assessment of English as an additional or second language in parts of Canada, Australia and New Zealand where an OBE approach is followed. Particular attention was also paid to the NCS for EFAL in the FET band in South Africa and the expectations as far as the assessment of EFAL is concerned as expressed in various policy documents.

In the quest of coming to an understanding of the current situation regarding the assessment of EFAL in public schools in South Africa, empirical research was conducted. The method which was followed in the empirical section of the research will be discussed in this chapter.

4.2 PROBLEM STATEMENT

For the purposes of this research, the following primary and secondary research questions were formulated:

4.2.1 Primary research question

What are the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with the outcomes based assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) Band?

4.2.2 Secondary research question

The following secondary research question related to the above-mentioned primary research question was formulated:

How do variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) affect their experience with OBA of EFAL in the FET Band?

4.3 RESEARCH AIM AND OBJECTIVES

The over-arching research aim is to develop a model for the effective outcomes based assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) band for public schools in South Africa.

In accordance with the above-mentioned research aim and the primary and secondary research questions, the following primary and secondary research objectives were formulated:

4.3.1 Primary research objective

The primary research objective is to determine the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with OBA of EFAL in the FET band?

4.3.2 Secondary research objective

The secondary research objective is to determine how variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) affect their experience with OBA of EFAL in the FET band.

4.4 RESEARCH DESIGN AND METHODOLOGY

4.4.1 Research design

In order to answer the research questions and achieve the research aim and objectives, a survey was undertaken by means of a questionnaire (see Appendix A and paragraph 4.4.4 below, for more information about the questionnaire).

4.4.2 Research method

Both quantitative and qualitative (with the emphasis on quantitative) methods of data collection and analysis were used. Quantitative data were collected by means of structured items in the questionnaire which were designed to survey participants' experiences with OBA of EFAL in the FET band. Qualitative data were gathered by means of open-ended items in the questionnaire where the participants had the freedom to give their own views and suggestions on aspects related to OBA and the implementation thereof (see paragraph 4.4.4 for a description of the contents of the questionnaire).

4.4.3 Study population and selection of participants

A data disc with the names and contact details of public schools in all nine South African provinces, where English was taught as a First Additional Language in the FET band in 2006, was obtained from the National Department of Education. From this data disc, a random sample of 527 schools was drawn by the Statistical Services Department of the North-West University (Potchefstroom Campus). This sample included 83 schools in the Limpopo province, 66 in the Eastern Cape, 77 in Kwa-Zulu Natal, 53 in the Free-State, 54 in Mpumalanga, 51 in the Western Cape, 58 in the North-West, 27 in the Northern Cape and 58 in Gauteng.

One questionnaire was sent to each of the selected schools in the sample, with a request to the principal that it was to be completed by any one teacher (irrespective of rank or position, qualifications, teaching experience, age or gender) who taught EFAL to Grade 10 learners in 2006 or who would teach Grade 10 and/or 11 learners in 2007. Thus, in total the questionnaire was sent to 527 participants.

From the 527 questionnaires mailed to these schools, 61 were returned to the researcher in the self-addressed envelope that had been included in the package sent to the school, 7 responded after being followed up once again by phone or facsimile and 25 questionnaires were collected on special visits to various schools that had not responded by mail. Thus, the data contained in 93 completed and returned questionnaires (response rate equals 17.6%) could be further analyzed. Biographical details concerning the participants are displayed in the following table.

Table 4.1: Biographical details concerning the participants

1. Gender	**Frequency**	**%**
Male	13	13.98
Female	80	86.02
Total	**93**	**100**
2. Age	**F**	**%**
20-29 years	9	9.68
30-39 years	31	33.33
40-49 years	33	35.48
50-59 years	18	19.35
60 years+	2	2.15
Total	**93**	**100**

3. Overall teaching experience in years	**F**	**%**
0-5 years	12	12.9
6-10 years	10	10.75
11-15 years	23	24.73
16-20 years	17	18.28
21-25 years	18	19.35
26-30 years	8	8.6
31-35 years	4	4.3
36-40 years	0	0
41+ years	1	1.08
Total	**93**	**100**
4. Teaching experience as an English Second (First Additional) Language teacher in the FET band	**F**	**%**
0-5 years	31	33.33
6-10 years	22	23.66
11-15 years	16	17.2
16-20 years	12	12.9
21-25 years	6	6.45
26-30 years	6	6.45
31-35 years	0	0
Total	**93**	**100**
5. Qualifications	**F**	**%**
Diploma in Education	24	26.1
Degree in Education	7	7.6
B-degree + Diploma in Education	43	46.74
Hons B/B.Ed Degree + Diploma in Education	15	16.3
M. Degree + Diploma in Education	2	2.17
Ph.D Degree + Diploma in Education	1	1.09
Total	**92***	**100**

6. **Highest qualification in English**	**F**	**%**
Grade 9	0	0
Grade 12	3	3.26
1 year tertiary course	5	5.43
2 year tertiary course	16	17.39
3 year tertiary course	59	64.13
Honours Degree	7	7.61
Master's Degree	1	1.09
Doctor's Degree	1	1.09
Total	**92***	**100**
7. Post level	**F**	**%**
Teacher	79	84.95
Head of Department	10	10.75
Vice Principal	2	2.15
Principal	2	2.15
Total	**93**	**100**
8. Situatedness of school	**F**	**%**
Rural	33	36.26
Urban	58	63.74
Total	**91****	**100**

* Missing details of one participant

** Missing details of two participants

The biographical information in Table 4.1 indicates that:

- far more female (86.0%) than male (14.0%) respondents taught EFAL in the FET band;
- the majority of respondents were mature (90.3% were older than 29 years) and experienced (87.1% had more than 5 years of teaching experience while 76.3% had more than 10 years of teaching experience);

- although most of the respondents (76.3%) had more than 10 years of teaching experience, only 43% had more than 10 years of experience as English Second (First Additional) Language teachers in the FET band (Grades 10-12). A third (33.3%) of the participants only taught EFAL or English Second Language in the FET band for a period 0-5 years;
- the participants were professionally well educated: 73.9% of them obtained Bachelor's degrees or a Bachelor's degree plus a professional teaching qualification (Diploma in Education) and/or an Honours, Masters or Doctoral degree. 26% only held Diplomas in Education. One of the participants neither indicated his/her academic or professional qualifications nor his/her highest qualification in English;
- most of the participants (73.9%) were very well qualified in English. 64.1% of them completed a three year tertiary course in English, 16.3% were in possession of an Honours Degree in English, 2.2% had Masters Degrees and 1.1% (one respondent) had completed a Doctoral Degree in English. 26.1% of the participants had completed less than a three year tertiary course in English, and 3.3% only qualified on Grade 12 level, 5.4% completed a one year tertiary course and 17.4% a two year tertiary course;
- the majority of the participants were working as teachers (84.9%) at urban schools (63.7%) and 36.3% taught at schools in rural areas. Two of the participants did not indicate whether they were teaching at rural or urban schools, and
- 10.7% of the participants held posts as heads of department, 2.2% as vice-principals and 2.2% as principals.

4.4.4 Data collection instrument

A questionnaire consisting of structured and open-ended items was developed and implemented for the purposes of data collection. The questionnaire was divided into two sections: Section A (items 1 to 8) collected biographical and demographical information from the participants and Section B (items 1 to 38) collected quantitative and qualitative information from the participants with regard to their experiences with OBA of EFAL.

4.4.4.1 The quantitative part of the questionnaire

As far as the 32 structured items were concerned, participants were requested to give structured (quantitative) responses by selecting item response options of their choice.

It was important for the researcher to know if the participants had been trained to implement OBE and OBA and what the quality of this training was, if they understood what the NCS aimed for and had been equipped and convinced that it could be implemented successfully, if they grasped OBA and the extent thereof and whether or not they were assisted in coping with this challenge. Thus, the structured items in Section B focused on the following aspects:

- the quality of in-service teacher training for the implementation of OBE to the FET band in 2006 as predetermined by the NCS for EFAL (items 1-5);
- the quality of training for in-service teachers with regard to the implementation of OBA (items 6-9);
- teachers' understanding of the assessment standards as laid down in the NCS, as well as their competence in breaking down these assessment standards and designing their own learning material (items 10-13);
- whether participants implemented OBE-learning activities (item 14);
- whether participants believed there should be a relationship between a learning activity and the desired outcome (item 16);
- participants' assessment of learning activities, their understanding of assessment types, when and how assessment should take place and which method of assessment participants found to be most successful (items 17-21);
- participants' understanding of the relationship between outcome(s), learning activities and assessment type (item 22);
- whether participants managed to deal effectively with faster and slower learners in the same class (items 23 and 24);
- whether participants considered assessment results in planning future teaching and learning (item 25);
- whether participants grasped the progression in learning outcomes (assessment standards) over the three years in the FET band and had been trained to incorporate this progression into their teaching/learning material (items 26 and 27);
- whether participants shared assessment criteria with learners before they started with a task (item 28);

- whether participants managed to give proper feedback to learners so that learning could be enhanced (item 29);
- the assessment techniques used by participants (item 30);
- participants' understanding of the principles of high quality assessment and consideration given to these principles when planning assessment tasks (item 31);
- the availability of resources for the successful implementation of the NCS (item 32);
- how often participants received assistance from the English subject advisor in their area (Item 33);
- the availability of official departmental documents at schools needed for the practical implementation of policies (item 35), and
- whether participants managed to keep a model teacher's portfolio (item 36).

4.4.4.2 The qualitative part of the questionnaire

Participants were given the opportunity to express themselves freely when they responded to the six open-ended items in the questionnaire. The researcher wished to get an idea of the participants' attitudes towards OBE and OBA and what they perceived as strong points, weak points, opportunities and threats in the teaching, learning and assessment of EFAL in the FET band (see Appendix B for participants' verbatim responses to the open-ended items).

In their response to Item 5, participants were invited to indicate what they perceived as lacking in their training to implement OBE in the FET band.

Item 9 gave participants the opportunity to voice their perceptions about shortcomings that they experienced in their training on the implementation of OBA in the FET band.

Item 15 aimed at finding out why some participants did not employ outcomes-based learning activities in their classrooms.

Item 34 invited participants to voice their honest opinions on continuous assessment (CASS) which can basically be seen as the South African version of formative assessment in the FET band.

Item 37 gave participants the opportunity to state any further problems and challenges that they experienced with OBA and finally, Item 38 invited participants to come forward with further suggestions regarding the teaching, learning and assessment of EFAL in the FET band.

4.4.5 Data collection procedure

Permission to conduct the research was requested from the National Department of Education as well as from all provincial education departments. After permission had been granted and ethical considerations had been adhered to, the questionnaires were mailed to the selected schools in the sample. The questionnaires were accompanied by the letters of permission from the various education authorities, as well as a letter addressed to the principal of each school in which he/she was requested to have the questionnaire completed by any one teacher of EFAL in Grade(s) 10 and/or 11. A stamped and self-addressed envelope was also provided in which the completed questionnaire could be returned to the researcher. After an initial poor return rate, phone calls were made and facsimiles sent to the principals of various schools in an effort to procure a better return. As a last resort some schools were personally visited by the researcher who, with the permission of the principal, kindly requested the teachers to complete the questionnaires.

On receiving the returned questionnaires, participants' responses were coded, captured and analyzed.

4.4.6 Quantitative data analysis

Descriptive statistics were used in the analysis of the quantitative data. In this process the data were ordered and summarized by means of tabulation and graphic representation and the calculation of descriptive measures so that inherent trends and properties of the observed data could clearly emerge (Steyn *et al*, 2000:2).

In order to determine how variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) may affect their experience with OBA of EFAL in the FET Band, two-way frequency tables were constructed but the p-value (which is a criterion of the statistical significance of the result) was not interpreted. Because of the low response rate (17.6%), the researcher was forced to consider the obtained results as forthcoming from a sub-population of the target population and not from a random sample (Ellis and Steyn, 2003:1). The results could however be interpreted for its practical significance, in other words, for the effect that it could have in the study population. Therefore, the effect size (d) was calculated so that the practical significance of relationships between variables could be established by means of two-way frequency or contingency tables.

The statistical analysis of the quantitative data was done by the Consultation Services Department on the Potchefstroom Campus of the North-West University.

4.4.7 Qualitative data analysis

Participants' verbatim responses to the open-ended items on the questionnaire were written down (see Appendix B for verbatim responses).

In this case the effect size is given by $w=\sqrt{\frac{X^2}{n}}$, where X^2 is the usual Chi-square statistic for the contingency table and n is the sample size, see Steyn (1999) and Steyn (2002). In the special case of a 2×2 table, the effect size(w) is given by the phi(ϕ) coefficient. Note that the effect size is again independent of sample size. Cohen (1988) gives the following guidelines for the interpretation of it in the current case:

(a) small effect: $w=0.1$, (b) medium effect: $w=0.3$, (c) large effect: $w=0.5$.

A relationship with $w\geq 0.5$ is considered as practically significant.

The raw bits of qualitative data were analyzed in the following way:

- Similar responses to the respective open-ended items were given the same number code. For example, all responses to Item 5 that suggested that the facilitators of the training sessions were ignorant, unskilled, ill-equipped or ill-prepared, were coded as number 4.
- These coded responses were later categorized e.g. all number 4-responses to Item that pointed to shortcomings of the facilitator(s) of training sessions were categorized under the category: *Inadequate facilitation of training.*
- Frequencies were calculated for each category.
- Patterns were identified when links were found between the participants' responses to different open-ended items, e.g. when responses to Item 34: *Honest opinion on CASS* could be linked with similar responses to Item 37: *Further challenges experienced with OBA.*

An independent and experienced researcher was requested to perform an independent re-coding and analysis of the data in order to establish if similar categories or patterns would emerge from the independent analysis. Afterwards a consensus meeting was held between the researcher and the independent analyst and the meeting revealed that a similarity existed between the researcher's and the independent data analysis.

4.5 CONCLUSION

In this chapter the method of research was discussed in terms of the research problem and aim, study population and participants, data collection and analysis.

The results and findings forthcoming from the research will be discussed in Chapter 5.

CHAPTER 5

RESULTS AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

In Chapter 4 the method of research was discussed. The quantitative and qualitative results emanating from the research will be presented and discussed in this chapter.

5.2 QUANTITATIVE RESULTS

The quantitative results emanating from the survey will be presented in two sections. The first section deals with the participants' responses to the structured items on the questionnaire and it will be presented in the form of frequency tables. The second section deals with the relationship between certain independent variables such as participants' age, *EFAL* teaching experience, general academic and/or professional qualifications, highest qualifications in English and school situatedness (rural or urban) and their experiences with OBA of *EFAL* in the FET Band. For this purpose, two-way frequency (contingency) tables were constructed.

5.2.1 Participants' responses to the structured items on the questionnaire

Participants' responses to the structured items of the questionnaire will be presented in the following tables. Some of the participants did not respond to certain item options, hence the table totals do not always add up to 93.

Table 5.1: Did you receive training in the implementation of OBE in Grade 10? (Item B1)

Response	Frequency	Percentage
Yes	**82**	**88.17**
No	**11**	**11.83**
Total	**93**	**100**

The results in Table 5.1 indicate that the majority of the participants received training in the implementation of OBE in Grade 10.

Table 5.2.: If you did receive training, for how long did the training last? (Item B2)

Response	Frequency	Percentage
A few hours	**3**	**3.75**
One day	**4**	**5**
Two days	**4**	**5**
Three days	**6**	**7.5**
Four days	**13**	**16.25**
One week	**35**	**43.75**
7-10 days	**5**	**6.25**
Two weeks	**5**	**6.25**
More than two consecutive weeks	**5**	**6.25**
Total	**80**	**100**

Table 5.2 indicates that 62.5% of the respondents received OBE training for a period of one week or longer.

Table 5.3: If you did receive training, who presented the training? (Item B3)

Response	Frequency	Percentage
Dept of Education	**70**	**94.60**
College/Technicon/University	**2**	**2.70**
Other institutions/persons	**2**	**2.70**
Total	**74**	**100**

Table 5.3 indicates that the majority of the participants received their OBE training from the Department of Education.

Table 5.4: If you did receive training, do you feel that the training equipped you professionally well enough to implement OBE in grade 10? (Item B4)

Response	Frequency	Percentage
Yes	34	40.96
No	41	49.40
Unsure	6	7.23
Not applicable	2	2.41
Total	83	100

More than half (56.63%) of the participants responded that the training did not equip them professionally well enough to implement OBE training in Grade 10, or that they felt unsure whether the training equipped them professionally well enough to do so.

Table 5.5: Did you receive training in Outcomes-Based Assessment (OBA)? (Item B6)

Response	Frequency	Percentage
Yes	75	80.65
No	13	13.98
Unsure	5	5.38
Total	93	100

The majority (80.65%) of the participants responded that they received training in OBA.

Table 5.6: If you did receive training in OBA, who presented the training? (Item B7)

Response	Frequency	Percentage
Dept of Education	65	85.53
University/Technicon/College	3	3.95
Principal/School management	1	1.32
Other institutions/person(s)	1	1.32
Not applicable	5	6.58
I do not know	1	1.32
Total	76	100

Most of the participants received their OBA training from the Department of Education.

Table 5.7: If you received training in Outcomes-Based Assessment, do you feel it equipped you professionally well enough to implement OBA in grade 10? (Item B8)

Response	Frequency	Percentage
Yes	**44**	**53.01**
No	**26**	**31.33**
Unsure	**11**	**13.25**
Not applicable	**2**	**2.41**
Total	**83**	**100**

More than half of the participants (53.01%) responded that the OBA training equipped them professionally well enough to implement OBA in Grade 10, whereas 44.58% of the participants responded that they were either not well equipped by the training, or that they felt unsure whether the training had equipped them well enough to implement OBA.

Table 5.8: How did you cope with setting outcomes and the unpacking/breaking down of the Assessment Standards? (Item B10)

Response	Frequency	Percentage
Well	**13**	**14.44**
Fairly well	**46**	**51.11**
I battle with it	**30**	**33.33**
I cannot do it at all	**1**	**1.11**
Total	**90**	**100**

The majority of the participants (65.66%) responded that they coped well or fairly well with the unpacking/breaking down of the *Assessment Standards*, whereas 34.44% of the respondents indicated that they battle with it, or cannot do it at all.

Table 5.9: The assessment standard for a poetry lesson might be, for example, that the learner must be able to explore word choices. Which ONE of the following outcomes do you find most appropriate? (Item B11)

Response	Frequency	Percentage
The learner must explore the poet's choice of words	**7**	**8.33**
The learner must know why a poet chooses certain words	**17**	**20.24**
The learner must identify unfamiliar words and explore their meaning in context	**38**	**45.24**
The learner must explain why the poet opts for certain words in any particular line(s) of the poem	**22**	**26.19**
Total	**84**	**100**

Only 26.19% of the respondents selected the most appropriate outcome.

Table 5.10: How successful were you in designing your own teaching material to reach the desired outcome(s)? (Item B12)

Response	Frequency	Percentage
Very successful	**9**	**9.89**
Quite successful	**30**	**42.86**
Fairly successful	**30**	**32.97**
I am not sure that desired outcomes are always reached	**20**	**21.98**
I do not have a clue what to do and try to find material elsewhere	**2**	**2.20**
Total	**91**	**100**

Only 9.89% of the respondents indicated that they were *very successful* in designing their own teaching material while 75.83% thought that they were *quite successful* (42.86%) or *fairly successful* (32.97%). 21.98% of the participants responded that they were not sure that their material always allowed for outcomes to be reached and 2.2% did not know how to design their own teaching material at all.

Table 5.11: Did you use the "designing down" method? (Item B13)

Response	Frequency	Percentage
Yes	**23**	**27.38**
No	**18**	**21.43**
Unsure	**43**	**51.19**
Total	**84**	**100**

72.62% of the respondents were either unsure (51.19%) of the "designing down" method or did not use it at all (21.43%). Only 27.38% of the respondents indicated that they used this method.

Table 5.12: Did you employ OBE learning activities for the learners? (Item B14)

Response	Frequency	Percentage
Yes	**37**	**39.78**
Sometimes	**52**	**55.91**
No	**4**	**4.30**
Total	**93**	**100**

Only 39.78% of the respondents indicated that their learners performed learning activities.

Table 5.13: Do you believe there should be any relation between a learning activity and the desired outcome? (Item B16)

Response	Frequency	Percentage
Definitely always	**41**	**45.05**
As often as possible	**43**	**47.25**
Not necessarily	**4**	**4.40**
As long as the learners enjoy the activity they will learn something	**3**	**3.30**
Total	**91**	**100**

More than half of the respondents (54.95%) did not agree that *learning outcomes* and learning activities should always be aligned.

Table 5.14: Did you assess the activity(ies) while in progress? (Item B17)

Response	Frequency	Percentage
Always	**14**	**15.38**
I try to do so regularly	**60**	**65.93**
Not so often	**16**	**17.58**
Never	**1**	**1.10**
Total	**91**	**100**

The majority of participants (81.31%) responded that they either always (15.38%) or regularly (65.93%) assessed the learning activities in progress

Table 5.15: I did not always assess the activity(ies) in progress because (Item B18)

Participants marked various options as reflected in the following table

Response	Frequency	Percentage
Only a. I do not see the reason to	**4**	**4.30**
Only b. There are simply too many learners in my classroom	**36**	**38.71**
Only c. I have other important tasks to finish	**7**	**7.53**
Only d. I do not know how	**1**	**1.08**
A, b and c	**3**	**3.22**
B and c	**14**	**15.05**
C and d	**1**	**1.08**
No selection made or participant marked *not applicable*	**27**	**29.03**
Total	**93**	**100**

The reason why the majority of the respondents did not always assess the learning activities in progress was that there were simply too many learners in their classrooms.

Table 5.16: If I did assess the activity in progress, I made use of: (Item B19)

Participants marked various options as portrayed in the following table:

Response	Frequency	Percentage
Only a. Formative assessment	**16**	**17.20**
Only b. Summative assessment	**1**	**1.08**
Only c. Diagnostic assessment	**5**	**5.37**
Only d. Baseline Assessment	**6**	**6.45**
Formative and Summative (a+b)	**13**	**13.98**
Formative, Summative and Diagnostic (a+b+c)	**8**	**8.60**
Formative, Summative and Baseline (a+b+d)	**4**	**4.30**
Formative and Diagnostic (a+c)	**3**	**3.22**
Formative and Baseline (a+d)	**6**	**6.45**
Formative, Diagnostic and Baseline (a+c+d)	**1**	**1.08**
Formative, Summative, Diagnostic and Baseline (a+b+c+d)	**22**	**23.66**
Summative and Baseline (b+d)	**2**	**2.15**
Summative and Diagnostic (b+c)	**1**	**1.08**
Diagnostic and Baseline (c+d)	**1**	**1.08**
No option selected	**4**	**4.30**
Total	**93**	**100**

Only 20.42% of the participants responded by indicating that they used the most appropriate methods to assess a learning activity in progress: *formative assessment* (17.20%) and *formative and diagnostic assessment* (3.22%).

Table 5.17: Please indicate which type of assessment you found most useful in the teaching and learning programme (Item B20)

Response	Frequency	Percentage
Self assessment	**3**	**3.57**
Peer assessment	**9**	**10.71**
Teacher assessment	**72**	**85.71**
Total	**84**	**100**

Teacher assessment was favoured by a large majority of the respondents (85.71%).

Table 5.18: Please indicate which type of assessment you used to assess whether the desired outcome(s) has/have finally been reached (Item B21)

Participants marked various options as portrayed in the following table:

Response	Frequency	Percentage
Only a. Formative assessment	**22**	**23.66**
Only b. Summative assessment	**22**	**23.66**
Only c. Diagnostic assessment	**7**	**7.53**
Formative and Summative (a+b)	**11**	**11.82**
Formative and Diagnostic (a+c)	**2**	**2.15**
Formative and Baseline (a+d)	**1**	**1.08**
Formative, Summative and Diagnostic (a+b+c)	**4**	**4.30**
Formative, Summative and Baseline (a+b+d)	**4**	**4.30**
Formative, Summative, Diagnostic and Baseline (a+b+c+d)	**11**	**11.82**
Summative and Diagnostic (b+c)	**2**	**2.15**
Summative and Baseline (b+d)	**1**	**1.08**
No option selected	**6**	**6.45**
Total	**93**	**100**

Only 23.66% of the participants responded by selecting *summative assessment*, which is the most appropriate type of assessment to assess whether the desired outcomes have finally been reached.

Table 5.19: Do you believe the type of assessment should always be in line with the desired outcome(s) and learning activity(ies)? (Item B22)

Response	Frequency	Percentage
Yes	**74**	**80.43**
No	**2**	**2.17**
Unsure	**16**	**17.39**
Total	**92**	**100**

The majority of respondents (80.43%) indicated that the assessment type should be aligned with learning activities and outcomes.

Table 5.20: Once a learner had achieved a certain outcome, did you find time to challenge him/her with activities to excel? (Item B23)

Response	Frequency	Percentage
Definitely always	**5**	**5.38**
Sometimes	**53**	**56.99**
Once the set outcome as given in the National Curriculum Statement has been reached, I move on to new outcomes	**29**	**31.18**
Unsure	**6**	**6.45**
Total	**93**	**100**

62.37% of the participants responded that they challenged learners with activities to excel; 5.38% *always* managed to do so while 56.99% *sometimes* did.

Table 5.21: Did you find that some learners got bored while others still battled to reach the desired outcomes? (Item B24)

Response	Frequency	Percentage
Yes	**77**	**82.80**
No	**11**	**11.83**
Unsure	**5**	**5.38**
Total	**93**	**100**

The majority of respondents (82.80%) indicated that some learners got bored while others still battled to reach the desired outcomes.

Table 5.22: Did you consider the assessment results in planning future teaching and learning? (Item B25)

Response	Frequency	Percentage
Yes	**75**	**80.65**
No	**10**	**10.75**
Unsure	**8**	**8.60**
Total	**93**	**100**

Assessment results were considered in planning future teaching and learning by 80.65% of the respondents.

Table 5.23: Is the progression in outcomes from Grade 10 to Grades 11 and 12 clear to you? (Item B26)

Response	Frequency	Percentage
Yes	**60**	**64.52**
No	**20**	**21.51**
Unsure	**13**	**13.98**
Total	**93**	**100**

64.52% of the participants responded that the progression from Grades 10 to 11 and 12 was clear to them while 35.49% indicated that the progression was either not clear (21.51%) or that they were unsure about it (13.98%).

Table 5.24: Have you been thoroughly trained to incorporate this progression into your teaching material? (Item B27)

Response	Frequency	Percentage
Yes	**40**	**43.01**
No	**42**	**45.16**
Unsure	**11**	**11.83**
Total	**93**	**100**

More than half of the respondents (56.99%) were either not trained (45.16%) to incorporate progression into their teaching material or were *unsure* if they had been trained (11.83%).

Table 5.25: Did you always give the specific assessment criteria to the learners before they started on a task to be assessed? (Item B28)

Response	Frequency	Percentage
Never	9	9.68
Sometimes	53	56.99
Always	31	33.3
Total	93	100

Slightly more than two thirds of participants (66.67%) responded that they either never (9.68%) or only sometimes (56.99%) shared assessment criteria with the learners before starting on an assessment task.

Table 5.26: Did you manage to give proper feedback so that learning could be enhanced? (Item B29)

Response	Frequency	Percentage
Sometimes	50	53.76
Always	43	46.24
Total	93	100

Less than half of the respondents (46.24%) managed to give proper feedback so that learning could be enhanced.

Table 5.27: Please indicate which of the following assessment techniques were used by you. (Item B30)

Participants marked various options as portrayed in the following table:

Response	Frequency	Percentage
Only b. Tests	1	1.08
Written exams and Tests (a+b)	1	1.08
Written exams, Tests and Presentations (a+b+e)	3	3.22
Written exams, Tests, Portfolios and Projects (a+b+c+d)	1	1.08
Written exams, Tests, Portfolios and Presentations (a+b+c+e)	1	1.08
Written exams, Tests, Portfolios and Oral exams (a+b+c+f)	5	5.37
Written exams, Tests, Projects and Oral exams (a+b+d+f)	1	1.08
Written exams, Tests, Presentations and Oral exams (a+b+e+f)	1	1.08

Written exams, Tests, Portfolios, Projects and Presentations (a+b+c+d+e)	**3**	**3.22**
Written exams, Tests, Portfolios, Projects and Oral exams (a+b+c+d+f)	**2**	**2.15**
Written exams, Tests, Portfolios, Presentations and Oral exams (a+b+c+e+f_	**4**	**4.30**
Written exams, Tests, Projects, Oral exams and Poster displays and exhibitions (a+b+d+f+g)	**1**	**1.08**
Written exams, Tests, Portfolios, Projects, Presentations and Poster displays and exhibitions (a+b+c+d+e+g)	**5**	**5.37**
Written exams, Tests, Portfolios, Projects, Presentations and Oral exams (a+b+c+d+e+f)	**13**	**13.97**
Written exams, Tests, Portfolios, Projects, Oral exams and Poster displays and exhibitions (a+b+c+d+f+g)	**2**	**2.15**
Written exams, Tests, Portfolios, Presentations, Oral exams and Poster displays and exhibitions (a+b+c+e+f+g)	**2**	**2.15**
Written exams, Tests, Portfolios, Projects, Presentations, Oral exams and Poster displays and exhibitions (a+b+c+d+e+f+g)	**47**	**50.54**
Total	**93**	**100**

Slightly more than half of the participants (50.54%) responded that they used various assessment techniques.

Table 5.28: Which of the following principles of high quality assessment do you specifically consider when you plan assessment tasks? (Item B31)

Participants marked various options as portrayed in the following table:

Response	Frequency	Percentage
Only a. Reliability	**2**	**2.15**
Only b. Validity	**1**	**1.08**
Only c. Fairness	**8**	**8.60**
Only d. Discrimination	**1**	**1.08**
Only e. Meaningfulness	**4**	**4.30**
Reliability and Validity (a+b)	**3**	**3.22**
Reliability and Meaningfulness (a+e)	**2**	**2.15**
Validity and Fairness (b+c)	**2**	**2.15**

Validity and Meaningfulness (b+e)	**3**	**3.22**
Fairness and Meaningfulness (c+e)	**3**	**3.22**
Reliability, Validity and Fairness (a+b+c)	**5**	**5.38**
Validity, Fairness and Meaningfulness (b+c+e)	**7**	**7.53**
Fairness, Discrimination and Meaningfulness (c+d+e)	**1**	**1.08**
Reliability, Validity and Meaningfulness (a+b+e)	**5**	**5.38**
Reliability, Fairness and Meaningfulness (a+c+e)	**5**	**5.38**
Reliability, Validity, Fairness and Meaningfulness (a+b+c+e)	**28**	**30.10**
Reliability, Fairness, Discrimination and Meaningfulness (a+c+d+e)	**1**	**1.08**
Reliability, Validity, Fairness, Discrimination and Meaningfulness (a+b+c+d+e)	**12**	**12.90**
Total	**93**	**100**

Less than a third (30.10%) of the respondents indicated that they considered four of the five principles of high quality assessment when they plan assessment tasks while only 12.90% considered all five principles.

Table 5.29: Do you feel you had enough resources at your disposal to implement the NCS successfully? (Item B32)

Response	Frequency	Percentage
Yes	**23**	**24.73**
No	**60**	**64.52**
Unsure	**10**	**10.75**
Total	**93**	**100**

The majority of participants (75.27%) responded that they either did not have enough resources at their disposal to implement the *NCS* successfully (64.52%) or that they were *unsure* (10.75%) if they had.

Table 5.30: How often did you receive assistance by means of guidance and/or visits from the subject advisor in your area? (Item B33)

Response	Frequency	Percentage
Often	**16**	**17.20**
Sometimes	**35**	**37.63**
Never	**42**	**45.16**
Total	**93**	**100**

The majority of respondents (82.79%) indicated that they only *sometimes* (37.63) or *never* (45.16%) received assistance from the subject advisor in their area.

Table 5.31: Please indicate which of the following documents are available for use of teachers at the school where you work. (Item B35)

As can be seen in the following table, participants marked various documents which were available at the schools where they taught:

Response	Frequency	Percentage
Only a. NCS for EFAL Grades 10, 11 and 12	**1**	**1.08**
Only c. Subject Assessment Guidelines for EFAL	**2**	**2.15**
Only d. Learning Programme Guidelines for English Home Language (EHL), English First Additional Language (EFAL) and English Second Additional Language (ESAL)	**1**	**1.08**
NCS for EFAL Grades 10, 11 and 12; Subject Assessment Guidelines for EFAL (a+c)	**1**	**1.08**
NCS for EFAL Grades 10, 11 and 12; The National Protocol on Assessment for schools in the GET and FET Band (Grades R-12); Subject Assessment Guidelines for EFAL (a+b+c)	**6**	**6.45**
NCS for EFAL Grades 10, 11 and 12; Subject Assessment Guidelines for EFAL; Learning Programme Guidelines for EHL, EFAL and ESAL (a+c+d)	**9**	**9.68**
NCS for EFAL Grades 10,11 and 12; Subject Assessment Guidelines for EFAL; Policy on CASS in the FET band (a+c+f)	**5**	**5.38**
NCS for EFAL Grades 10,11 and 12; Subject Assessment Guidelines for EFAL; Learning Programme Guidelines for EHL, EFAL and ESAL; Policy on CASS in the FET Band (a+c+d+f)	**4**	**4.30**

NCS for EFAL Grades 10,11 and 12; The National Protocol on Assessment for schools in the GET and FET Band (Grades R-12); Subject Assessment Guidelines for EFAL; Learning Programme Guidelines for EHL, EFAL and ESAL (a+b+c+d)	**7**	**7.52**
NCS for EFAL Grades 10,11 and 12; The National Protocol on Assessment for schools in the GET and FET Band (Grades R-12); Subject Assessment Guidelines for EFAL; Policy on CASS in the FET Band (a+b+c+f)	**2**	**2.15**
NCS for EFAL Grades 10,11 and 12; The National Protocol on Assessment for schools in the GET and FET Band (Grades R-12); Subject Assessment Guidelines for EFAL; Learning Programme Guidelines for EHL, EFAL and ESAL; Policy on CASS in the FET Band (a+b+c+d+e)	**52**	**55.91**
No option selected	**3**	**3.22**
Total	**93**	**100**

Slightly more than half of the respondents (55.91%) indicated that all the documents were available to them.

Table 5.32: Did you manage to keep a teacher's portfolio as a model for what was expected of the learners? (Item B36)

Response	Frequency	Percentage
Yes	**79**	**88.76**
No	**8**	**8.99**
Unsure	**2**	**2.25**
Total	**89**	**100**

The majority of participants (88.76%) responded that they managed to keep a teacher's portfolio.

5.3 DISCUSSION OF PARTICIPANTS' RESPONSES TO THE STRUCTURED ITEMS ON THE QUESTIONNAIRE

The majority of the participants (88.17%) indicated (see Table 5.1) that they did receive training for the implementation of OBE in Grade 10 in 2006. In 43.75% of the cases, the training lasted for one school week (5 days) while 18.75% of the participants indicated that they underwent training over a longer period of time of which the longest was more than two consecutive weeks (6.25%). A worrying factor, though, is that 37.5% of the participants received training over four days or even shorter periods and were then expected to successfully implement a totally new curriculum in Grade 10. In 3.75% of the cases teachers were expected to do so even after only a few hours' training. Two of the participants who reported that they had received training could not say for how long the training lasted. The literature

makes it quite clear that it is impossible to implement OBE successfully if teachers have not been subjected to thorough training (Sedibe, 1998; Todd and Mason, 2005; Chisholm, 2000).

Training sessions were mostly presented by the Department of Education (94.59%) – see Table 5.3. The majority of participants (56.63%), however, either felt *unsure* about the training or indicated that it *did not equip* them professionally well enough to implement OBE in the FET band. This finding can be ascribed to the fact that a substantial number of participants received training for a short period of time. Other reasons for not feeling thoroughly trained and competent will be further discussed in section 5.5.1 dealing with the qualitative results.

As far as training in Outcomes-Based Assessment (OBA) is concerned (see Table 5.5) the majority of the participants (53.01%) who indicated that they received OBA training reported that the training equipped them professionally well enough to implement OBA in the FET band. 19.36% of the participants said that they *had not received training* (13.98%) were *unsure* (5.38%) if they had and 44.58% felt either *ill-equipped* (31.33%) or *unsure* (13.25%) about their ability to implement OBA. Again, training was mostly done by the Department of Education (85.53%) – see Table 5.6. A few teachers (6.59%) were either trained by universities, technikons or colleges, or by the principal or management of the school, or by other institutions or persons. Those who felt that the training had not equipped them professionally well enough to implement OBA in the FET band, were given the opportunity to indicate what they perceived as lacking in the training by responding to an open-ended item. A discussion of these responses will follow further in section 5.5.2 that deals with the qualitative results.

Although the majority of the participants pointed out that the OBA training equipped them well enough to implement this type of assessment in the FET band, only 14.44% of them felt competent in unpacking or breaking down the *Assessment Standards* and setting outcomes. 51.11% indicated that they felt *fairly competent* in doing this while a third of the participants (33.3%) admitted that they *battled with unpacking or breaking down Assessment Standards and setting outcomes* (Table 5.8). This admission was reinforced by responses to the next item that enquired whether participants could identify the most appropriate outcome for a poetry lesson (see Item B11 in Appendix A and Table 5.9). Only 26.19% of the *EFAL* teachers who completed the questionnaire selected the most suitable answer. This raises serious concerns about the quality of the training offered to these teachers who have to implement the NCS daily in the classroom. They might have felt equipped enough to cope with these curriculum and assessment changes after they had received the theoretical training, while the practical implementation of it remains a huge challenge (Vandeyar and Killen, 2003; Combrinck, 2003; Schlebusch and Thobedi, 2005; Kaiser 2007).

Another practical challenge that the participants faced is the design of teaching material. Only 9.89% of the participants thought they were very successful in designing their own teaching material, while 54.95% of the participants said they felt *fairly successful* (32.97%) or *not quite sure* (21.98%) that their teaching material led to the achievement of desired outcomes. 2.20% admitted that they *did not have a clue* what to do and tried to find material elsewhere (See Table 5.10). Since the *Learning Programme Guidelines*

advocates the "designing down" method in which teachers first have to break down the outcomes into achievable units and then design teaching material which can be used in reaching these outcomes, it is important to establish whether teachers have mastered this technique (DoE, 2005a: 44). A worrying factor is that 51.19% of the participants indicated that they were *unsure* whether or not they were actually using this technique. Only 27.38% of the teachers who completed the questionnaire said they did "design down" and 21.43% acknowledged that they did not. A lot of thought and effort needs to go into this process for the teacher to optimize contact time with the learners and to ensure that desired outcomes are reached by the best possible way. It is like planning a route by which to drive to Cape Town from Johannesburg. Why go via Polokwane and waste valuable time and energy if there is a much better (albeit not necessarily shorter) way? The interpretation of these responses once again proves that not enough had been done during training sessions to equip teachers for the practical implementation of the *NCS*.

The progression built into the *Learning Outcomes* and *Assessment Standards* from Grades 10-12, which can again be compared to a certain route to be travelled by both teachers and learners, was said to be clear to 64.52% of the participants, but only 43.01% felt that they had been thoroughly trained to incorporate this progression into their teaching material. Once again, the results indicate that most teachers (56.99%) seem not to have been trained to practically implement the curriculum. 35.49% of the participants indicated that they either did not grasp the progression in outcomes (21.51%) or felt *unsure* (13.98%) – see Table 5.24. The implication is that planning cannot be successfully done, either at classroom, language department or school level if **all** teachers do not understand the progression in outcomes and how it should be built into teaching material.

While the successful implementation of both OBE and OBA involves the active participation of learners (Botha, 2002:364; Spady, 1994:1; Spady, 2005a:1), only 39.78% of the participants indicated that they employed outcomes-based learning activities in the classroom. Learning activities were employed only *sometimes* by 55.91% of the participants and 4.30% of them admitted that they did not actively involve their learners. Their reasons for not involving the learners are further discussed in paragraph 5.5.3 dealing with the qualitative responses of the participants. Apart from the fact that the learners of most of the participants who took part in the study were only passively involved in their learning, those learners who were actively involved did not always involve themselves with meaningful learning activities that were in line with the desired outcomes. 45.05% of the participants revealed that they believed there should always be a relationship between a learning activity and a desired outcome while 54.95% did not find such a relationship all that important. 47.25% of the teachers involved in the study said there should be a relationship *as often as possible* but 3.3% felt that the learners would learn something as long as the activity was enjoyable (see Table 5.13). If teaching and learning are focused on the attainment of *Learning Outcomes*, there will be little room for coincidental learning. Learning activities will be meaningful and the assessment thereof will enhance both teaching and learning while a steady pace is being kept. These results prove that there is a lack of focus in the practical implementation of the *NCS*.

One can again compare this involvement with aimless activities like taking a badly planned road trip, which is not only costly and time consuming but also highly frustrating for everybody involved.

It would add to the frustration if the learner somehow managed to reach the destination, only to be told that his/her effort was not good enough. Yet, the study revealed that in most cases learners were not told what they were required to do in order to complete a task successfully. Only 33.3% (a third of the participants) indicated that they *always* shared the assessment criteria with the learners while 9.68% said that they *never* did. The majority of participants (56.99%) *sometimes* managed to give the specific assessment criteria to the learners before the latter started on a task to be assessed (see Table 5.25). Research, however, indicates that learners should be well informed about the assessment criteria to be implemented before they start working on an assessment task (Assessment Reform Group, 1999:7; Race, 2001:33-34) and "*have a sufficiently clear picture of the targets that their learning is meant to attain*" (Black and Wiliam, 2001:7).

As far as the assessment of learning activities was concerned, only 15.38% of the participants indicated that they *always* assessed the activity while in progress. In other words only 15.38% of the participants regularly made use of formative assessment while 65.93% tried to do so regularly. 17.58% *did not often* assess the activity while in progress and 1.1% *never* did. The majority of learners (84.62%) thus, could not always rely on timely feedback to improve their work (see Table 5.26). Participants who indicated that they did not always assess the activity(ies) in progress could mark a reason (see Item B18 in Appendix A). Most of them (61.29%) either indicated that there were *simply too many learners in the classroom* (38.71%) or that they *have other important tasks to finish* (7.53%) or that there were both *too many learners in the classroom* and that they *have other important tasks to finish* (15.05%) – see Table 5.15.

The questionnaire, however, revealed that most participants tried to implement all the assessment themselves and might simply not have found the time to assess both the process and the product. This argument is based on the fact that 85.71% of participants acknowledged that they found teacher assessment most successful in the teaching and learning process whereas only 3.57% opted for self-assessment and 10.71% for peer-assessment (see Table 5.17). Participants' preference for this traditional way of assessment must be ascribed to the fact that they were trained to assess this way and find it reliable. Especially in languages where a lot of assessment is to be done on a regular basis, most teachers develop their own traditional assessment systems, which allow them to take charge of learners' progress, since they are held responsible for test and examination results, more so in the case of the Grade 12 Senior Certificate Examination.

It calls for concern though, that participants portrayed a misunderstanding of both the types and the purposes of assessment. This may be attributed to poor training and a lack of continuous assistance in the implementation of OBA. When participants were asked in Item B19 which type of assessment they used to assess the *activity in progress* (i.e. the chance is there for the teacher to intervene and lend assistance in order to guide the learner in reaching the desired outcome), only 17.20% acknowledged that they made

use of *formative assessment* (which can be seen as the most appropriate type of assessment to use in this case) while 13.98% opted for both *formative* and *summative assessment* and 23.66% indicated that they used all types of assessment (*formative, summative, diagnostic* and *baseline*) when they assess an *activity in progress*. 5.37% of the participants indicated that they used *diagnostic assessment* which also makes good sense if the aim is to *diagnose* or detect what might keep a learner from progressing and then to give timely and constructive feedback so that the learner has a better chance of reaching the outcome successfully (see Table 5.14). In road trip terms it might be likened to the voice of a Global Positioning System (GPS), which gives a timely warning that the wrong route has been taken and that recalculation is needed. 4.30% of the participants did not mark any option in this item which may indicate that they did not know enough about different types of assessment.

This ignorance about different types and purposes of assessment was confirmed by the participants' responses to Item B21, which enquired the type of assessment participants used to assess whether the desired outcome(s) has/have been reached. The most appropriate type of assessment would be summative assessment, because the sum total of the learner's learning can now be established. Yet only 23.66% of the participants marked it as their option. 23.66% opted for *formative* assessment, 11.82% said they would use both *formative* and *summative* assessment, 7.53% indicated that they would use only *diagnostic* assessment and 11.82% of the participants indicated that they would use all types of assessment to establish whether learners have reached the desired outcomes. Still in response to Item B22, 80.43% of the participants indicated that they believed the type of assessment should always be in line with the desired outcomes and learning activities (see Table 5.19).

On the other hand, the in-service teachers who completed the questionnaire seemed to realize the importance of using various assessment instruments to accommodate various learning styles. This might be because many of them follow the *Subject Assessment Guidelines* which stipulate various assessment tasks that need to be formally assessed. Nevertheless, the majority of participants (64.51%) used either written examinations, tests, portfolios, projects, presentations and oral examinations (13.97%) or all of these instruments plus poster displays and exhibitions (50.54%) to assess learners' progress. A small majority of participants (53%) however indicated that they considered most of the principles of high quality assessment when these different assessment tasks had to be planned and assessed (see Table 5.28). It was clear from the reaction of some participants that they did not understand the principle of discrimination and, instead of marking it as a consideration, they would put a question mark next to it. The question may be asked again if these participants had been given enough information and practical training on the importance of meeting the principles of high quality assessment in any assessment situation in education.

Once a task has been assessed, proper feedback needs to be given so that both teaching and learning can be enhanced (Hattie, 1999:9-10; Black and Wiliam, 2001:6&8; Black et al., 2003:2-3; Green, 2006:8). It makes little sense that teachers spend a lot of time assessing most of these tasks themselves if less than

half (46.24%) of the participants *always* managed to give proper feedback while the majority (53.76%) said that they only managed to do so *sometimes* (see Table 5.26).

Most of the participants (80.65%) did, however, indicate that they considered the assessment results in planning future teaching and learning. The scenario that unfolds is one where the teacher realizes advantages and shortcomings and, instead of sharing this information he/she once again takes sole responsibility for addressing the problems. Learners are not involved and not required to take responsibility for their own learning. The good practice of considering assessment results in planning future teaching and learning will surely have a much bigger effect and play a much more meaningful role if it involved the learner. One way of ensuring this would be to carefully select the most appropriate type, method and tool of assessment for a particular situation instead of automatically engaging in summative teacher assessment (Sanders and Horn, 1995:1; Race, 2001:94; Black and Wiliam, 2001:6-7; OECD, 2005:65).

Although there may be various reasons for it, there seems to be an acceptance of mediocrity among teachers who participated in this study. A mere 5.38% of the participants managed to *definitely always* challenge a learner with activities to excel once he/she had achieved a certain outcome. 56.99% said they *sometimes* found the time to do so while nearly a third of the participants (31.18%) simply moved on to new outcomes once the set outcome(s) as given in the *NCS* had been reached. 6.45% were *unsure* about the whole idea of challenging learners to excel (see Table 5.20). On the other hand, 82.80% of the participants acknowledged that some learners got bored while others still battled to reach the desired outcome, 11.83% disagreed that some got bored and 5.63% said they were *unsure* about it. If some of the more advanced learners got bored in 82.80% of the cases, then surely they should have been given the opportunity to excel. Apart from the fact that such learners would be robbed of the chance to be engaged with more challenging activities, while others were still working on reaching the set outcomes, they might end up disrupting the class and hating the boring subject. Masters and Foster (2000:20) argue that "*in high stakes contexts, teaching and learning can be focused on ensuring that low-achieving students are brought up to the level of the minimum standard. This is a highly desirable outcome for low-achieving students. The implications for students already performing well above the minimum may be less desirable if they are not also challenged and extended by classroom teaching and by the assessments themselves*". Literature on learning and assessment supports the idea that all learners be kept challenged and that appropriate mediation by teacher-assessors should enable individuals to exceed their independent performances which, in turn, will stimulate further development (Newman *et al* 1989:87; Poehner, 2007).

As far as resources were concerned for the practical implementation of the curriculum, 64.52% of the teachers involved in this study felt that they did not have enough resources at their disposal while 10.75% were *unsure* and 24.73% indicated that enough resources had been available (see Table 5.29). Seeing that 63.74% of the participants were working at urban schools and only 36.26% at rural schools, one can deduce that the shortage of resources was not limited to only one type of school. One would expect the Department of Education to ensure the general availability of resources needed for the successful

implementation of such a challenging curriculum approach selected to transform the post-apartheid South African education system and society.

Another point of criticism voiced against various Provincial Departments of Education is the urgent lack of support from subject advisors in the implementation of the *NCS*. Only 17.2% of the participants indicated that they *often* received assistance by means of guidance and/or visits from the subject advisor in their areas while 45.16% said they *never* did and 37.63% acknowledged that they were assisted *sometimes* (see Table 5.30). With OBE and OBA only being implemented in the FET band during 2006 and only reaching Grade 12 in 2008, one would expect the National and Provincial Departments of Education to have systems in place to lend continuous support to teachers. More so, since the majority of these teachers have only attended 5 day long training sessions mostly hosted by ill-equipped and ill-prepared facilitators who did not pay much attention to the practical implementation of the *NCS* (see discussion of qualitative results in sections 5.6.1-5.6.6 and 5.6.17).

Although most participants were finding it hard to cope with the workload, 88.76% of them managed to keep teacher portfolios as models for what was expected of the learners. 8.99% did not do so and 2,25% were *unsure* about keeping model portfolios (see table5.32).

5.4 SUMMARY OF FINDINGS EMANATING FROM THE STRUCTURED ITEMS

The majority of respondents who participated in this study received training in Outcomes-Based Education and Outcomes-Based Assessment presented by the Department of Education. Training mostly lasted for five school days. Participants' responses indicated a lack of practical implementation skills in the following areas:

- the 'breaking down' of *Learning Outcomes* and *Assessment Standards* into achievable learning goals;
- 'backward mapping' or 'backward design' of lesson plans;
- the design of teaching material;
- the design and implementation of purposeful learning activities which would involve learners in a meaningful way;
- the sharing of learning objectives and assessment criteria with learners;
- the assessment of both the process of working on an assessment task and the eventual product;
- using different types of assessment;
- using different methods of assessment;
- the progression in *Assessment Standards* over the three years in the FET band, and
- using feedback to enhance learning.

Furthermore, respondents mostly did not understand the concept of discrimination in an assessment context and neglected challenging advanced learners. It also became clear from responses of participants that there is a serious lack of resources and support from curriculum experts in implementing the curriculum.

5.5 RESULTS OF TWO WAY FREQUENCY TABLES

Two way frequency tables, also known as contingency tables, were constructed to determine how variables such as the participants' age, EFAL teaching experience, general academic and/or professional qualifications, highest qualifications in English and school situatedness (rural or urban) relate to aspects regarding the implementation of OBA of EFAL in the FET Band.

Only results of which the effect sizes were practically significant will be presented and discussed. The effect size is given by $w=\sqrt{\frac{X^2}{n}}$, where X^2 is the usual Chi-square statistic for the contingency table and n is the sample size (Steyn, 2002). In the special case of a 2×2 table, the effect size (w) is given by the phi (ϕ) coefficient. Note that the effect size is again independent of sample size. Cohen (1988) gave the following guidelines for the interpretation of it in the current case:

(a) small effect: $w = 0.1$, (b) medium effect: $w = 0.3$, (c) large effect: $w = 0.5$.

A relationship with $w \geq 0.5$ is considered as practically significant.

The results emanating from the two-way frequency tables are presented in the following tables

Table 5.33: The relationship between participants' age and the use of baseline assessment to assess an activity in progress (Item B19)

Age of participants	Yes	No	Total
20-29 years	0 (0%)	3 (100%)	3 (100%)
30-39 years	15 (83.33%)	3 (16.67%)	18 (100%)
40-49 years	21 (95.45%)	1 (4.55%)	22 (100%)
50+	8 (66.67%)	4 (33.33%)	12 (100%)
Total	44	11	55
DF = 3 Chi-Square value = 3 Phi Coefficient (w) = 0.5517			

The results in the above table indicate that there is a practically significant relationship between age and the use of *baseline assessment* to assess an activity in progress in that participants in the age group 40 to 49 years implement it more than participants in the other age groups. Participants in the 20-29 years age group and those in the 50+ age group seem to implement it less than participants in the other age groups.

Table 5.34: The relationship between participants' age and their use of baseline assessment to assess whether the desired outcome(s) has/have finally been reached (Item B21)

Age of participants	Yes	No	Total
20-29 years	0 (0%)	3 (100%)	3 (100%0
30-39 years	3 (37.50%)	5 (62.50%)	8 (100%)
40-49 years	10 (83.33%)	2 (16.67%)	12 (100%)
50+	4 (57.14%)	3 (42.86%)	7 (100%)
Total	17	13	30
DF = 3 Chi-square value = 3 Phi Coefficient (w) = 0.5353			

The results in the above table indicate that there is a practically significant relationship between participants' age and their use of *baseline assessment* in order to determine whether the desired outcomes have been attained. The 40 to 49 year old age group use *baseline assessments* more than participants in the other age groups.

Table 5.35: The relationship between participants' teaching experience in *EFAL and their indication of the most appropriate outcomes for a poetry lesson* (Item B11)

Teaching experience in EFAL in the FET band	The learner must explore the poet's choice of words	The learner must know why a poet chooses to use certain words	The learner must identify unfamiliar words and explore their meaning in context	The learner must explain why the poet opts for certain words in any particular line(s) of the poem	Total
0-5 years	3 (11.11%)	5 (18.52%)	18 (66.67%)	1 (3.70%)	27 (100%)
6-10 years	3 (14.29%)	2 (9.52%)	10 (47.62%)	6 (28.57%)	21 (100%)
11-15 years	0 (0%)	3 (21.43%)	4 (28.57%)	7 (50%)	14 (100%)

16-20 years	**0 (0%)**	**4 (33.33%)**	**3 (25%)**	**5 (41.67%)**	**12 (100%)**
21+ years	**1 (10%)**	**3 (30%)**	**3 (30%)**	**3 (30%)**	**10 (100%)**
Total	**7**	**17**	**38**	**22**	**84**
DF = 12 **Chi-Square = 12** **Phi Coefficient (w) = 0.4969**					

The results in the above table indicate that there is a practically significant relationship between participants' teaching experience in *EFAL* and their indication of the most appropriate outcomes for a poetry lesson. Most of the participants with 0 to 10 years of *EFAL* teaching experience indicated that the learner must identify unfamiliar words and explore their meaning in context, while participants with 11-20 years of experience prefer that the learner must *explain why the poet opts for certain words in any particular line(s) of the poem.* Those with 21+ years of experience in *EFAL* selected a combination of all the options.

Table 5.36: The relationship between participants' teaching experience in EFAL and their success in designing their own learning material to reach the desired outcome(s) (Item B12)

Teaching experience in EFAL in the FET band	Very successful	Quite successful	Fairly successful	I am not quite sure that desired outcomes are always reached	I do not have a clue what to do and try to find material elsewhere	Total
0-5 years	**0 (0%)**	**9 (30%)**	**17 (56.67%)**	**4 (13.33%)**	**0 (0%)**	**30 (100%)**
6-10 years	**2 (9.09%)**	**3 (13.64%)**	**9 (40.90%)**	**7 (31.82%)**	**1 (4.55%)**	**22 (100%)**
11-15 years	**1 (7.14%)**	**5 (35.71%)**	**2 (14.29%)**	**5 (35.71%)**	**1 (7.14%)**	**14 (100%)**
16-20 years	**3 (20%)**	**10 (66.67%)**	**0 (0%)**	**2 (13.33%)**	**0 (0%)**	**15 (100%)**
21+ years	**3 (30%)**	**3 (30%)**	**2 (20%)**	**2 (20%)**	**0 (0%)**	**10 (100%)**
Total	**9**	**30**	**30**	**20**	**2**	**91**
DF = 16 **Chi-Square = 16** **Phi Coefficient (w) = 0.6293**						

The results in the above table indicate that there is a practically significant relationship between participants' teaching experience in *EFAL* and their success in designing their own teaching material to reach the desired outcome(s). Most of the participants with 16 to 20 years of teaching experience of *EFAL* indicated that they were quite successful in designing their own teaching material while those with 0-10 years of experience thought they were *fairly successful* and those with 11-15 years of experience in teaching *EFAL* felt unsure about their ability to design their own teaching material. Participants with 20+ years of experience showed a mixed reaction.

Table 5.37: The relationship between participants' teaching experience in EFAL and their belief that a learning activity should relate with the desired outcomes(s)?) (Item B16)

Teaching experience in EFAL in the FET band	Definitely always	As often as possible	Not necessarily	As long as the learners enjoy the activity they will learn something	Total
0-5 years	12 (40%)	17 (56.67%)	1 (3.33%)	0 (0%)	30 (100%)
6-10 years	14 (63.64%)	7 (31.82%)	0 (0%)	1 (4.55%)	22 (100%)
11-15 years	4 (26.67%)	7 (46.67%)	2 (13.33%)	2 (13.33%)	15 (100%)
16-20 years	8 (57.14%)	5 (35.71%)	1 (7.14%)	0 (0%)	14 (100%)
21+ years	3 (30%)	7 (70%)	0 (0%0	0 (0%)	10 (100%)
Total	41	43	4	3	91
DF = 12 Chi-Square = 12 Phi Coefficient (w) = 0.4450					

The results in the above table indicate that there is a practically significant relationship between participants' teaching experience in *EFAL* and their belief that a learning activity should relate to the desired outcomes(s). Most of the participants with 6 to 10 years and 16 to 20 years of teaching experience of *EFAL* believed that **a** learning activity should *definitely always* relate with the desired outcomes(s) while more of the participants in the other categories (0-5 years, 11-15 years and 21+ years of teaching experience in *EFAL*) indicated that the learning activity should relate to the desired outcome(s) *as often as possible.*

Table 5.38: The relationship between participants' general academic and or professional qualifications and their use of the 'designing down' method (Item B13)

Qualifications	Yes	No	Unsure	Total
Diploma in Education	9 (39.13%)	2 (8.70%)	12 (52.17%)	23 (100%)
Degree in Education	0 (0%)	3 (50%)	3 (50%)	6 (100%)
B-degree + Diploma in Education	13 (30.95%)	9 (21.43%)	20 (47.62%)	42 (100%)
Post-Graduate Qualification + Diploma in Education	1 (8.34%)	3 (25%)	8 (66.66%)	12 (100%)
Total	23	17	43	83
DF = 10 **Chi-Square = 10** **Phi Coefficient (w) = 0.4731**				

The results in the above table indicate that there is a practically significant relationship between participants' general academic and or professional qualifications and their use of the "designing down" method. More of the participants with a diploma in Education or B-degree plus a diploma in Education indicated that they used the "designing down" method, whereas the participants who indicated that they did not use the method or were *unsure*, have a degree in Education. Most of the participants who have a post-graduate degree and a teaching diploma indicated that they were unsure whether they used the "designing down" method.

Table 5.39: The relationship between participants' general academic and or professional qualifications and their assessment of activity(ies) while in progress (Item B17)

Qualifications	Always	I try to do so regularly	Not so often	Never	Total
Diploma in Education	4 (17.39%)	14 (60.87%)	4 (17.39%)	1 (4.35%	23 (100%)
Degree in Education	2 (33.3%)	3 (50%)	1 (16.67%)	0 (0%)	6 (100%)
B-degree + Diploma in Education	3 (6.98%)	34 (79.07%)	6 (13.95%)	0 (0%)	43 (100%)
Post Graduate Qualification + Diploma in Education	4 (25%)	7 (43.75%)	5 (31.25%)	0 (0%)	16 (100%)
Total	13	58	16	1	88
DF = 15 **Chi-Square = 15** **Phi Coefficient (w) = 0.4681**					

The results in the above table indicate that there is a practically significant relationship between participants' general academic and or professional qualifications and their assessment of activity(ies) while in progress. The majority of participants in all the qualification categories indicated that they regularly tried to assess activities while in progress. The larger proportion of participants who indicated that they regularly tried to assess activities in progress had a B-degree plus a diploma in Education. More of the participants with a degree in Education or a post degree plus diploma in Education indicated that they *always* assessed activities while in progress. A larger proportion of participants with a post degree plus a diploma in Education admitted that they did not often assess activities in progress.

Table 5.40: The relationship between participants' general academic and or professional qualifications and the type of assessment they found to be most successful in the teaching and learning process (Item B20)

Qualifications	Self assessment	Peer assessment	Teacher assessment	Total
Diploma in Education	**0 (0%)**	**2 (10%)**	**18 (90%)**	**20 (100%)**
Degree in Education	**0 (0%)**	**2 (28.57%)**	**5 (71.43%)**	**7 (100%)**
B-degree + Diploma in Education	**1 (2.50%)**	**3 (7.50%)**	**36 (90%)**	**40 (100%)**
Post Graduate Qualification + Diploma in Education	**2 (12.50%)**	**2 (12.50%)**	**12 (75%)**	**16 (100%)**
Total	**3**	**9**	**71**	**83**
DF = 10 **Chi-Square = 10** **Phi Coefficient (w) = 0.4581**				

The results in the above table indicate that there is a practically significant relationship between participants' general academic and or professional qualification and the type of assessment they found to be most successful in the teaching and learning process. Most of the participants with a diploma in Education and a B-degree plus a diploma in Education responded that teacher assessment had been found the most useful type of assessment in the teaching and learning process, while a proportion of participants with a degree in Education and post degree plus a diploma in Education also used peer assessment. Self assessment was identified as the least successful type of assessment by participants from all the qualification categories. Only two of the 18 participants with post degrees plus diplomas in Education selected it as an option.

Table 5.41: The relationship between participants' general academic and or professional qualifications and their perceptions about the availability of resources to implement the NCS successfully (Item B32)

Qualifications	Yes	No	Unsure	Total
Diploma in Education	7 (29.17%)	16 (66.67%)	1 (4.17%)	24 (100%)
Degree in Education	1 (14.29)	2 (28.57%)	4 (57.14%)	7 (100%)
B-degree + Diploma in Education	10 (23.26%)	30 (69.77%)	3 (6.98%)	43 (100%)
Post Graduate Qualification + Diploma in Education	3 (18.75%)	11 (68.75%)	2 (12.5%)	16 (100%)
Total	21	59	10	90
DF = 10 **Chi-Square = 10** **Phi Coefficient (w) = 0.5874**				

The results in the above table indicate that there is a practically significant relationship between participants' general academic and or professional qualifications and their perceptions about the availability of resources to implement the *NCS* successfully. With the exception of participants with a degree in Education who were mostly unsure, most of the participants in the other qualification categories indicated that there were not available resources for the successful implementation of the *NCS*. More of the participants with a diploma in Education indicated that there were enough resources while more of the respondents with a B-degree plus a diploma in Education indicated a lack of resources for the successful implementation of the *NCS*.

Table 5.42: The relationship between participants' general academic and or professional qualifications and keeping a teacher's portfolio as a model for what was expected of the learners (Item B36)

Qualifications	Yes	No	Unsure	Total
Diploma in Education	21 (87.50%)	1 (4.17%)	2 (8.33%)	24 (100%)
Degree in Education	6 (85.71%)	1 (14.29%)	0 (0%)	7 (100%)
B-degree + Diploma in Education	35 (87.50%)	5 (12.50%)	0 (0%)	40 (100%)
Post-Graduate Qualification + Diploma in Education	14 (93.34%)	1 (6.66%0	0 (0%)	15 (100%)
Total	76	8	2	86

DF = 10 **Chi-Square = 10** **Phi Coefficient (w) = 0.4540**

The results in the above table indicate that there is a practically significant relationship between participants' general academic and or professional qualifications and keeping a teacher's portfolio as a model for what was expected of the learners. The majority of participants in all the qualification categories indicated that they kept a teacher's portfolio, with a proportion of those with a diploma in Education who was unsure. A larger proportion of the participants with a post degree plus a diploma in Education was successful in keeping a teacher's portfolio.

Table 5.43: The relationship between participants' highest qualification in English and their success in designing their own teaching material to reach the desired outcome(s) (Item B12)

Highest qualification in English	Very successful	Quite successful	Fairly successful	I am not quite sure that desired outcomes are always reached	I do not have a clue what to do and try to find material elsewhere	Total
Grade 12	0 (0%)	0 (0%)	0 (0%)	2 (66.66%)	1 (33.34%)	3 (100%)
1 year tertiary course	0 (0%)	1 (20%)	4 (80%)	0 (0%)	O (0%)	5
2 year tertiary course	0 (0%)	5 (31.25%)	6 (37.50%)	5 (31.25%)	0 (0%)	16 (100%)
3 year tertiary course	7 (12.28%)	20 (35.09%)	19 (33.33%)	10 (17.54%)	1 (1.75%)	57 (100%)
Post Graduate qualification	2 (22.22%)	3 (33.33%)	1 (11.11%)	3 (33.33%)	0 (0%)	9 (100%)
Total	2	29	30	20	2	90
DF = 16 **Chi-Square = 16** **Phi Coefficient (w) =0.5801**						

The results in the above table indicate that there is a practically significant relationship between participants' highest qualification in English and their success in designing their own teaching material to reach the desired outcome(s). Only participants with a three year tertiary qualification in English or a post-degree qualification in English indicated that they were *very successful* in designing their own teaching material. The larger proportion of those with a two or three year tertiary qualification however indicated that they were *quite successful* while the larger proportion of participants with a post-degree qualification indicated that they were either *quite successful* or *not quite sure* whether the teaching

material they had designed provided for the successful attainment of outcomes. Most of the participants with a Grade 12 qualification in English indicated that they were either *not quite sure* if the teaching material they had used provided for the successful achievement of outcomes or that they had *no clue* what to do and tried to find material elsewhere. The majority of participants with either a one year or a two year tertiary qualification indicated that they were *fairly successful* in designing teaching material that provided for the attainment of outcomes.

5.6 SUMMARY OF RESULTS FROM TWO WAY FREQUENCY TABLES

- There is a practically significant relationship between participants' age and their perceptions of baseline assessment.
- There is a practically significant relationship between participants' teaching experience in English First Additional Language and:
  - their choice of the most appropriate outcome for a poetry lesson on word choice;
  - their competence in designing their own teaching material, and
  - aligning learning activities with outcomes.
- There is a practically significant relationship between participants' general academic and/or professional qualifications and:
  - their ability to use the 'designing down' method in lesson planning;
  - their assessment of learning activities in progress;
  - their choice of assessment type;
  - their perceptions of the availability of resources to implement the *NCS* successfully, and
  - keeping a teacher's portfolio as a model for what was expected of the learners.
- There is a practically significant relationship between participants' qualifications in English and their ability to design their own teaching material.
- There is no significant practical relationship between participants, school situatedness (rural or urban) and aspects regarding the OBA of EFAL.

5.7 DISCUSSION OF RESULTS EMANATING FROM TWO WAY REQUENCY TABLES

Baseline assessment is normally used at the beginning of a learning cycle to find out what the learners already know and can do; it is not the most appropriate type of assessment to use if one wishes to assess an activity in progress. Yet 80% of participants older than 30 years indicated that they would use *baseline assessment* to assess an activity in progress. None of the participants between 20 and 29 years of age chose *baseline assessment* (Table 5.43). A reason for this might be that the younger participants who

have been trained at universities and other teacher training institutions after the implementation of OBE in 1998 might have been confronted with different types and purposes of OBA while OBA concepts are new to the older in-service teachers. It was also discussed above in paragraph 5.4 that, although the majority of in-service teachers felt that the training they had received in OBA equipped them professionally well enough to implement OBA, they did not portray a thorough knowledge of assessment types. Also in Table 5.38, 56.66% of the participants over the age of 30 indicated that they would again use *baseline assessment* to assess whether the desired outcome(s) have finally been reached, while none of the participants between 20 and 29 years marked this type of assessment as an option. The most appropriate type of assessment in this case would have been *summative assessment*, because as the term suggests, it is used at the end of a unit to *sum* up what learners have learnt (OECD, 2005:21; Kennedy *et al* 2006:8).

The more experienced participants, however, portrayed their experience in successfully selecting the most appropriate outcome for a poetry lesson on word choice, while those with five years and less experience were not so successful. In Table 5.39 68.18% of participants with 11 years and more experience in teaching *EFAL*, selected the most appropriate outcome while only 3.7% of participants with five years and less experience managed to do so. 28.57% of participants with 6-10 years of experience made the correct choice. A reason for this might be that poetry has not been a compulsory component of the literature curriculum for learners in the FET band in all provinces post 1994. The more experienced teachers who formerly had to teach poetry knew which outcome would be most appropriate.

The majority of participants with 11 years and more experience in teaching *EFAL* (64.10%) indicated that they were either *very successful* (77.7%) or *quite successful* (60%) in designing their own teaching material while none of the participants with less than five years experience felt they could do so *very successfully* and 30% indicated they were *quite successful* in designing their own teaching material. Of the 22 participants with six to ten years of experience, only 9.02% felt they were *very successful* in designing their own teaching material and 13.64% said they were *quite successful.* Of all those with ten years and less experience in teaching *EFAL*, 50% indicated they were only *fairly successful* in designing teaching material, 23% were not quite sure what to do and 1.92% could not cope at all and tried to find material elsewhere. 7.14% of participants with experience between 11 and 15 years could also not cope but none of the most experienced participants (those with 16 years and more experience) had this problem (Table 5.47). A reason for this might be that experienced teachers have been exposed to various approaches to Second Language teaching over the years of their involvement with language teaching in South Africa. In following the content-based approach teachers at schools for white learners (where the researcher taught), used various text books of high academic standard that offered structured teaching and learning exercises. When change came about and the goal of ESL teaching changed to communicative competence, teachers experimented with designing their own teaching material which would lead to various opportunities for learners to practise their language skills in authentic situations. Good text books with exemplary exercises based on study themes became readily available, subject advisors regularly paid visits to schools to lend support and teachers often met at Teachers' Centres to exchange ideas and attend

training sessions. Over time, teachers became more confident in designing material based on themes that would appeal to their learners. Since the ability to design teaching material in order to cater for learner needs is of such crucial importance in teaching *EFAL*, experienced teachers need to assist the younger, inexperienced ones. The ideal would be a mix of experience and inexperience at each school, but while this is not always the case, teachers of *EFAL* from different schools need to form study groups or clusters, so that they can share ideas and assist each other. Black and Wiliam (2001:10) are convinced that only a few outstanding teachers will manage to translate ideas into everyday practice in their classrooms – "*What (inexperienced teachers) need is a variety of living examples of implementation, by teachers with whom they can identify and from whom they can derive both conviction and confidence that they can do better, and see concrete examples of what doing better means in practice*".

Mixed results were obtained regarding the relationship between participants' teaching experience of *EFAL* and their belief that a learning activity should relate to the desired outcome(s) (Table 5.41). 45.83% of the participants with 16 and more years experience acknowledged that there should *definitely always* be a relationship between learning activities and outcomes and 50% responded that such a relationship should exist *as often as possible*, while only 4.16% responded that such a relationship is *not necessary*. 50% of the participants' less experienced counterparts (those with 10 years and less experience) agreed that there should *definitely always* be a relationship between learning activities and outcomes, 46.15% opted for *as often as possible* and 3.85% did not deem such a relationship between learning activities and outcomes as important. Therefore the less experienced participants seemed to be more knowledgeable about the alignment of learning activities, assessment tasks and outcomes. It might be safe to say that the less experienced participants could have been trained in OBA during their tertiary studies and realized the importance of aligning learning activities and the assessment thereof with outcomes, while the more experienced ones were perhaps more fixed in their ways of getting the prescribed number of assessment tasks done and marked for *CASS*, whilst teaching to the test because of high stakes external examinations at the end of the FET band. The latter sentiment was also expressed by Koh *et al* (2006:8) at the Annual Conference of the International Association for Educational Assessment that was held in Singapore in 2006 when they argued that teachers' assessment practices were not aligned with their instructional goals and that "*due to the pressure of teaching to the tests, most teachers adhere to assessment formats and scoring practices found in high-stakes exams*". This is reiterated by Black and Atkin (1997) who commented that external assessments in particular have traditionally exerted powerful control over what teachers feel obliged to do.

Learning activities and outcomes are aligned during the process of "designing down" or "backward mapping" i.e. in starting with the outcomes and then designing the material and activities backwards. A practically significant relationship was found between participants' general academic and/or professional qualifications and using the "designing down" method. Participants who were only in possession of a teaching diploma seemed to be better equipped to use this method that is strongly associated with OBE. Still less than half of the participants with diplomas (39.13%) indicated that they used this method, while

none of those with degrees in education did, followed by 30.95% of those in possession of a B-degree plus a diploma and only 8.34% of those with a post-graduate qualification plus a diploma (Table 5.42). The majority of participants in the group with the highest qualifications (post graduate qualification plus diploma) indicated that they were unsure about the method. A logical deduction that has been made over and over in the above discussions on research results could be that most participants did not get thorough hands-on training in OBE and OBA.

As far as the assessment of activities in progress was concerned, those participants with the highest academic and/or professional qualifications fared the worst. 68.75% of participants with a post graduate qualification plus a teaching diploma indicated that they *always* (25%) or *regularly* (43.75%) assessed activities in progress, while 86.05% of participants with B-degrees plus diplomas *always* (6.97%) or *regularly* (79.07) did so, followed by 83.33% of those in possession of degrees who *always* (33.3%) or *regularly* (50%) assessed activities in progress and 78.26% of those with diplomas – *always* (17.39%) or *regularly* (60.86%). Participants with degrees in education or B-degrees plus diplomas portrayed the best understanding of the importance of assessing activities in progress (Table 5.43). The practice of assessing activities in progress is part of OBA, which strongly emphasises the role to be played by *formative assessment* or assessment for learning. There have to be certain check points where a learner's effort is assessed and feedback is given in order to improve the final product. Perhaps the practical part of the B.Ed and diploma courses provided the necessary insight.

None of the participants with diplomas or degrees in education indicated that they found *self-assessment* most successful in the teaching and learning process while only 2.5% of those with B-degrees plus diplomas did so followed by 12.5% of those with post degree qualifications plus a diploma. *Peer-assessment* was selected by 10% of participants with diplomas, 28.75% with degrees, 7.5% with B-degrees and a diploma and 12.5% with Post-degrees plus a diploma. The majority of all participants (85.54%) opted for *teacher assessment* as the most successful form of assessment in learning and teaching with the highest qualified participants portraying a slightly better understanding of using different methods of assessment with their choice of 12.5% for *self-assessment*, 12.5% for *peer-assessment* and 75% for *teacher assessment* (Table 5.44). South African teachers seem to agree with their counterparts in Australia, New Zealand and America as far as their views of peer- and self-assessment are concerned. In his international study on OBA, Combrinck (2003) found that neither peer- nor self-assessment were popular methods of assessment among teachers in Australia, New Zealand and America. Self-assessment was used only by some schools in Australia and, while teachers felt that it assisted learners to be goal-oriented and reflective, they also found it to be a very time-consuming method with which learners with low self-esteem struggled. Peer-assessment was not used because of concerns about the subjectivity of this method. Different assessment methods need to be used if OBA is to be implemented successfully, but Checkley (1997:5) believes that teachers will only use different assessment methods when a proper policy has been drafted, followed by an implementation process with adequate training.

The majority of participants from all qualification groups (65.55%) indicated that they did not have enough resources at their disposal to implement the *NCS* successfully. The highest percentage of those with degrees (57.14%) was *unsure* if they had enough resources at their disposal. It may be that some academically and professionally qualified teachers are so unsure of what to do, because of insufficient training, that they simply do not realise which resources are needed for the effective implementation of OBE and OBA (Table 5.45). It is only when the total picture of OBE and OBA is understood and teaching, learning and assessment become interactive that there is an urgent need for resources like books, magazines, television sets, DVD players, data projectors and information technology. Brindley (2001:402) points out that "*one important insight that consistently emerges from recent investigations of (outcomes-based) systems in operation is that they need to be adequately resourced*". Furthermore, there is ample evidence to show that OBA is much more expensive to administer and requires greater skill on teachers' part than any traditional types of assessment (Breen *et al.*, 1997; Clarke and Gipps, 2000).

Keeping a teacher's portfolio to serve as a model for what was expected of the learners, posed no problem to those participants with the highest academic and/or professional qualifications. 93.34% of the participants in the post degree plus diploma in education group kept teacher portfolios, while only 6.66% did not. Of those participants with only diplomas 87.50% managed to keep a teacher's portfolio, 4.17% did not, and 8.33% was unsure about keeping portfolios (Table 5.46).

Finally participants' highest qualification in English had a practically significant effect on their ability to design their own teaching material. 55.55% of the participants who had a post graduate qualification in English were *very successful* (22.22%) or *quite successful* (33.33%) in designing their own teaching material, while none of those with only a Grade 12 qualification in English could do so. 66.66% of the participants with a Grade 12 qualification said they were *not quite sure* what to do and 33.34% said *they did not have a clue what to do and tried to find material elsewhere.* None of the participants with a Grade 12, 1 year or 2 year tertiary qualification thought that they were *very successful* in designing their own teaching material. To design meaningful teaching material, teachers need thorough knowledge of the subject, thorough knowledge and understanding of the curriculum and insight into the interests and learning styles of learners. Harlen *et al* (1995) point out that low level content knowledge is associated with restricted classroom practices, which impact on student learning opportunities and on teacher confidence in teaching the subjects. Teachers cannot provide stimulating experiences and activities that guide learners' progress towards understanding of ideas, if they themselves do not know what these ideas are; nor can they provide experiences that challenge students' misunderstandings if they themselves share the same misunderstandings (Harlen and James, 1996).

5.8 SUMMARY OF FINDINGS EMANATING FROM THE TWO WAY FREQUENCY TABLES

In answering the secondary research question: *How do variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualification in English and school*

situatedness affect their experience with OBA in EFAL in the FET band?, the following findings were made:

- the older participants were not as familiar with different types of OBA as their younger counterparts;
- experience in teaching *EFAL* relates positively to participants' ability to identify meaningful *Learning Outcomes* for a lesson and to design teaching material;
- a post graduate qualification in English relates positively to participants' ability to design teaching material;
- a better understanding of OBA concepts like aligning learning activities with *Learning Outcomes*, is portrayed by inexperienced (younger) participants;
- participants with teaching diplomas seemed to be more familiar with the "designing down" method;
- participants with B-degrees plus diplomas mostly assessed activities while in progress, i.e. they made use of formative assessment;
- participants with the highest general academic and/or professional qualifications portrayed the best understanding of the roles to be played by *self- , peer- , and teacher assessment* in teaching and learning;
- participants with the highest general academic and/or professional qualifications were most successful in keeping teacher portfolios as models for what was expected of the learners, and
- the majority of participants indicated that they did not have enough resources at their disposal for the successful implementation of the *NCS*.

5.9 QUALITATIVE RESULTS

The verbatim responses to Items B5, B9, B15, B34, B37 and B38 were coded and categorized (see Appendix A for qualitative items and Appendix B for verbatim responses).

The qualitative responses and response categories are presented in the following paragraphs:

5.9.1 Responses to Item 5

If participants indicated that the OBE training they had received did not equip them professionally well enough to implement OBE in Grade 10 (see Item B5), they could comment on what they perceived as lacking in the training.

A total of 50 out of a possible 93 participants wrote comments which were grouped under the following three categories:

- Category A: Inadequate facilitation of training
- Category B: Not enough practical application
- Category C: Not enough time spent on training

5.9.2 Responses to Item 9

If participants indicated that the OBA training they had received did not equip them professionally well enough to implement OBA in Grade 10 (see Item B9), they could comment on what they perceived as lacking in the training.

A total of 38 out of a possible 93 participants wrote comments which were grouped under the following four categories:

- Category A: Inadequate facilitation of training
- Category B: Not enough practical application
- Category C: Not enough time spent on training
- Category D: Lack of support material

5.9.3 Responses to Item 15

In order to answer this item, participants had to give (a) reason/reasons why they did not employ OBE learning activities in the classroom.

A total of five reasons were given ranging from comments on time constraints to a lack of proper training.

5.9.4 Responses to Item 34

Participants were asked to give their honest opinion on CASS (Continuous Assessment) as stipulated in the Assessment Protocol.

A total of 85 of the possible 93 participants gave their opinions on CASS. Opinions were grouped under the following six categories:

- Category A: Workload
- Category B: Weighting of CASS
- Category C: Standardization
- Category D: Positive views on CASS
- Category E: Illiteracy of learners in the FET band
- Category F: Lack of support from the Department of Education

5.9.5 Responses to Item 37

Participants could state any further problems or challenges that they experienced with Outcomes-Based Assessment.

A total of 57 out of a possible 93 participants responded to this item. Their comments were grouped under the following categories:

- Category A: Workload
- Category B: Lack of resources
- Category C: Training and support
- Category D: Prescribed texts and notes
- Category E: Illiteracy of learners in the FET band

5.9.6 Responses to Item 38

Participants were invited to give any suggestions regarding teaching, learning or the assessment of English First Additional Language in the FET band.

A total of 58 out of a possible 93 participants gave suggestions which were grouped under the following categories:

- Category A: Workload
- Category B: Weighting of CASS
- Category C: Standards and moderation
- Category D: Lack of support from the Department of Education
- Category E: Illiteracy of learners in the FET band

5.10 DISCUSSION OF QUALITATIVE RESULTS

(All verbatim responses quoted in this section can be found in Appendix B)

5.10.1 Item 5 Category A: Inadequate facilitation of training

The majority of participants who responded to Item 5 complained about the inadequate facilitation of training. Facilitators lacked a thorough knowledge and understanding of OBE as can be seen from comments like "*Presenter couldn't answer questions raised*"; "*Merely a technical exercise: no clear overview of what OBE actually is*"; "*Too much indecision as to what will be required*"; "*The person who was training us was not sure about the information*"; "*They were not sure of the facts as well*"; "*Some of*

the facilitators are not well-equipped or well-prepared"; "*Subject advisors knew less about the assessment guidelines and had less subject (knowledge) than the majority of teachers*".

It would be highly unlikely for in-service teachers to be prepared for the so-called paradigm shift in their approach to teaching if facilitators could neither give them a clear overview of what OBE entailed, nor answer any particular questions. The implications were that teachers found themselves ill-prepared at the onset of a promising new era in education in South Africa and mostly resisted change (Vandeyar and Killen, 2003:120). This is contrary to what the Organisation for Economic Co-operation and Development (OECD) Centre for Educational Research and Innovation (CERI) found at exemplary schools in Australia, Canada, Denmark, England, Finland, Italy, New Zealand and Scotland, where drastic changes to the system of teaching and assessment were successfully phased in. They realised, as quoted in Chapter 3 paragraph 3.2.3 of this study that "*if you can grab the teachers and get their support for the process, then whatever you put in the plan becomes almost 'kindred'*" (OECD, 2005:190). Serious investments were thus made in the training and professional development of in-service teachers who could count on dedicated experts in each country to provide the initial training and a team of committed consultants to visit the schools on a regular basis in order to lend continuous assistance during the implementation process. The OECD (2005:31) warns that "*all countries will need to strengthen the mix of strategies they are using and to make a deeper investment if they are to promote real changes in teaching and assessment throughout education systems*".

The majority of the participants (88,17%) indicated (see Table 5.1) that they did receive training for the implementation of OBE in Grade 10 in 2006. In 43.75% of the cases, the training lasted for one school week (5 days) while 18.75% of the participants indicated that they underwent training over a longer period of time, of which the longest was more than two consecutive weeks (6.25%). A worrying factor though, is that 37.5% of the participants received training over four days or even shorter periods and were then expected to successfully implement a totally new curriculum in Grade 10. In 3.75% of the cases teachers were expected to do so even after only a few hours' training. Two of the participants who reported that they had received training could not say for how long the training lasted. The literature makes it clear that it is impossible to successfully implement change in an education system if serious investments are not made in the professional development of teachers (Black and Wiliam, 2001; Chisholm, 2000; Hargreaves, 2003; OECD, 2005).

5.10.2 Item 5 Category B: Not enough practical application

Participants commented on the fact that the training was simply theoretical and that little attention was paid to the practical implementation of OBE in the classroom: "*It was long and boring with too little practical training*"; "*It was too theoretical with close to no emphasis on the practical implementation*"; "*(We need) hands on examples of subject specific lessons to implement*"; "*Merely read manuals – would like hands-on course – practical*"; "*To have something in writing and to implement are very different*".

Judging by the comments of these participants the education authorities let a chance slip to lead in-service teachers to a positive acceptance of OBE as a teaching approach, because facilitators had been pushed into the field to present training courses while they had not been thoroughly equipped and prepared to do so ("*They were not sure of the facts as well – it was as if they had only memorized some parts...couldn't answer all the questions!*). Even while some of them might have been theoretically well-prepared, there seemed to have been very little practical application ("*We received information – no training!*"). Some teachers were left confused ("*much confusion resulted*"), while others tried to make sense of this new approach by themselves ("*My colleague and I developed our own system...Training was a waste of time*"). The implication is that all *EFAL* teachers in the FET band do not share the same knowledge platform of OBE and the implementation thereof. While some are still concerned about the teaching of formal language ("*Not enough attention was given to the teaching of language itself...the use of grammar...*"), others believe "*The congestion of work impedes proper learning and teaching*". Metcalfe (2007:54) believes that student performance will not improve if teachers do not have reasonably high levels of subject knowledge and have not been "*well trained*" to teach a more demanding curriculum, while research done by Combrinck (2003:60) at 20 schools in Australia, New Zealand and America revealed that hasty implementation of curriculum change after inadequate training made teachers feel incompetent.

5.10.3 Item 5 Category C: Not enough time spent on training

Another major concern raised by participants was the little time spent on training. Some argued that the time spent on initial training was not enough ("*Time allocated for training too short*"; "*Lack of time for training*"; "*Initial training not enough...we were still in the dark about many things*") and others were concerned about the lack of follow-up training ("*The training need to be' timeously' done i.e. on quarterly basis*"; "*Follow ups will help as one cannot know everything after being trained for four days*"). Trainees might have found the initial training too short because they were simply bombarded with theory ("*info overload...*") and little or no practical application took place at these sessions. Once these participants were back at school and they started implementing the new approach, new questions/problems would come up. In order for them to become competent and grow in confidence, these questions need to be addressed at follow-up sessions or when schools are visited by experts. Black and Wiliam (2001:2) stress the fact that "*fundamental educational change can only be achieved slowly – through programmes of professional development that build on existing good practice*".

5.10.4 Item 9 Category A: Inadequate facilitation of training

Participants again (as was the case with Item 5) indicated that training was badly facilitated because the "*Facilitator leader (was) totally ill-equipped...knew less than we did...couldn't answer questions*". Participants' major concern, however, was the lack of practical application.

5.10.5 Item 9 Category B: Not enough practical application

Being confronted by the *NCS* for *EFAL* with its four main *Learning Outcomes* and sixteen *Assessment Standards*, each heading a group of smaller outcomes to the total of 106 that have to be attained progressively over three years, can be quite daunting. Teachers cannot be expected to implement this curriculum if they have not been shown how to break down these outcomes, develop teaching material, teach in a text-based and communicative way as the *NCS* prescribes, facilitate learning and use Outcomes-Based Assessment to assess the performance of learners. Therefore, the complaints: "*Again, more technical than clarifying*"; "*Too much theory, no practical application*"; "*More practical work – guideline not always what I need*"; "*I thought they were rather vague – no practical implementation*".

It would take time to work through the *NCS* and *Subject Assessment Guidelines* to come to a clear understanding of different types, methods, techniques and tools of OBA and the practical implementation of it, but once again OBA training was "*Hurry, hurry, hurry*". The implication of hurried, theoretical training is that teachers do not know enough about OBA to implement it successfully, and will stick to methods of assessment that they feel comfortable with. Cizek (2000:21) warns that "*perhaps the peskiest pocket of resistance in the assessment revolution is the inadequate preparation of teachers and administrators in the fundamentals of educational assessment*".

5.10.6 Item 9 Category C: Not enough time spent on training

Like in Category C of Item 5, participants commented that there was "*Not enough chance to learn*"; "*(The training) was rather done in a chop, chop way*"; "*I want to be trained on the rubrics used for assessment...I still need to know about the assessment guidelines*". This apparent neglect on the department's side to pay attention to the availability and use of standardized assessment tools and support material for the teacher, gave rise to various complaints from participants who find that the skills required for effective Outcomes-Based Assessment (which is embedded in the curriculum) are quite different from those needed for conventional assessment. The OECD points out that teachers face many competing pressures on a daily basis and that it is difficult for them to take on new and more demanding approaches to teaching and assessment without support and opportunities to test new approaches (2005:31). Wyatt-Smith and Bridges (2006:13) agree that "*deep learning and improvement take time*". They see the challenge for the educational community in being supportive of assessment initiatives that focus on providing support for the long-term professional development necessary to effect change and deliver improved outcomes. The implication is that educational authorities must be prepared to make a major investment in the continuous professional development of teachers. The ideal would be for teachers to be assisted by a subject expert in the implementation process. If such a person cannot render continuous assistance, teachers must be given guidance in planning and implementing the initiative, while a platform is created for teachers to reflect on and share with other teachers of *EFAL* their experience as it develops, and to advise on training work for others in the future (Black and Wiliam, 2001:11). On a daily basis, as

teachers make changes to their practice they must, at a minimum, enjoy the support from colleagues and from school leaders who are curriculum experts.

5.10.7 Item 9 Category D: Lack of support material

While no support material, like assessment tools, were available at the training sessions, ("*...the correct assessment forms and grids were not yet available...*"; "*No standard assessment tools...*"), participants complained about not being trained to compile their own material: "*No proper assessment tools or how to compile (my) own for oral, literary essays, etc.*"; "*...much confusion resulted...also the correct assessment forms (and) grids were not yet available...only received (them) 1-2 years later*". Others were concerned about mark allocation: "*Exact marks to be allocated for certain tasks must be clearly indicated*"; "*Specific rubrics (needed) for specific essays, according to the prescribed mark allocation*". Consequently teachers who were prepared to use alternative assessments had to design their own assessment tools based on their interpretation of *Assessment Standards*. Apart from the fact that this would be a time consuming exercise, individual teachers developing their own assessment rubrics or marking guidelines would always lead to a variation in the scoring of assessment tasks among teachers. Taylor, C.S. (2003) concludes, based on recent research, that a critical problem occurs when classroom-based assessment is included in large-scale test programmes like *CASS*. The problem is that raters do not always agree with one another when assessing learners' work. She postulates that teachers must be taught how to select, modify and develop assessment tasks, as well as how to develop assessment tools and consistently evaluate the work of learners before school-based assessment can be implemented.

There were participants who acknowledged that they had managed to find their own way "*(The) teacher must understand his own context and then plan from there – it is so logical you don't need 5-day sessions*". Whether these teachers were finding the right way is debatable. On the other side of the spectrum there were those who believed that there was "*Far too much focus on daily (and) weekly assessment...if one implemented it, there would hardly (be) any time for teaching*", that OBA "*...is designed in the way that it caters for classes with reasonable learners – not black schools*" and that to get the learners involved in learning activities was nothing but "*playing around*". Remarks like these portray a misunderstanding of Outcomes-Based Assessment which, while it focuses on assessment for learning, becomes part of every teaching and learning experience. In classrooms where the focus is on teaching and learning, interactive formative assessment takes place all the time, while planned formative assessment plays an important role in learner improvement and summative assessment is used for evaluation of learners' learning at the end of units and for reporting. To involve learners in activities would never be "*playing around*" and to employ formative assessment would never take time away from teaching or leave some learners out in the cold if the emphasis is on the assessment of "*meaningful, contextualized and purposeful activity which focus on demonstrations of what students know and can achieve*" instead of focusing on learners' "*shortfalls in knowledge and failure to achieve*" (Cumming and Maxwell, 1999; Gipps, 1994).

5.10.8 Item 15

Seeing that only 5.3% of the participants responded to Item B14 (see quantitative results) that they did not employ outcomes-based learning activities in the classroom, only six different reasons were given and no categories were formed (see verbatim responses in Appendix B). Most of these responses, however, portray a lack of understanding of OBE, which can again be linked to a lack of proper training. Activities are seen as "*playing around*", "*time-consuming*", "*unnecessary*", "*not practical for large groups*" and "*not focused on grammar*". What these participants do not understand, is that the teacher takes the responsibility of carefully selecting and planning learning activities that will not only be practical for certain classroom situations but will also lead to the attainment of desired outcomes. Instead of involving the learners at various levels, there was a clear indication of teaching, learning and assessment still being very teacher-centred. A culture of learning will only be established in schools when learners are actively involved in the learning process and are assisted into assuming greater responsibility for their own learning (Malan, 2000:28). Fullen (2001:151) pertinently points out that learners are "*people too*" and "*unless they have some meaningful role (to them) in the enterprise, most educational change, indeed most education, will fail*".

5.10.9 Item 34 Category A: Workload

Participants complained that CASS, in its current form, adds heavily to the workload of teachers and learners. The suggested *Programme of Assessment for First Additional Language in Grades 10, 11 and 12* as discussed in the *Subject Assessment Guidelines* (DoE, 2007:15) provides for 15 tasks (end-of-year examinations excluded). These tasks all add to a total of 700 marks in Grades 10 and 11 and 900 marks in Grade 12, but the CASS mark only contributes 25% to the learner's final promotion mark. Participants felt that there were too many tasks to be done: "*The choices of assessment tasks are too many*"; "*Honestly, I feel there are too many tasks set out in the Assessment protocol. The learners and the teachers have a heavy load and the number of tasks could be reduced in order to rather use one task to assess more than one outcome*". Instead of continuous assessment being treated as "*the frequent interactive assessments of student understanding and progress to identify learning needs and shape teaching*" (OECD, 2005:5), the current situation in public schools in South Africa seems to be the following: learners are forced by their teachers to complete the prescribed assessment tasks within certain time limits ("*...learners do their work or they do not pass*"; "*...due to time limits not always practical*"); the tasks do not always flow naturally from teaching and learning ("*(I) sometimes question the meaningfulness of tasks*"; "*...It wastes teaching time*"); the process is not always formatively assessed (see research results for Item B17) and teachers mostly see the marking of these tasks as an additional brunt to bear, so that each learner can at least have a reliable, official *CASS* mark ("*I find it bothersome and fairly useless. No matter how often a learner is assessed, he/she stays within +-5% of (his/her) usual average score.*" The assessment results are rarely used in a formative way to enhance learning "*...the portfolio dominates teaching and prevents meaningful feedback and corrections of work done for said*

portfolio". Seeing continuous assessment as a technical procedure (something that must be done to satisfy the bureaucrats) rather than a matter of professional judgement (something that should be done to help learners), reduces parts of the curriculum to a set of administrative requirements that must be followed without understanding the principles on which those procedures are based (Vandeyar and Killen, 2003:133). Assessment for learning and the assessment burden are two of the significant factors identified by Newton *et al* (2004) as driving assessment policy and practice in England. Newton *et al* (2004:46) report that assessment for learning (formative assessment) has strongly been advocated by teacher associations that would like to see far less emphasis upon assessment for accountability and more upon assessment for learning which would imply that the amount of time taken up by assessment as opposed to teaching and learning, the collation of assessment evidence and the recording of assessment results have to be reduced.

Since the *CASS* mark adds 25% to the learner's overall promotion mark at the end of the year, most teachers find it their responsibility to do all the assessment themselves. Even when alternative methods of assessment are used, some teachers find it necessary to check or re-assess: "*It works if you as a facilitator are always fair, consequent in every situation and mark/remark/check everything yourself again*". When this is not the case and the teacher does not also monitor the execution of the task, some participants indicated that the assessment could not be relied on: "*It is not fair*", "*CASS is somehow unreliable because learners cheat. It is not always a true reflection of (a) learner's actual performance*". The implication is that a teacher who chooses to do all the marking him-/herself and who may be responsible for five groups of 35 Grade 10 or 11 learners each will mark 1925 assignments throughout the school year plus 350 tests and 350 examination papers, the latter with different sections for language, literature and creative writing. It will be humanly impossible to do all the marking within certain time frames in order to give constructive and timely feedback by which learning can be enhanced (see responses to Item B29). Some participants also commented on the fact that a third paper (Creative Writing) was to be written as part of examinations whereas previously this only formed part of the learner's portfolio. To them it just meant more marking: "*Why use CASS if you still have to do Creative Writing in the exams – thought that was what the portfolio was for*"; "*Too many tasks, it should be reduced now that there is Paper 3*". One of the participants remarked that "*burnout*" because of a heavy workload is soon to follow. Jackson and Rothman (2005) found that the negative outcomes of burnout, that include depression, a sense of failure, fatique and loss of motivation, are indeed evident in the South African Education system and they assert that all educational institutions should attend to the stressors of educators by focusing on interventions aimed at decreasing the workload of teachers and/or making opportunities for recovery available.

It is not only the actual assessment that adds to the teacher's workload but also the careful recording of each learner's mark for each of the 15 suggested tasks and the calculation of each final *CASS* mark that are seen as the last straw to break the proverbial camel's back. Some participants perceive *CASS* as "*Just paperwork required by (the) department*" which is "*Very time-consuming*" and which "*Takes up valuable teaching (and) learning time*". Others are faced with loads of work because of overcrowded classrooms

or teaching learners in various Grades: "*It's a lot of admin for which teachers with such large classes have no time!*"; "*CASS is a good form of assessment, but the problem is it has a lot of paperwork considering the huge number of learners we have*"; "*In a language it is an excessive amount of marking (and recording). The GDE (Gauteng Department of Education) seem to forget that educators are responsible for more than one grade*". Sishi and Poliah (2006:4) confirm that, because of extensive record keeping and monitoring of individual learners, CASS leads to an increase in teacher workload. Yip and Cheung (2005) report that many teachers see school-based assessment as additional work imposed on them by the authorities. They, however, postulate that school-based assessment is seen as adding extra workload and pressure to teachers' routinely busy timetables, mainly because teachers lack implementation skills and supporting resources.

5.10.10 Item 34 Category B: Weighting of CASS

While teachers of *EFAL* in the FET band feel that a lot of work is going into continuous assessment in its current form in public schools in South Africa, they cannot understand why it makes out such a small percentage of a learner's promotion mark: "*So many tasks to assess and eventually all this work only counts 25% of (the) final promotion mark*"; "*CASS takes up a lot of teaching time. I do not find it worth all the effort, seeing that it only counts 25% of the final mark*". The main reason for the relatively small weighting attributed to *CASS* may be ascribed to the fact that there are concerns about the validity and reliability of teacher assessment. A range of concerns regarding the measurement qualities of teacher-constructed assessment tasks, and the manner in which they are administered has been revealed by the research literature in both general education and language learning contexts. These include:

- low levels of consistency in scores on assessment tasks within the same domain and across similar contexts of performance (Brennan and Johnson, 1995; Brindley, 2000);
- low reliability of teacher judgements of performances (Hamp-Lyons and Condon, 1993; Koretz *et al.*, 1993);
- inconsistencies in the interpretation and application of assessment criteria (Brindley, 1994; Clarke and Gipps, 2000), and
- inconsistencies in transcription of language samples used as evidence of attainment (Rea-Dickins and Gardner, 2000).

Umalusi, an independent statutory body that quality assures the assessment instruments and processes of all examining bodies assessing the senior certificate in South Africa, has the task of maintaining standards and has put in place measures to ensure that school-based assessment in the FET band is valid, reliable and fair (Long, 2006:3). Umalusi requires that school-based assessment (*CASS* marks) are moderated at four levels: school, district, province and statistically. Moderation should make most sense to teachers at the district level where cluster moderation takes place by means of a peer review process. Cluster groups

vary in size according to the number of schools offering a subject in a geographical area. Teachers who are members of the cluster, elect one of their members as cluster leader. Long (2006:5) remarks that if the cluster leader is competent and embraces her/his task with enthusiasm, the group will carry out its monitoring and moderation function effectively and also play a significant role in the professional development of its members. The implication is that teachers will get to see at what standard learners should perform and if their learners are not performing at the appropriate level they will be assisted in making a conscious effort to raise the levels of teaching and learning. Where clusters do not function well, standardization remains a problem.

5.10.11 Item 34 Category C: Standardization

A reason for inconsistency in the interpretation of *Assessment Standards* (as discussed above in 5.6.7) is a lack of standardized assessment tools: "*(CASS) makes it too easy for learners to pass*"; "*It gives...the weak learner 'free marks' which leads to the learner progressing when not ready to. (It) should be more specific and count less – say 10%*". Moderation also seems to be a problem: "*(There is) not enough moderation. (There) should (be) one team that moderates at all schools to ensure that standards are the same*"; "*CASS can be misleading to a learner because the examination afterwards demands specific learning and reading skills*". Not all teachers seem to realize that currently they are largely responsible for setting standards and ensuring that continuous assessment enhances learning so that learners will indeed be prepared for any pen-and-paper testing. "*A way forward is to recognize that teacher judgement in conjunction with clearly specified standards and moderation opportunities are a linchpin of a robust culture in schooling*" (Wyatt-Smith and Bridges, 2006:11).

5.10.12 Item 34 Category D: Positive views of CASS

Some participants expressed a positive attitude towards *CASS*: "*It is a good concept*"; "*It helps in assessing learners daily and continuously*", "*Very effective; the assessment model encourages integration of assessment through ongoing feedback and provides information used to support learners' development*"; "*Good form of assessment*"; "*It assists learning...*"; "*It helps learners to develop skills, knowledge and values. It deals with their strengths and weaknesses*". Others were more reserved: "*If trained (and) informed it could work*"; "*If it makes a difference whether the learner pass(es) (or) fails, it is worth ALL the effort put into it. If not, it is a waste of time*"; "*Could be effective if we had smaller classes and more teachers*"; "*The system is educationally sound. However, it can only be effective and meaningful if implemented with enthusiasm and hard work*". The idea of assessment for learning, which happens continuously and serves a formative purpose, is currently a very popular one in the educational arena and teachers who made the comments above, portray a good understanding of the role to be played by *CASS* in the South African context. *CASS* is school-based assessment that should focus on assessment for learning, not assessment of learning as is the case with end-of-year examinations or with external assessment in the FET band. The benefits of school-based assessment is that it attends to a greater range

of important *Learning Outcomes*, it offers a greater integration of formative feedback for improvement, and it generates a performance profile of the learner over time rather than on a single occasion and all of these benefits fit with current understandings of human learning and with anticipated future demands on people and economics (Maxwell, 2006:2).

Some of the participants who did not feel all that positive about *CASS* blamed it for contributing to illiteracy among learners.

5.10.13 Item 34 Category E: Illiteracy of learners in the FET band.

Some participants were of the opinion that spending so much time on CASS resulted in the neglect of basic language skills: "*Very time-consuming; the teaching of BASIC language skills is sacrificed*"; "*(CASS) is far too much paper work. (It) is more work for (the) teacher – less for (the) learner! Young learners cannot concentrate, read or spell!*"; "*It is a disaster! Students can't spell or read and don't have basics skills due to OBE been taught from Grade 1...*". These opinions are in line with what was found in the literature as discussed in Chapter 3 of this study (see 3.2.4.5). Instead of blaming the system however, teachers should strive to get to know the system and use it to their learners' advantage. In this case, the answer might for example lie in meaningful learner activities and assessment for learning. When it becomes clear from either formal or informal assessment of learning activities that have been designed to promote language skills that some of these skills are still lacking, intervention should take place. The teacher should manage the situation and decide what will be the best way forward. He/she might, for example, consider formally teaching grammar and spelling before implementing additional learning activities by which learners' basic language skills can be improved. Teaching and/or activities are followed up by formative assessment once more. If needed, more teaching and learning follow which are again assessed until the desired skills have been attained. This process will be time-consuming and call for skill, patience and planning from the teacher, but what is important, is that there will be extended opportunities for learning, so that every learner can progress in meeting set criteria. It would also help a great deal if support was available to the teacher in the form of continuous training or hands-on discussions at a teachers' centre or the availability of resources and standardized teaching and learning support material (see 5.10.7 and 5.10.11 above). Unfortunately, the Department of Education was blamed for not lending this kind of support.

5.10.14 Item 34 Category F: Lack of support from the Department of Education

Participants called for enough resources and teaching and learning support material: "*The department must cater for the (teaching and learning) needs to implement CASS properly*". It was mentioned that available text books are "*very confusing and none has everything*". Although the *NCS* leaves teachers the freedom to do their own planning and find their own teaching material for their particular situation, some would rather have planning from the department ("*thorough planning needed from (the)* department") and follow a text book that covers all the *learning outcomes* ("*If we had a text book that all of us could just*

follow, it would be wonderful"). According to some participants they simply had too much work to do and could not find the time to design their own teaching material. The implication would be that teachers use whatever material they can get, whether it makes sense to their learners or not and whether it sets an appropriate standard or not. Black and Wiliam (2001:1) state that "*learning is driven by what teachers and pupils do in classrooms. Here, teachers have to manage complicating and demanding situations...standards can only be raised if teachers can tackle this task more effectively – what is missing from the policies is any direct help with this task*".

5.10.15 Item 37 Category A: Workload

Responses in this category show strong links with Category A of Item 34 where participants also complained about the workload. Some participants were responsible for learners in more than one grade and band: "*It is impossible for one teacher to teach Gr 9-12 English First Additional (Language). My health is failing, (I am) not getting enough sleep. (My) marking (is) never up to date. (My) stress level (is) high*"; "*I teach all the English from Grade 7-12. When I arrived last year, I had no master portfolios to use, so I had to produce my own. It took a lot of time and effort*". Others mentioned the excessive workload of language teachers with specific reference to big classes and marking of assignments: "*...we have 75 learners in one class*"; "*Workload and marking for educators in languages too heavy*"; "*Too many assessments, too many learners, too little time. Burn-out to follow soon*". Big class size and extensive curriculum requirements have been identified as major obstacles to assessment for learning (OECD, 2005). To solve this problem in public schools in South Africa, more teachers need to be appointed. The Minister of Education Ms Naledi Pandor announced on 12 June 2007 that the government has made R700 million available over the next three years for initial teacher training in South Africa. Three thousand bursaries have been provided for in 2007.

5.10.16 Item 37 Category B: Lack of resources

Participants were concerned about a lack of physical resources, even basic resources like enough learner desks and chairs: "*Overcrowding and shortage of furniture make (it) difficult to group learners*". Some just mentioned a lack of general resources: "*We don't have enough resources*"; "*Resources are very limited*" while particular mention was made of a "*shortage of machines i.e. photocopy machines,...overhead projectors...*" and the fact that "*Learners with internet access or involved parents are greatly advantaged*". The fact of the matter is that schools need basic services like water and electricity and basic resources like classrooms and classroom furniture. However, for OBE and OBA to be implemented in their intended forms, more than the basics are needed (Chisholm, 2000). Brindley (2001:402) argues that "*it is practical factors such as time, resources and expertise that will ultimately determine whether outcomes-based systems can deliver the high quality information required by all stakeholders*". If public schools in South Africa are expected to deliver, then all of them should at least be equipped with photocopy machines ("*...there is a lot of photocopying that has to take place in order to*

make sure that each learner has the relevant assessment tool in his/her portfolio"), overhead projectors, information technology, books ("*Our school does not have the financial means to purchase books*") and printed media like newspapers and magazines.

5.10.17 Item 37 Category C: Training and support

Participants asked for continuous, expert training and support from the department in the implementation process: "*Thorough training needed for 1-3 years*"; "*Training should be given by people who are real experts*"; "*Subject advisors (are) not equipped with enough knowledge, cannot answer questions/queries*" – see discussions in 5.10.1-5.10.6 above.

Another gap to be filled in the implementation process is that left by the lack of Policy Documents ("*The supply of some of the documents that I (am) supposed to use still present a challenge and still others are outdated and there is not efficient help from either the department or subject advisor or curriculum advisor*") and Learning and Teaching Support Material (LTSM), which some teachers expect to receive from the Department of Education ("*LTSM is not readily available. Must make do with own creations*"). It became clear from the comments that some participants expected the department to supply learning programmes and work schedules ("*Failure to design a learning programme and work schedule. The Department should provide us with these latter documents*"), while the department expect teachers to draw up their own which would fit their particular circumstances for the exact reason that one of the participants felt it was the department's responsibility to make LTSM available: "*In a rural situation the LO's are often beyond some of the learners who struggle to master the language*". Teachers should have been thoroughly trained to design all necessary learning and assessment, or at least been guided on where to find help before being expected to implement educational change. During the implementation process they need to be actively supported by subject advisors and a knowledgeable school management team. In some provinces schools were clustered together with the idea that teachers would regularly meet to discuss difficulties and challenges experienced with the implementation of the *NCS*, and where teacher dialogue around issues of assessment could be supported with a view to monitoring assessment practice and moderating results in adherence to standards, but some of the participants responded that the clusters did not work. Long (2006:5) blames this on the weakness of cluster leaders and points out that, while the Independent Examination Board (IEB) in South Africa provides workshops to train examiners and moderators of the external examinations, resources have yet to be found for the training of cluster leaders though the need has been identified. Throughout the world a pressing need has been identified for supporting teacher dialogue particularly around issues of assessment. Wyatt-Smith and Bridges (2006:13) argue that "*while many teachers have initiated their professional conversations around assessment practice...it is also fair to say that many teachers experience a sense of isolation as they go about their work as assessors, having no sustained opportunities for such sharing.* In these circumstances there are serious concerns about standard setting and teachers being supported to be able to make reliable judgements in which learners and the wider community will have confidence.

If certain outcomes are to be attained and certain standards maintained, the availability of LTSM like standardized assessment tools, should be non-negotiable. It is the responsibility of the Department of Education to supply standardized assessment tools to all schools and train teachers to use them. This did not seem to be the case: "*It is difficult to find or design rubrics*"; "*I do not know when and how to assess and which assessment form is suitable for Grade 10 learners*"; "*I am not familiar with rubrics*"; "*Assessment tools like rubrics take time to design*". One gets the idea that teachers feel incompetent, insecure and uncertain about the ways they are teaching and assessing, while the point is strongly made in the literature that a key component of successful school-based assessment is teacher expertise (Todd and Mason, 2005; OECD, 2005; Brindley, 1998 and 2001; Maxwell, 2006). This insecurity about what and how to teach and how to assess also became clear in participants' comments concerning prescribed literary texts for learners in the FET band.

5.10.18 Item 37 Category D: Prescribed texts and notes

Participants were not sure whether they were on the right track: "*The department did not supply schools with any notes and guides for literature. I had to find notes myself and had to analyze all the poems myself. I had to set homework questions. How will they ensure that all schools maintain the same standard?*"; "*It is often difficult to find information on prescribed works...information (from the department) is often received quite late. We have not received (the) three prescribed stories the Grade 11's will be tested on and an internet and bookshop search proved fruitless*". As far as the monitoring of teaching prescribed texts is concerned, subject advisors can play a major role in helping to set the pace, supporting teachers by arranging afternoon workshops where ideas can be shared and issues discussed and by helping to set standards by which the literacy of learners can be enhanced.

5.10.19 Item 37 Category E: Illiteracy of learners in the FET band

As was the case with responses in Category E of Item 34, serious concerns were raised about the illiteracy of learners in the FET band. Research done by the South African Department of Education on literacy levels of Grade 3 learners in 2001 and Grade 6 learners in 2005 support teachers' findings in this regard. With the Department's national Grade 3 Systemic Evaluation executed in 2001, it was found that the average score for numeracy was 30% and for literacy 54%, while in 2005 the national Grade 6 Systemic Evaluation established that the average score for numeracy was 28% and 38% for literacy in the language of learning and teaching, which is generally English. Sixty-three percent of these Grade 6 learners scored at the 'not achieved' level in their Language of Learning and Teaching (LOLT), but equally poor results emerged from the mother-tongue reading tests (Metcalfe, 2007:20). Learners who reach Grade 10 still seriously lack reading and writing skills: "*Learners cannot read, write and understand when they reach FET*"; "*... the whole system fails to teach learners properly – learners can't read, write or comprehend properly*". Some participants blamed the outcomes-based approach for this problem: "*(The system) is not based on grammar, which is vital, thus senior learners do not have the basic language skills*"; "*(OBA) is*

often designed to allow learners who can't read, spell or write to pass the subject". This inability of learners to comprehend, spell, read and write might be the reason for the concern about the inclusion of Paper 3 (Creative Writing) in the examination: "*The Writing Paper counts too much of the final mark. This is going to have a negative influence on (learners') final mark*".

Participants indicated that they believed much more attention should be given to teaching and learning formal grammar in *EFAL* classrooms: "*I believe that rules and basic knowledge of structures in a language are of vital importance*"; "*You cannot talk or write if you haven't learnt basic grammar*". If learners are basically illiterate, knowledge and skill outcomes cannot be reached: "*How can there be outcomes if knowledge is not well-structured and tested before it is applied?...Teachers tend to window-dress to make it seem as if outcomes were reached, while the knowledge-base is incomplete*"; "*...window dressing for portfolios of teachers and learners. Just because I have a portfolio doesn't mean that I am a successful teacher*". Keeping up this teacher's portfolio is seen by some participants as adding unnecessarily to their heavy workload.

5.10.20 Item 38 Category A: Workload

In this Item participants were invited to make any suggestions regarding teaching, learning and the assessment of *EFAL* in the FET band. Considering responses to Items 34 and 37 it would be quite logical to expect them to come up with suggestions regarding the workload of teachers of *EFAL* in the FET band. Participants felt that it would help a great deal if language teachers were kept to one phase ("*Keep language teachers to one phase. The system is killing us. I love my subject but the weekends, holidays, family days, all hours of the nights are spent on schoolwork. Language teachers have everyone and can no longer cope effectively*"), if classes could be kept small and manageable ("*Small manageable classes are an answer*"; "*...most classes are overcrowded e.g. I had a class of 168 learners in Grade 10 in 2006*"), if paper work and administration could be minimized ("*Please streamline administration*"; "*Cut on administrative work so that teachers have time to focus on teaching*"; "*Let us teach, not spend hours behind computers planning and window-dressing!*") and if everything could be made simpler by losing all the jargon ("*Still waste too much time...trying to name things correctly...*").

Since *CASS* makes up such a major part of the work of teachers in the FET band, one would expect participants to come up with suggestions concerning its weighting.

5.10.21 Item 38 Category B: Weighting of CASS

Again, participants addressed the issue of weighting of the CASS mark: "*The CASS marks should form part of a larger part of the final mark to encourage learners to do all assessment tasks. All the assessment educators need to do throughout the year counts too little at the end of the year. The final CASS mark does not warrant all that labour on the part of the educator*"; "*CASS should count for at least 50% of the final mark*". School-based assessment can, unfortunately, only be given more weight if the principles of

high quality assessment are adhered to at all public schools and an effective moderation system is implemented to ensure that standards are maintained.

5.10.22 Item 38 Category C: Standards and moderation

According to participants "*standardization is a huge problem. Teachers and schools that follow rules and instructions work very hard, while some do virtually nothing*" and "*clusters (that moderate) have no clue what they are doing...in some cases (it costs) hard working pupils their distinctions...exam papers set by clusters (are) not up to standard...memo's often grossly incorrect, yet we are forced to write these papers!*". All teachers should become members of cluster groups and resources should be made available for the sustained training of cluster leaders, so that clusters can effectively monitor teaching and learning, moderate school-based assessment and contribute to the professional development of their members (Long, 2006:4-5).

While teachers are not part of professional groupings where opportunities are created for them to discuss and establish standards of performance, concerns may be expressed about the level of expectations from learners. Some of the participants were concerned that standards might be too high, though: "*(The) writing paper should count less marks. Unseen poems are unnecessary and must be omitted from exam papers. Why do we want to make English more difficult for everyone?*"; "*Why do we make poetry compulsory? Poems should be optional to teach*"; "*Literary essays (are) not fit for a second language*". Teachers should understand that it is imperative for *EFAL* learners, especially those for whom English is the LOLT, to engage with the language at a deeper level, as they need to be prepared for the kinds of conceptual tasks that are vital in coming to a thorough understanding of their other school subjects and subjects to be studied at tertiary level (Taylor and Prinsloo, 2005:9-10). It was also mentioned that "*FAL learners are expected to work on more or less the level of HL learners. As they are not HL speakers they find it difficult to cope especially if they start with it in Grade 10*". As pointed out in Chapter 3 (paragraph 3.3) *EFAL* is offered only at one level in South Africa and, although stronger learners can take English at Home Language level, there are no additional departmental programmes in place to support learners with a backlog.

5.10.23 Item 38 Category D: Lack of support from the Department of Education

Participants suggested that the department ensure that "*all schools (are) treated exactly the same and fairly – previously disadvantaged schools must start coming up to scratch*", that clear messages are conveyed to teachers from a department that knows what it wants and does not employ a "*see-if-it-works*" policy and that all Grade 12 teachers are "*(informed) in advance what is expected from learners*". Furthermore participants called for "*clear direction on the teaching approach*", "*guidelines on assessment*" (also for "*learners with barriers to learning*"), "*library books*", "*text books*", "*pre-planned subject framework, work schedule and lesson plans*", "*(a) structured pace-setter for Grades 10-12 especially where provincial papers are set*", "*standardized notes for literature..., especially if learners*

are to write a provincial or national paper", that educational authorities take note of the "*realities of time constraints, large classes, disciplinary problems and the limited abilities of learners who are pushed through the GET band*", support in the form of groups "*that could work out worksheets etc. according to themes, including media etc. for all the grades*", support in the form of a "*(knowledgeable) English FAL facilitator*" and "*clear rubrics and other marking grids*". School clusters, that are seen as the most logistically sensible groupings because subject teachers from certain geographical areas are grouped together, can play a very valuable role in this regard.

The *NCS* does stipulate the teaching approach, *Learning Outcomes* and *Assessment Standards* (which are the minimum requirements for the attainment of outcomes) for Grades 10, 11 and 12. Theory, however, does not always seem to meet practice. The same arguments may be used as in paragraph 5.7.17 concerning thorough training and support during the implementation process. Few people can just be given a manual filled with strange terms, have it "*superficially*" explained to them by an "*ill-equipped and ill-prepared*" person who seems "*unsure*" and who "*cannot answer questions*" and then go and implement this manual without having any 'life-line'. Cries like "*I need material concerning assessment and also any information (on) planning lessons*"; "*I will appreciate guidelines on the choice of/availability of proper text books for the different grades*"; "*(Are my rubrics) accurate?*" indicate participants' desperation in trying to do a good job. Some were lucky enough to become part of a cluster of educators who assisted each other: "*Clustering is the key so that educators can be able to work together and help each other out*"; "*Our cluster works together and we help those who don't understand. (We have) workshops on assessment (where we) bring and share ideas on HL, FAL and SAL*".

5.10.24 Item 38 Category E: Illiteracy of learners in the FET band

Similar comments to those placed in Category E of Item 37 were made. Participants suggested the following to address the problem of illiteracy: "*Focus more on reading*"; "*(Place) much, much more emphasis on the acquiring of knowledge...and testing it properly, with regard to language structure i.e. tenses and sentence construction*"; "*Specific programmes need to be developed that will improve reading skills*"; "*Do away with excessive assessment. Return to basics: reading, speaking (and) writing should be formally taught, not incidentally. Teaching material should be of a higher standard. FET text books are inferior and not challenging or interesting enough*"; "*We must go back to basic skills...children do not want to learn and struggle with comprehension...only a few in the group really do the work, the rest wait for others to get the task done*"; "*(Teach) more vocabulary (and) the finer (points) of the language...OBE has made (learners) overconfident and under-skilled*". Taylor, N. (2003:2) agrees that "*South Africa is not getting value for money from its public school system. Although school is accessible to the majority of children, the skills produced are expensive and their quality* low". It is important that learners have a high level of cognitive demand of English to be able to use the language skilfully and teachers should realize that they have been given the freedom in the *NCS* to find their own challenging teaching material and devise plans to address shortcomings in their learners' proficiency. They set the standards and they

are the ones who have to ensure that each learner does not only reach the desired outcomes, but also gets the opportunity to excel. If they feel that "*prescribed books for Grade 8-10 will limit the learners' reading experience*" and they are concerned about the fact that "*...only five books will be read (from Grade 8-12)*" then they should offer their learners more by choosing additional texts that their learners can relate to – "*As an 'old' language teacher I'm now disappointed in teaching 'South African English Literature'...What happened to good old British English? Poetry and prose with 'flesh', meaning and moral values?*" Instead of waiting for the department to supply everything from working schedules to lesson plans, teachers should seize the opportunity to be highly creative and challenge their learners in realizing their full potential.

5.11 CONCLUSIONS BASED ON THE QUANTITATIVE AND QUALITATIVE FINDINGS OF THE EMPIRICAL RESEARCH

Conclusions have been drawn in addressing the primary and secondary research questions.

5.11.1 The primary research question

The primary research question as stated in 4.2.1 of Chapter 4 is:

> What are the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with the outcomes based assessment (OBA) of English First Additional Language (*EFAL*) in the Further Education and Training (FET) Band?

In answering this question, the conclusions drawn regarding the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with the outcomes based assessment (OBA) of English First Additional Language (*EFAL*) in the Further Education and Training (FET) are presented:

5.11.1.1 Strengths

- the National Curriculum Statement is soundly based on the progressive attainment of all the necessary language skills and allows teachers the freedom to come up with their own teaching material, which ought to be relevant to the lives of their particular learners and cater for their learning and language needs;
- teachers can set their own standards with the sky being the limit;
- assessment is criterion-referenced and not norm-referenced;
- teachers realize the importance of formal language teaching;
- teachers realize the importance of meeting the principles of high quality assessment;

- teachers are committed to their jobs and are trying to make the system work with whatever little training in the practical implementation thereof;
- there are experienced and well qualified teachers who realize that the type of assessment should always be in line with the desired outcomes and learning activities. They consider the assessment results in planning future teaching and learning, they try to give proper feedback so that learning could be enhanced, they use various assessment instruments in catering for various learning styles and they try to make the most of limited resources, and
- in some areas clusters have been formed where teachers effectively assist and support each other.

5.11.1.2 Weaknesses

- teachers do not feel confident and competent to implement OBE and OBA because of inadequate training;
- there is no serious investment in the sustained professional development of teachers;
- there is a lack of continuous departmental support in the implementation of the *NCS* in the FET band;
- teachers are battling to unpack or break down *Assessment Standards* and setting attainable outcomes;
- the progression in *Learning Outcomes* and *Assessment Standards* are not clear to all teachers who find it difficult to build this progression into their teaching material and assessment tools;
- many teachers struggle to design their own teaching material which will lead to the attainment of selected outcomes, while being relevant to the lives and language needs of their particular learners;
- teachers misunderstand the purpose of some learning activities, like when they engage learners in activities that are not directly linked to *Learning Outcomes*;
- there is a lack of understanding amongst teachers of the importance of sharing learning objectives and assessment criteria with the learners;
- there is a lack of understanding amongst teachers of the importance of the true role to be played by formative assessment and of giving timely feedback, so that both teaching and learning can be enhanced;
- there is a disregard of assessment methods other than teacher assessment;
- the different types of assessment are not well understood;
- teachers do not understand all the principles of high quality assessment and consequently teacher-designed assessment tasks do not adhere to all principles;

- teachers are negligent in challenging advanced learners to reach their full potential;
- there is a lack of physical resources at some public schools;
- there is a lack of learning and teaching support material;
- *CASS*, in its current form, does not serve a formative purpose and because of confusion, it should rather be termed school-based assessment than continuous assessment;
- formal assessment tasks to be completed as part of the *CASS* programme do not always flow naturally from teaching and learning, but are removed from it and end up being 'window-dressing';
- teachers are teaching to the portfolio;
- teachers are teaching and assessing to the test, and
- many teachers feel that they have to work in isolation and are not part of a professional support group.

5.11.1.3 Opportunities

- setting high standards and encouraging learners to be the best they can be;
- really being creative in designing teaching material and learning activities aimed at the attainment of *Assessment Standards* and keeping in touch with real life situations;
- teaching learners to take responsibility for their own learning and become lifelong learners by sharing learning objectives and assessment criteria with them and involving them in purposeful learning activities, peer- and self-assessment;
- using various assessment types and methods and giving learners ample opportunity to portray their competence;
- using school-based assessment for learning by focusing on the formative purpose of assessment to enhance learning;
- raising learners' self esteem by formative assessment and encouragement to meet the criteria instead of being compared to other learners;
- giving timely and constructive feedback;
- finding, or developing own resources like assessment rubrics, and
- co-operating with other language teachers in facing various challenges.

5.11.1.4 Threats

- theoretical, inadequate training of teachers by departmental officials/advisors;

- the administrative overload caused by *CASS*;
- overcrowded classrooms;
- overworked teachers;
- the complexity of *Learning Outcomes* and vagueness of *Assessment Standards* in the *NCS*;
- the vagueness surrounding assessment, e.g. how and when to assess and which tools to use;
- a lack of standardized assessment tools like rubrics;
- a lack of learning and teaching support material (LTSM) which also includes a lack of standardized text books;
- a lack of continuous support from the Department of Education;
- teachers' feelings of incompetence;
- a lack of resources, such as basic infrastructure like electricity, water, desks and chairs;
- a lack of resources like overhead projectors, photocopy machines, printed and electronic media, television sets and DVD players;
- the acceptance of mediocrity by teachers who do not see the reason to challenge learners to excel once the desired outcomes have been reached;
- the illiteracy of learners in the FET band;
- misunderstanding the role to be played by school-based assessment;
- not involving learners in purposeful learning activities;
- not guiding learners into taking responsibility for their own learning when neither learning objectives nor assessment criteria are shared with them;
- not involving learners in assessment, and
- not giving proper feedback by which learning can be enhanced.

5.11.2 The secondary research question

The secondary research question as formulated in paragraph 4.2.2 of Chapter 4 reads as follows:

> How do variables such as the participants' age, *EFAL* teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) affect their experience with OBA of *EFAL* in the FET Band?

The following conclusions can be drawn based on the quantitative results:

5.11.2.1 Age

The majority of teachers older than 30 years do not know what *baseline assessment* is.

5.11.2.2 EFAL teaching experience

Teachers with 11 years and more experience in teaching *EFAL* know better how to identify an outcome for a lesson on poetic diction and are also more successful in designing their own teaching material than less experienced teachers. Less experienced teachers, on the other hand, seem to be more knowledgeable in aligning learning activities with *Learning Outcomes*.

5.11.2.3 General teaching qualifications

In-service teachers with only teaching diplomas are better qualified to use the "backward design" method in designing their own lessons. Those with degrees in education or B-degrees plus diplomas in education understand the importance of assessing activities in progress better and the highest academically qualified teachers portray a slightly better understanding of using different methods of assessment. The largest majority of teachers, however, view teacher assessment as the most successful method of assessment in the teaching and learning process. The majority of teachers agree that they do not have enough resources at their disposal to implement the curriculum effectively, but the highest percentage of teachers with degrees is *unsure* if they have enough resources. Teachers with post graduate qualifications fare best at keeping teacher portfolios as models for what is expected of the learners.

5.11.2.4 Highest qualification in English

Teachers with the highest qualification in English have the least problems designing their own teaching material.

5.12 RECOMMENDATIONS

Based on the above conclusions, the following recommendations are made:

5.12.1 Recommendations for the Department of Education

- Empower in-service teachers by supplying high quality training which is focused on the practical implementation of OBE and OBA, because if their attention can be grabbed and they receive the necessary support from the education system, then whatever education authorities put in the plan becomes almost 'kindred'.
- Continuous, expert support should be rendered throughout the implementation process.
- Necessary infrastructural resources should be provided to all public schools.
- The Department should differentiate between school-based assessment and continuous assessment (*CASS*) which is wrongly seen as a series of summative assessment tasks that has no formative purpose.
- School-based assessment should be streamlined so that the administration for which teachers are responsible can be reduced.
- An effective moderation system should be put in place to lend more weight to school-based assessment.
- Make more teaching and learning support material available e.g. examples of work schedules, learning programmes and lesson plan.
- Provide departmental help desks and help lines with subject and curriculum experts who can render ongoing professional advice to teachers.
- Supply standardized assessment tools.
- Get rid of senseless jargon in policy documents.
- Put a remedial programme in place to assist *EFAL* learners with serious language backlogs.
- Train cluster leaders so that clusters can function effectively.
- See to it that official documentation reaches all public schools in time and that teachers are well informed of changes.
- Employ more teachers so that overcrowding of classrooms can be addressed.
- Make provision for additional programmes to support learners with backlogs in *EFAL* in the FET band.

5.12.2 Recommendations for universities and other teacher training institutions

- Pre-service teachers should be professionally equipped with theoretical knowledge of OBE and OBA and be adequately trained to practically implement the curriculum.
- Short courses on OBA and/or a series of workshops should be developed and presented to in-service teachers by universities and other teacher training institutions in collaboration with the different departments of education.
- Faculties/schools of education should continuously focus their research on OBA and its implementation, share their findings with departments of education, educator trade unions, schools and teachers and make recommendations to improve practice.

5.12.3 Recommendations for schools

- Schools must develop a school-based policy on OBA in order to guide all aspects of assessment.
- The principal, deputy principals and Heads of Department who make up the school management team should be or become curriculum and subject specialists.
- In conjunction with the school management team, a school assessment team should be established to guide and assist teachers in the implementation of OBA.
- Assist teachers by spending time on their continuous professional development. Be creative in finding this time inside normal school hours (like starting school an hour later for the learners on some days). Provide professional reading material, have staff discussions on OBA, invite expert speakers or request individual departments within the school to work on their own ideas for implementing OBA within classrooms.
- Keep teachers to one band and preferably to one grade to help with their workload and enabling them to focus their attention and become experts.
- Arrange with the management teams of neighbouring schools to form clusters so that teachers of *EFAL* can support and assist each other.
- Inform the parents about the assessment approach and process and make them realize the supportive role they can play.
- If funds allow it, employ teacher assistants in helping the teacher to provide individual learner support in classrooms.

5.12.4 Recommendations for teachers

- Accept the challenge of being the primary determinant of student success.
- Embrace the *NCS* as good policy, get to know it well and put it to work in your classroom.

- Empower yourself with thorough knowledge of all official documentation needed for the successful implementation of OBA.
- Use the freedom allowed by the *NCS* to be highly creative in catering for the needs of your learners.
- Start believing that every learner can succeed and teach and assess according to the needs and abilities of each learner.
- Integrate formative assessment into your lessons on a systematic basis.
- Always share learning objectives and assessment criteria with the learners and make them realize that assessment is criterion-referenced and never norm-referenced.
- Ensure that learning activities are meaningful and focused on the desired outcome.
- Actively involve learners in learning activities and assessment.
- Supply the necessary scaffolding in the execution of learning activities.
- Guide learners into effective self- and peer-assessment by giving them a sufficiently clear picture of the outcomes their learning is meant to attain and supplying detailed assessment tools.
- Enhance feedback among learners.
- Assess the process as well as the product.
- Use various types and methods of assessment to accommodate different learning styles and to ensure that assessment is fair, reliable, valid, discriminatory and meaningful.
- Be sure of the purposes of assessment.
- Give timely and constructive feedback to learners and parents.
- Use assessment results in a formative way and consider them in planning future teaching and learning.
- If oral questioning is used in informal assessment situations, allow enough quiet time for all learners to think.
- Challenge learners to excel.
- Link all assessment tasks in a meaningful way to teaching and learning – do not teach to assessment tasks, the portfolio, tests or examinations.
- Guide learners into taking responsibility for their own learning by giving them the opportunity to reflect on their learning in diaries or logbooks and report on their progress
- Help learners to see that a summative test or examination is a positive part of the learning process.
- Decide which marks to record and do so as you go along.

- Establish teacher networks both inside and outside the school for the purposes of collegial advice and assistance.
- Liaise with parents on a regular basis to keep them informed about the assessment process and their children's progress.
- Become life long learners and seize opportunities for continuous professional development.

5.12.5 Recommendations for further research

Further research should be undertaken in an attempt to answer the following research questions:

- How can formative assessment practices be implemeted to turn a low achieving public school in South Africa around?
- How can teachers effectively deal with the interplay between formative and summative assessment practices?
- How valid and reliable are formative school-based assessment practices in comparison to external summative assessment practices?
- To what extent are the assessment criteria represented by *Assessment Standards* linked to learners' developmental stages and abilities?
- How reliable are assessment results when various language skills are assessed across different contexts of task performance?
- How can information technology be implemented meaningfully in the assessment of EFAL?

As far as assessment tools and tasks are concerned the following areas need to be researched:

- the development of standardized language assessment tools to be used for diagnostic purposes;
- the specification of assessment tasks in order to ensure maximum fairness to learners and
- assessment tools and tasks for advanced learners.

The findings of the empirical research have been used to design a model for the assessment of *EFAL* in the FET band. This model will be presented in Chapter 6.

CHAPTER 6

A MODEL FOR THE ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE FET BAND

6.1 INTRODUCTION

The empirical research indicated that teachers of *EFAL* in the FET band find themselves at the deep end trying to make sense of the *NCS* and implementing it in their classrooms. As far as the practical implementation of OBE and OBA is concerned participants mainly experienced problems with the following:

- 'breaking down' *Learning Outcomes* and *Assessment Standards* into achievable learning goals;
- designing lessons in a backwards direction by starting with lesson outcomes;
- the progression in *Assessment Standards* over the three years in the FET band;
- designing teaching material;
- designing and implementing purposeful learning activities;
- sharing learning objectives and assessment criteria with learners;
- assessing both the process and the product;
- using different types and methods of assessment for learning, and
- using feedback to enhance learning.

Problems are experienced with setting achievable learning goals, because teachers are confronted with tens of *Assessment Standards* that (although neatly grouped under specific *Learning Outcomes*) might just as well be applied to other *Learning Outcomes*. A learner who, for example, assesses his/her peer's speech and gives feedback for improvement will "*use set criteria for evaluation of another's (speech) for improvement*" but this *Assessment Standard* only occurs with *Learning Outcome 3: Writing and Presenting* and not with *Learning Outcome 1: Listening and Speaking* (DoE, 2003:36). It thus becomes necessary for teachers not only to make a meaningful selection of *Assessment Standards* but also to adjust them responsibly to fit certain teaching and learning situations. Furthermore the *Assessment Standards* are often complex and do not focus on a single learning objective. For example one of the *Assessment Standards* for *Learning Outcome 4: Language* is that learners must "*use one word for a phrase and a*

range of familiar synonyms and antonyms correctly". Three different learning objectives are set: to use one word for a phrase, to use synonyms correctly and to use antonyms correctly. This means that teachers will first have to 'unpack' the *Assessment Standards* in a checklist or frequency table in order for them to make sensible selections and keep tight control of what has been taught and learned and what not.

Because "backward design" starts with setting *Learning Outcomes*, the entire process is jeopardized if the first step cannot be done successfully.

Teachers also find it difficult to determine how learner performance should progress over the three years in the FET band because progression is not clearly reflected by the choice of words in the different *Assessment Standards.* For example in *Writing and Presenting* the Grade 10 learners have to "*demonstrate planning skills for writing for a specific purpose, audience and context*" by "*explain(ing) the requirements of different tasks*" while the Grade 11 learners need to "*explain the requirements of a range of tasks*" and the Grade 12 learners have to "*explain the requirements of a wide range of tasks*" (DoE, 2003:32-33). No indication is given of the tasks and it is not clear how many tasks will qualify as a "*wide range of tasks*". The *NCS* thus leaves a lot of room for inconsistency because the standard is set by teachers who find themselves at different schools in different parts of the country in different socio-economic environments with different levels of proficiency in English. Inconsistency will also be found in the interpretation of the "*Competence descriptions for First Additional Language*" that is dealt with in the *NCS* (DoE, 2003:71). Based on one teacher's interpretation of the competence descriptions, a learner's achievement might be rated as "*outstanding*", while another teacher might only see it as "*satisfactory*".

Problems are furthermore experienced with designing teaching material of good quality that can be aligned with the *Learning Outcomes* and from which interesting, challenging and purposeful learning activities can be designed.

Results emanating from the research also indicate that teaching, learning and assessment are not always learner-centred. Often neither *Learning Outcomes* nor criteria for assessment are shared with learners. Learners also do not get the opportunity to improve the product, which is the outcome of an assessable task, because they do not get formative feedback during the process of working on the task. Assessment of the learning process is only one aspect of Outcomes-Based Assessment, the implementation of which is an unexpected challenge.

Teachers who are familiar with summative tests and examinations are suddenly confronted by unfamiliar types, methods, techniques and tools of assessment which, in an outcomes-based approach, is seen as the driving force behind both teaching and learning. In Chapter 4 of the *NCS, Assessment* is only dealt with in theory and, although the *Subject Assessment Guidelines* try to shed more light on it, teachers are left in

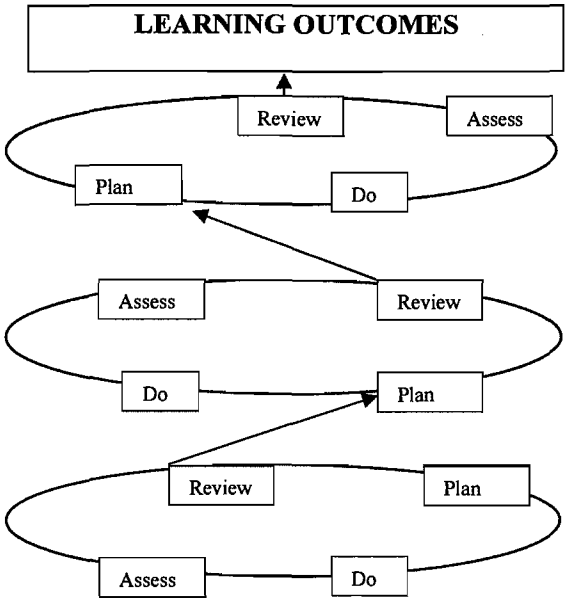
the dark as far as the effective integration of assessment with teaching and learning on a daily basis is concerned.

There is an urgent need for a model for the assessment of *EFAL* in the FET band so that continuous progress in the attainment of *Learning Outcomes* can be assured. Such a model needs to start with the *Learning Outcomes* and a selection of *Assessment Standards* that need to be broken down into "digestible chunks", so that teachers and learners know exactly what the teaching and learning goals are and day-to-day progress can be monitored. It needs to line up assessable learner tasks with *Learning Outcomes* and *Assessment Standards* and illustrate how different types, methods, techniques and tools of assessment should be used to assess each of these tasks while providing for progression over the three years in the FET band. The model further needs to illustrate how formative assessment should be integrated into lessons on a systemic basis and how continuous formative assessment that allows for early intervention, should be implemented so that steady progress can be made i.e. *CASS* should be correctly understood.

Only once the learner has had various opportunities to learn and has provided evidence of performance by submitting various tasks to be informally or formally assessed with a diagnostic or formative purpose, so that progress can be ensured, can she/he be challenged with a summative assessment task that will be formally assessed and for which the marks may be recorded as part of a learner's continuous assessment (*CASS*) mark. It is important that these summative tasks **flow naturally** from teaching, learning and assessment. *CASS* is continuous school-based assessment and does not mean that the marks for a series of summative assessment tasks, which serve no formative purpose, are recorded and reported simply because the *Subject Assessment Guidelines* requires teachers to do so. It should never be blamed for wasting time that could have been spent on teaching and learning, or be used as a deterrent in forcing learners to finish assessment tasks which are not linked to their learning.

The role to be played by *CASS* in the teaching and learning spiral is illustrated in Figure 6.1:

Figure 6.1: The teaching and learning spiral



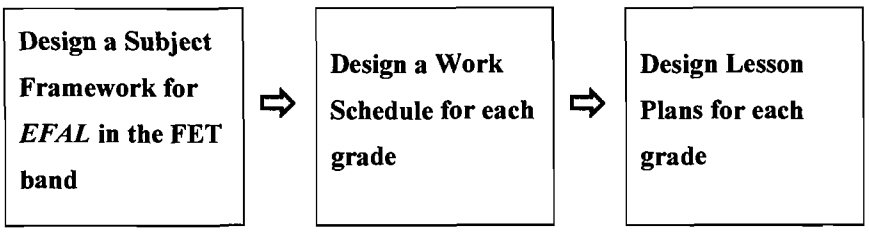
Each oval represents a lesson plan that builds on previously acquired knowledge and language skills and addresses outcomes which link with the next level. When the lesson plan has been put into action, learning and teaching which are part of the *do* phase are assessed. The assessment results lead to the reviewing of teaching and learning. If it becomes evident from assessment results that there are obstacles to teaching and learning, they need to be identified and removed before either the teacher or the learners or both parties need to *redo*. Learners can only progress once they are competent; if not, work has to be redone until they are competent. Once *Assessment Standards* or learning objectives have been successfully attained, teaching and learning may progress to another level in the quest of reaching the *Learning Outcomes*.

A model which shows how OBA should be implemented will not make much sense if it is dealt with in isolation. Assessment is part of a structured approach to teaching and learning *EFAL* and this structured approach starts with designing a *Teaching and Learning Programme*. Although the *Learning Programme Guidelines* (DoE, 2005a) refer only to a *Learning Programme*, it is referred to as a *Teaching and Learning Programme* in this study because it involves the planning of both teaching and learning.

6.2 A LEARNING PROGRAMME FOR EFAL IN THE FET BAND

The *Learning Programme Guidelines* (DoE, 2005a:26) suggest that three stages of planning are to be followed in designing a *Teaching and Learning Programme* for *EFAL* in the FET band. First of all a *Subject Framework for Grades 10-12* needs to be designed, followed by a *Work Schedule* for each grade and finally, each teacher needs to design *Lesson Plans* (cf. Figure 6.2).

Figure 6.2: Steps in designing a Teaching and Learning Programme for EFAL in the FET band



A closer look will now be taken at each of these parts of the *Teaching and Learning Programme*.

6.2.1 The Subject Framework

The *subject framework* is a structured and systematic plan for the teaching and assessment of *EFAL* in the FET band for the available weeks of the school year. Teachers calculate the number of weeks available for learners to attend class (taking note of school-wide planning concerning test and examination sessions and days set aside for sport or cultural events and other activities, public holidays and school holidays), decide on the number of themes for each grade on which to base teaching, learning and assessment, select poems, short stories, (a) novel(s) and drama(s) to be studied, if they have not been prescribed, or in addition to the prescribed texts for grades 10 and 11, and consider assessment types, methods, tools and techniques.

In their planning and selection of themes, teachers need to consider the level and interests of the learners, the situatedness of the school, integration with other subjects and the conceptual progression of the key knowledge, skills, values and attitudes of the *Learning Outcomes* and *Assessment Standards* across the three grades. A teacher who is sensitive to what learners are interested in, might even make an impromptu decision to change a pre-selected theme after consultation with the other teachers of the particular grade to choose something contemporary that most learners suddenly find interesting e.g. *Pop Idols*, *The Oscars* or *Tsunamis*. Normally, one theme runs over three to four school weeks, but the teacher needs to set the pace according to the attainment of outcomes i.e. it does not help to move on to new outcomes when knowledge and skills of previous outcomes have not been mastered successfully. Since all the language skills of listening, speaking, reading and writing are intertwined, more than one outcome and various *Assessment Standards* may be covered per theme per teaching and learning cycle.

As far as literature is concerned, it works well for some teachers to have fixed lessons for poetry and drama/short stories/novel/film study, while others fit literature study into the cycle preparation at different times. Appropriate texts need to be selected that will not only be enjoyed by the learners, but which will also challenge them. If teachers are aware of various texts, they will be able to make a good selection and even find something that links up with the theme. It is here that the assistance of experienced teachers can be rendered priceless. Nothing stops the teacher from adding to the prescribed texts in Grades 10 and 11, in order to cover a wider scope of literature and enable learners to excel.

Teachers also need to consider types, methods, techniques and tools of assessment in the Subject Framework and list these for the three grades, but cannot give full details as lesson plans have not been designed yet. An important part of the planning is also to list the resources that will be needed to teach and learn effectively.

An example of a *Subject Framework* for *EFAL* in Grades 10, 11 and 12 is presented in Table 6.1:

Table 6.1: An example of a Subject Framework for EFAL Grades 10-12

***LEARNING OUTCOMES* AND *ASSESSMENT STANDARDS* FOR GRADES 10, 11 AND 12**			
LEARNING OUTCOME 1: LISTENING AND SPEAKING ***ASSESSMENT STANDARDS*** ▪ **Demonstrate knowledge of different forms of oral communication for social purposes** ▪ **Demonstrate planning and research skills for oral presentations** ▪ **Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations** ▪ **Demonstrate critical awareness of language use in oral situations** **LEARNING OUTCOME 2: READING AND VIEWING** ***ASSESSMENT STANDARDS*** ▪ **Demonstrate various reading and viewing strategies for comprehension and appreciation** ▪ **Explain the meaning of a wide range of written,**	**GRADE 10** **Possible themes for a 32 week school year e.g.** **Theme 1:** ***Celebrities*** **Theme 2:** ***Advertising*** **Theme3:** ***Soccer 2010*** **Theme 4:** ***Global***	**GRADE 11** **Select appropriate themes e.g.** ***Careers*** ***Substance abuse***	**GRADE 12** **Select appropriate themes e.g.** ***Getting a driver's license and responsible driving***

visual, audio and audio-visual texts ▪ Recognise how languages and images may reflect and shape values and attitudes in texts ▪ Explore the key features of texts and explain how they contribute to meaning o Drama and film study: recognize how dialogue and action are related to character and theme; describe plot, subplot, character portrayal, conflict and dramatic purpose; recognize the use of dramatic structure and stage directions o Film study, television and radio drama: identify and describe message and theme; recognize the use of visual, audio, and audio-visual techniques such as the use of colour, subtitles, dialogue, music, sound, lighting, editing, framing, styles of shot, camera movements, camera techniques, foregrounding and back-grounding **LEARNING OUTCOME 3: WRITING AND PRESENTING** *ASSESSMENT STANDARDS* ▪ Demonstrate planning skills for writing for a specific purpose, audience and context ▪ Demonstrate the use of writing strategies and techniques for first drafts ▪ Reflect on, analyse and evaluate own work, considering the opinion of others, and present final product **LEARNING OUTCOME 4: LANGUAGE** *ASSESSMENT STANDARDS* ▪ Identify and explain the meanings of words and	*warming* **Theme 5:** *Physical and spiritual health* **Theme 6:** *The world's richest people* **Theme 7:** *Crime* **Theme 8:** *Natural disasters* **Theme 9:** *Cellular phones: technology and etiquette* **Theme 10:** *Cultural diversity* **Literature studies:** *Poetry*	*Art Festivals* *Responsible dating* *Celebrities* *Space traveling* *Student exchange, etc.* **Literature/ Prescribed Literature studies:** *Poetry* *Short stories* *Novel* *Drama*	*Integrity* *Managing money* *Self esteem* *Body language and interviews* *Work ethics, etc.* **Literature/ Prescribed Literature studies:** *Poetry* *Short stories* *Novel* *Drama*

use them correctly in a range of texts ▪ **Use structurally sound sentences in a meaningful and functional manner** ▪ **Use figurative language such as idioms, idiomatic expressions and proverbs appropriately and translate short sentences from target language into home language and vice versa** ▪ **Develop critical language awareness**	***Short stories*** ***Novel*** ***Drama***		

ASSESSMENT OF TEACHING AND LEARNING

Various types, methods, techniques and tools of assessment will be used in assessing a variety of learning activities and tasks throughout the school year.

Assessment types: ***Baseline, diagnostic, formative*** **and** ***summative.***

Assessment methods: ***Self-, peer-, group-*** **and** ***teacher assessment.***

Assessment techniques: ***Observation-, task-, test/examination-based.***

Assessment tools: ***Rating scales, checklists, rubrics, observation sheets, task lists*** **and** ***memoranda.***

Detailed information concerning the type, method, technique and tool of assessment will be shared with the learners at the start of ***each*** **assessment task.**

Marks will be recorded and reported throughout the process with CASS marks flowing naturally from the assessment of tasks.

Details on assessment type, method, technique and tool will be included in each lesson plan.

RESOURCES NEEDED

A variety of resources will be needed for the effective implementation of the ***NCS.***

A List of resources needed in each classroom:

A desk and chair for each learner

Chalk board and chalk

Electricity

Overhead projector

One English dictionary/thesaurus for every 5 learners

A prescribed or selected literature text for each learner

A list of resources needed by the Department of English:

A radio with CD player

A television set with DVD player

Library books and magazines (the latter must be updated at least every two months)

Access to a computer with internet access

Access to a photocopy machine with permission to make photocopies of texts, checklists, rubrics, etc. as needed

After the Subject Framework has been designed, attention can be given to a *Work Schedule* for each grade.

6.2.2 The Work Schedule

A Work Schedule, based on the Subject Framework, is drawn up for each grade. In drawing up the work schedule, teachers pay careful attention to the following:

- time and duration of the study of each theme;
- the language *Learning Outcomes* of *listening and speaking, reading and viewing, writing and presenting* and *language* that are to be taught in a holistic manner;
- texts to be used in contextualizing teaching, learning and assessment;
- interesting and meaningful learning activities that will lead to the attainment of *Assessment Standards* as smaller units of the *Learning Outcomes*;
- assessment types, methods, techniques and tools;
- integration with other subjects, and
- resources that will be needed.

See Appendix C for an example of a Work Schedule for *EFAL* in Grade 10

Once the Work Schedule has been finalized, the teachers responsible for teaching *EFAL* in each of the three grades in the FET band, work out detailed lesson plans

6.2.3 The Lesson Plan

The Lesson Plan adds detail to each aspect addressed in the Work Schedule and it is here that the Model for Assessment fits in. Thorough planning needs to be done for each lesson that is part of a learning cycle based on a particular theme. It might be easier for the teacher to follow the following steps:

1. Calculate the number of lessons available in the learning cycle (keep school organization, public holidays, etc. in mind).
2. Decide on an interesting way to introduce the theme to the learners. Will it primarily be by *reading, viewing* or *listening*?
3. Check the availability of resources.
4. Plan interesting learning activities that will lead to the attainment of knowledge and skills in each of the *Learning Outcomes* and allocate a number of lessons to each.
5. Tick off (in the checklist or frequency table – see Appendix D) the *Assessment Standards* that will be used as learning objectives in each lesson. (These objectives will be shared with the learners at the beginning of the learning cycle).
6. Use the *Assessment Standards* to pin down learning activities by designing assessable tasks.
7. Select the most appropriate assessment types, methods, techniques and tools of assessment for each task, making sure that a variety of each is used.
8. Design assessment tools where needed. Incorporate *Assessment Standards* as criteria in rubrics, checklists, task lists and observation sheets.
9. Decide on the most appropriate teaching strategies for each lesson.
10. Decide which assessment results will be recorded for the *CASS* mark.

It is important to incorporate the *Assessment Standards* in assessment tools in the form of criteria to establish whether the particular learning objectives as stated in the *assessment standards* have indeed been attained.

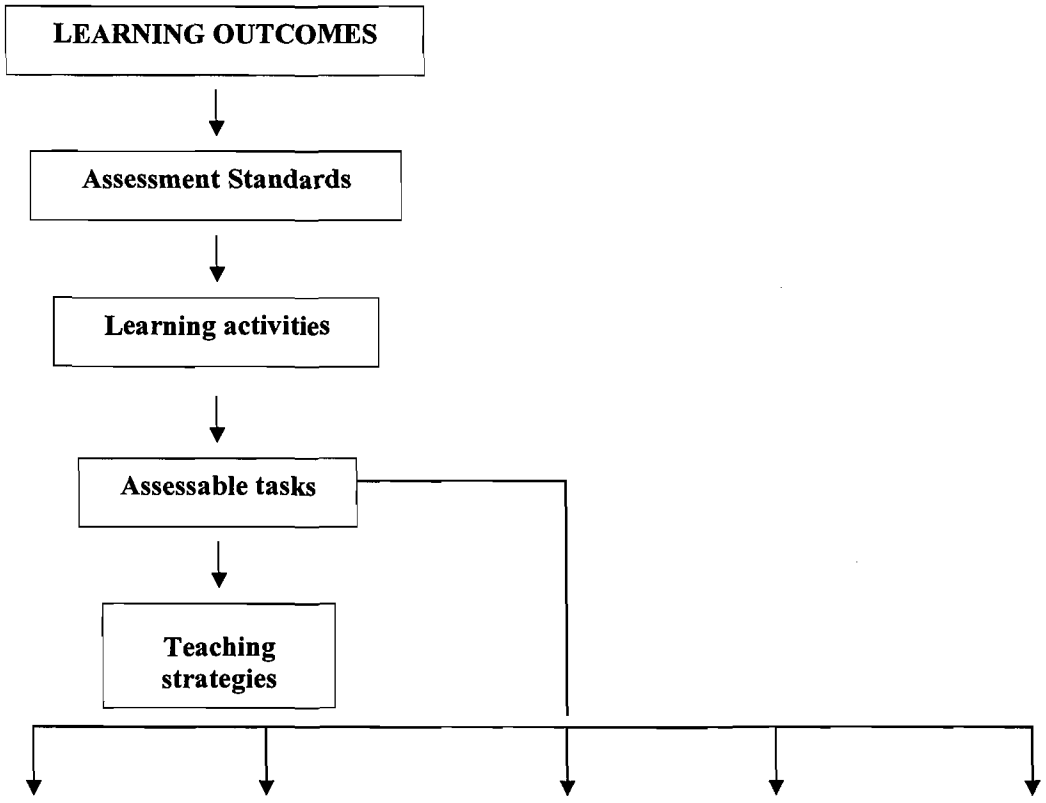
In this way, the teacher makes assessment an integral part of teaching and learning and acknowledges it as the driving force behind both. The teacher can use various strategies to teach the concepts, skills, values and attitudes necessary for achievement, but then the learners need to apply their new knowledge, skills, values or attitudes by performing an activity so that the teacher can assess whether they have learnt and can establish what they have learnt. This process is specifically called *assessment* and not *evaluation* because it plays a formative and diagnostic role and provides the teacher with information he/she needs to

help students, while evaluation is looking at what has already occurred with no possibility of intervening, reassessing or changing eventual outcomes.

In the lesson plan, the teacher must make provision for sharing with the learners the criteria that will be used to judge successful achievement and allow for assessment to be followed with corrective action in both teaching and learning. During a learning cycle there should be various opportunities for learners to demonstrate success, so that assessment can be fair and reliable.

The lesson planning process is illustrated in Figure 6.3:

Figure 6.3: The lesson planning process



Formal/Informal Assessment	Type of Assessment	Method of Assessment	Assessment Technique	Assessment Tool
Formal = always makes use of an assessment tool Informal = daily and continuous, sometimes uses an assessment tool	* baseline (teacher) * diagnostic (teacher) * formative * summative (results may be recorded)	* self * peer * teacher * group * parent	* observation-based * task-based * test-based * exam-based	* rubric * observation sheet * checklist * task list * memorandum * rating scale

The following template can be used to plan assessment for each learning cycle. Since assessment cannot be dealt with in isolation, a cycle plan for twenty 30-35 minute lessons has been designed to practically illustrate how teaching, learning and assessment should be integrated and to serve as a model for the assessment of *EFAL* in the FET band (cf. Table 6.2)

Table 6.2: A model for the assessment of EFAL in the FET band

Lesson	*Learning Outcomes* and ▪ *Assessment Standards*	Planned learner activities	Teaching strategies	Assessable tasks/evidence of performance (the task to be performed is indicated by the <u>verb</u>)	Formal / Informal assessment	Type of assessment: • Baseline • Diagnostic • Formative • Summative	Method of assessment (Who assesses?) • Self • Peer • Group • Teacher • Parent	Assessment technique: • Observation-based • Task-based • Test-based • Exam-based	Assessment tool: • Rubric • Memorandum • Checklist • Rating scale • Observation sheet • Task list
1	<u>Listening and speaking</u> ▪ demonstrate planning and research skills for oral presentations ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations <u>Writing and presenting</u> ▪ demonstrate (planning) skills for writing for a specific purpose, audience and context ▪ evaluate others' work	• conduct research • prepare a presentation based on research and make use of visual, audio and/or audio-visual aids • assess a partner's presentation • complete a form	• share learning objectives for cycle with learners • give each learner a form to complete to set learning goals • introduce the theme • organize learners to introduce their favourite celebrities to each other in pairs • observe the speeches and help where needed with speeches and/or peer assessment • select best efforts to be presented to entire class • give feedback on the merits of good performances and general errors	• <u>orally introduce</u> a celebrity to a partner/group by using visual, audio and or audio-visual aids	formal	formative	peer	task-based	checklist and rating scale (see Appendix E)
					informal	baseline, diagnostic and formative	teacher	observation-based	
				• <u>assess</u> a partner's presentation (see Appendix E)	informal	baseline, diagnostic and formative	teacher	observation-based	
				• <u>write</u> down what a partner can do to improve his/her presentation	informal	baseline, diagnostic and formative	teacher	observation-based	
				• <u>write</u> down your learning objectives for the learning cycle (see Appendix M)	informal	baseline, diagnostic and formative	teacher	observation-based	

2	Reading and viewing ▪ demonstrate various reading strategies for comprehension ▪ explain the meaning of a written text Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations Language ▪ identify and explain the meanings of words and use them correctly in a range of texts ▪ use structurally sound sentences in a meaningful and functional manner	• read aloud • work in a group, inferring the meaning of unfamiliar words • use the dictionary or thesaurus to look up the meaning and pronunciation of unfamiliar words • take part in a group/class discussion • start a vocabulary and spelling list • in writing, answer the questions on the comprehension passage	• divide the learners into groups of four • hand out copies of the comprehension passage • organize reading of passage in groups so that each learner reads a part aloud • assist with reading where needed • assist with inferring word meanings and use of dictionary/thesaurus • observe group discussions and assist if needed • conduct class discussion on *DiCaprio* • explain idea of spelling and vocabulary list and check that learners copy 25 underlined words down from passage • hand out questions • get learners started on answering questions in writing • give homework (make sure that everybody writes down the homework from the OHP/chalk board and knows exactly what to do	• read part of the comprehension passage aloud (see Appendix F)	informal	baseline and diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• infer the meanings of unfamiliar words, look up the meanings and pronunciation of unfamiliar words • orally answer questions on the comprehension passage that are randomly asked by the teacher	informal	baseline and diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• write down the 25 underlined words from the comprehension passage in your spelling and vocabulary list and make notes about the meanings of unfamiliar words	*informal*	*formative and diagnostic*	teacher	observation-based	
				HOMEWORK ACTIVITIES • answer the questions on the comprehension passage in writing	informal	formative	self and parent	task-based	
				• spell the words in the spelling and vocabulary list and use them in your own written sentences (this is the learner's own rough work)	informal	formative	self and parent	task-based	spelling and vocabulary list

3	Language ▪ identify and explain the meanings of words and use them correctly in a range of texts ▪ use structurally sound sentences in a meaningful and functional manner ▪ develop critical language awareness Reading and viewing ▪ demonstrate various reading strategies for comprehension ▪ explain the meaning of a written text Writing and presenting ▪ reflect on, analyse and evaluate own work, considering the opinion of others	• write a test • mark answers • pay attention to feedback • do corrections	• orally conduct a spelling and vocabulary test • display the correct words on the OHP or chalk board and informally assess the peer-assessment of the tests • check that learners do corrections • give feedback to help learners improve their spelling and understanding • conduct marking of the comprehension questions by displaying the answers in the OHP/chalk board and discussing them • check that learners do corrections	• write a spelling and vocabulary test	formal	summative	peer	test-based	memorandum
				• mark a partner's spelling and vocabulary test	informal	formative	teacher	observation-based	
				• mark your own answers of the comprehension questions	formal	summative	self	task-based	memorandum
				• do corrective work if necessary	informal	formative	self and teacher	task-based	memoranda

4	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate the skills of listening to fluent and expressive oral presentations Reading and viewing ▪ demonstrate viewing strategies for comprehension Writing and presenting ▪ demonstrate planning skills for writing for a specific purpose ▪ demonstrate the use of writing strategies and techniques for first drafts Language ▪ identify and explain the meanings of words and use them correctly in a range of texts ▪ use structurally sound sentences in a meaningful and functional manner	• listen to and watch an audio-visual recording of an interview • make notes and summarise information • look up the meaning of unfamiliar words • add words to the spelling and vocabulary list • share summaries • assess own summaries • listen attentively to lecture on précis writing study the assessment rubric write own précis	• divide class into groups • play audio-visual recording of interview • tell learners to watch and listen attentively and make notes of most important information • play recording once more • tell learners to summarise interview in groups and look up meanings of unfamiliar words • check that learners copy down new words from OHP/chalk board in spelling and vocabulary list • formally teach précis writing step by step • let learners apply steps in pairs when they do summary (q14 of comprehension passage) • hand out assessment rubric and thoroughly explain criteria • use random questioning to check that learners understand criteria • give homework	summarise the information shared in the interview	informal	baseline and diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• look up the meanings of unfamiliar words • add new words to the spelling and vocabulary list	informal	formative	teacher and peer	observation-based	
				• read the group's summary aloud (reading aloud by an individual as well as the group's effort is informally assessed)	informal	diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• the group assess their own summary	informal	formative	group	task-based	memorandum
				• write a rough draft of the précis	informal	formative	teacher	observation-based	
				• orally answer questions on the criteria in the assessment rubric	informal	formative	teacher	observation-based	
				HOMEWORK ACTIVITIES • write your own précis	informal	formative	self and parent	task-based	rubric (see Appendix G)
				• spell the words in the spelling and vocabulary list and use them in your own written sentences (this is the learner's own rough work)	informal	formative	self and parent	task-based	spelling and vocabulary list

5	Listening and speaking ▪ demonstrate the skills of listening to fluent and expressive oral presentations ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate critical awareness of language use in oral situations Reading and viewing ▪ demonstrate various reading strategies for comprehension and appreciation ▪ explain the meaning of texts ▪ explore the key features of texts and explain how they contribute to meaning ▪ demonstrate the use of writing strategies and techniques Writing and presenting ▪ evaluate others' work and consider their opinion Language ▪ identify and explain the meanings of words and use them correctly in texts ▪ use structurally sound sentences in a meaningful and functional manner	• revise the criteria for the assessment of the précis • assess a partner's précis	• explain the assessment criteria once more • observe the peer-assessment of the précis; assist where needed • assess who has not mastered the technique of précis writing and create extended learning opportunities • give feedback in order to help learners improve	• answer questions on the assessment criteria	informal	formative	teacher	observation-based	
				• present your précis for assessment	formal	formative	peer	task-based	rubric
				• assess a partner's précis	informal	formative	teacher	observation-based	
				• give written feedback on the précis (see Appendix G)	informal	diagnostic and formative	teacher	observation-based	

6	Listening and speaking ▪ demonstrate critical awareness of language use in oral situations Language ▪ use structurally sound sentences in a meaningful and functional manner	• orally transform sentences • listen attentively • transform sentences in writing	• display examples of each of the following types of sentences on the OHP/chalk board: question, negative, tag question • move down each row and orally give each learner a sentence to transform onto a question, negative or tag question • assess the answers and select a teaching strategy to assist them e.g. explain basic tenses, columns of the verb and transformations and guide learners into applying knowledge by working on transformations in pairs • give homework, ensuring that every learner writes down the homework from the OHP/chalk board and knows exactly what to do	• orally transform sentences into questions, negatives and tag questions	informal	baseline, diagnostic and formative	teacher	observation-based	
				• transform sentences in writing while working in pairs	informal	diagnostic formative	teacher teacher and peer	observation-based	
				HOMEWORK ACTIVITIES • transform sentences in writing into questions, negatives and tag questions	informal	formative	self and parent	task- based	
				• memorise the verb columns	informal	formative	self and parent	task-based	verb columns

7	Language ▪ use structurally sound sentences in a meaningful and functional manner Reading and viewing ▪ demonstrate various reading strategies Writing and presenting ▪ reflect on and evaluate own work	• write a verb test • mark a peer's and own work • pay attention to feedback • do corrections	• give a test on verb columns • observe the peer-assessment of tests • give feedback on general errors • display the correct answers to the homework assignment on the OHP/chalk board • assess the self-assessment of learners; assist where needed and check that corrections are done • create extended learning opportunities if needed • explain to learners how these sentence structures are used in real life situations and needed for future assignments	• write a test on the verb columns	formal	summative	peer	test-based	memorandum
				• mark a partner's test on the verb columns	informal	diagnostic and formative	teacher	observation-based	
				• mark your own questions, negatives and tag questions	formal	formative	self	task-based	memorandum
					informal	diagnostic and formative	teacher	observation-based	
				• correct your errors	informal	formative	teacher	observation-based	

8	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate planning and research skills for oral presentations ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations ▪ demonstrate critical awareness of language use in oral situations Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text Writing and presenting ▪ demonstrate planning skills for writing for a specific audience, purpose and context ▪ demonstrate the use of writing strategies and techniques for first drafts Language ▪ identify and explain the meanings of words and use them	• watch an audio-visual recording • follow explanations and discussions and give your own opinion • study a rubric • work with a partner, planning, writing and presenting an interview • add words to the spelling and vocabulary list	• play an audio-visual recording of an interview • explain the following with reference to the interview: use of body language and gestures, tone of voice, voice projection, pace, eye contact, good pronunciation and structure of the interview • play recording again and tell learners to look out for the effect of the above-mentioned • discuss effects • discuss types of questions asked and responses • give each learner a copy of the rubric to be used in the assessment of the interview and thoroughly discuss criteria • pair learners off to start working on interview between a reporter for *People's Magazine* and a celebrity of their choice • arrange for draft copies if interviews to be handed in during lessons 10,11 and 12	• orally answer questions randomly asked by the teacher on the effects of the following on the interview: use of body language and gestures, tone of voice, voice projection, pace, eye contact, pronunciation, types of questions asked and responses	informal	diagnostic formative	teacher teacher and peer	observation-based	
				• orally answer questions on the structure of the interview	informal	formative	teacher and peer	observation-based	
				• work in pairs to plan and write the first draft of the interview	informal	formative	teacher	observation-based	
				• add new words from the recorded interview to the spelling and vocabulary list	informal	formative	teacher	observation-based	
				HOMEWORK ACTIVITIES • write the draft copy of the interview (interview to be presented for formal teacher assessment during lessons 15 and 16)	informal	formative	self and parent	task-based	rubric (see Appendix H)
				• spell the words in the spelling and vocabulary list and use them in your own written sentences (this is the learner's own rough work)	informal	formative	self and parent	task-based	spelling and vocabulary list

	correctly in texts ▪ use structurally sound sentences in a meaningful and functional manner ▪ develop critical language awareness and use structures and conventions appropriately and effectively		• let learners add new words from interview to their spelling and vocabulary lists • give homework – see to it that they copy this down						

9	Language ▪ identify and explain the meanings of words and use them correctly in texts Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text ▪ recognize how language and images may reflect and shape values and attitudes in texts ▪ understand and critically evaluate audio-visual texts Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations ▪ demonstrate critical awareness of language use in oral situations	• write a spelling and vocabulary test • watch audio-visual recordings of 3-4 advertisements • give own opinion and listen critically to others' • listen to lecture on film and camera techniques	• give a spelling and vocabulary test • assess learners' marking of each others' tests • display the correct answers on the OHP/chalk board, give feedback and oversee learners doing corrections • play audio-visual recordings of advertisements • draw learners' attention to different types of camera shots and the use of colour, music, lighting and sound and discuss the effects that are created • hand out notes on film and camera techniques and discuss • give homework – see to it that every learner copies this down	• write a spelling and vocabulary test	formal	formative	peer	test-based	memorandum
				• assess a partner's spelling and vocabulary test	informal	diagnostic and formative	teacher	observation-based	
				• correct errors	informal	diagnostic and formative	teacher	observation-based	
				• orally answer questions that are randomly asked by the teacher on the effects of film and camera techniques used in the recorded advertisements	informal	baseline and diagnostic formative	teacher teacher and peer	observation-based	
				HOMEWORK ACTIVITIES • study the notes on film and camera techniques and make your own rough summaries	informal	formative	self and parent	task-based	study notes

10 **11** **12**	Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text ▪ understand and critically evaluate an audio-visual text Writing and presenting ▪ demonstrate the use of writing strategies and techniques for first drafts ▪ reflect on, analyse and evaluate own work, considering the opinion of others and present final product	• watch a film • discuss film and camera techniques • submit a draft copy of the interview • pay attention to feedback from the teacher on the interview and prepare the final copy for presentation	• explain what is meant by character, plot, setting and conflict and tell learners to pay attention to these elements while critically watching the film and trying to identify the effects of camera and film techniques • observe while learners are watching the film and intervene if necessary to promote understanding • while learners are watching, assess the draft copies of their interviews and give constructive, written feedback in order for them to improve their efforts	• orally answer questions randomly asked by the teacher on the director's use of camera shots, music, sound, lighting and colour	informal	diagnostic formative	teacher teacher and peer	observation-based	
				• submit the written draft of the interview for assessment	formal	formative	teacher	task-based	rubric
				HOMEWORK ACTIVITIES • prepare your final copy of the interview	informal	formative	self, peer and parent	task-based	rubric

13 **14**	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate planning and research skills for oral presentations ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations ▪ demonstrate critical awareness of language use in oral situations Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text ▪ recognize how language and images may reflect and shape values and attitudes in the text ▪ explore the key features of the text and explain how they contribute to the meaning ▪ understand and critically evaluate the film Language	• give your own opinion and listen to others' • discuss aspects of the film in groups and give oral feedback	• divide learners into groups of four • start group discussions on learners' general impressions of the film and ask each group to briefly share their impressions with the class • give each group a question on a relevant aspect to discuss and get feedback after 20 minutes • facilitate class discussions on answers • give homework	• orally discuss an aspect of the film in the group	informal	diagnostic	teacher	observation-based	observation sheet (see Appendix I)
						formative	teacher and peer	observation-based	
				• answer the group's question (each learner must be prepared to respond)	informal	diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• listen critically to the oral response from other groups and orally express your own ideas	informal	diagnostic	teacher	observation-based	
						formative	teacher and peer		
				HOMEWORK ACTIVITIES • complete the final draft of the interview and prepare with your partner to present it to the teacher and the class	informal	formative	self, peer and parent	task-based	rubric

	▪ identify and explain the meanings of words and use them correctly ▪ use structurally sound sentences in a meaningful and functional manner								

15 **16**	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate planning and research skills for oral presentations ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations ▪ demonstrate critical awareness of language use in oral situations Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text ▪ recognize how language and images may reflect and shape values and attitudes in the text ▪ explore the key features of the text and explain how they contribute to the meaning Writing and presenting ▪ demonstrate planning skills for writing for a specific	• read and listen attentively • study a rubric • perform interviews • write a magazine article	• share a short magazine article on a celebrity with the learners – display it on the *OHP* • explain how such an article can be written by using the information from the interviews that the learners have prepared • explain the structure of such an article and get the learners' impressions • give assignment to learners to use information from their interviews and write an article of 150-180 words for *People's Magazine* on their favourite celebrity • share the assessment rubric that will be used in the peer-assessment of the articles with them and make sure that they thoroughly understand the criteria • formally assess learners' interviews and record marks for CASS • oversee that learners who are not performing are working on their articles	• orally answer questions randomly asked by the teacher on aspects of the magazine article • orally answer questions on the criteria for assessment and express your own ideas on the criteria if asked to do so	informal	diagnostic	teacher	observation-based	
						formative	teacher and peer		
				• use the information from the interview and write a draft copy of the magazine article	informal	diagnostic and formative	teacher	observation-based	
				• present the interview in pairs*	formal	summative	teacher	task-based	rubric (see Appendix H)
				HOMEWORK ACTIVITIES • study the checklist and rating scale according to which research on *Shaka* will be assessed • conduct research on *Shaka* – find out where and when he lived and what he became famous for and write a summary on your findings	informal	formative	self and parent	task-based	checklist and rating scale (see Appendix K)

	purpose ▪ demonstrate the use of writing strategies and techniques for first drafts <u>Language</u> ▪ identify and explain the meanings of words and use them correctly ▪ use structurally sound sentences in a meaningful and functional manner ▪ use language structures and conventions appropriately and effectively		• give homework						
**** <u>Continuous formative assessment</u> of learning during the learning cycle now culminates in a <u>summative assessment task</u> to be formally assessed by the teacher and for which marks may be recorded as part of CASS***									

17	Reading and viewing ▪ demonstrate various reading strategies for comprehension and appreciation ▪ explain the meaning of the written text ▪ explore the key features of texts and explain how they contribute to meaning Writing and presenting ▪ reflect on, analyse and evaluate own and others' work and consider another's opinion Language ▪ identify and explain the meanings of words and use them correctly in texts ▪ use structurally sound sentences in a meaningful and functional manner	• edit a partner's magazine article • assess a partner's article and give feedback • use a partner's feedback to improve your article • assess a partner's final article	• get learners to exchange magazine articles in order to edit each other's articles • tell them what to look out for in the editing process • allow time for learners to pay attention to feedback from their peers and to prepare final copies of articles • assess learner's peer-assessment of each others' articles	• edit a partner's magazine article • write constructive feedback in the form of four short sentences • use a partner's feedback to improve your article	informal	baseline, diagnostic and formative	teacher	observation-based	
				• submit the final product for assessment	formal	summative	peer	task-based	rubric (see Appendix J)
				• assess a partner's magazine article	informal	diagnostic and formative	teacher	observation-based	

18	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate planning and research skills for oral presentations ▪ demonstrate the skills of listening to and delivery of fluent and expressive oral presentations Reading and viewing ▪ demonstrate various viewing strategies for comprehension and appreciation ▪ explain the meaning of an audio-visual text ▪ recognize how language and images may reflect and shape values and attitudes in the text ▪ explore the key features of the text and explain how they contribute to the meaning Language ▪ identify and explain the meanings of words and use them correctly in texts ▪ develop critical language awareness	• listen to feedback on interviews • share information gathered by research • assess a partner's presentation • read part of a poem aloud • listen attentively to a reading of the poem • express own ideas and listen to others while actively taking part in a class discussion on sections of the poem • infer meanings of unfamiliar words • use a dictionary or thesaurus • listen to lecture on diction and poetic devices • add underlined words from poem to spelling and vocabulary list	• give oral feedback on the interviews focusing on general strengths and weaknesses • organize learners to orally present their research to each other in pairs • oversee the peer-assessment of the research and performances • divide the class into even groups • give each learner a copy of *Shaka Zulu* (see Appendix L for poem and questions) • get learners to take turns in reading parts of the poem aloud in the groups • read the poem to the class • give each group a part of the poem to interpret and discuss within a certain time frame and make sure that they use the target language in their discussions • move around and assist with word choice and pronunciation where needed • facilitate feedback from each group; try to elicit response from the class on the poet's diction and	• tell a partner where and when *Shaka* lived and what he became famous for	formal	formative	peer	task-based	checklist and rating scale (see Appendix K)
				• assess a partner's performance and give feedback (see Appendix K)	informal	diagnostic and formative	teacher	observation-based	
				• read part of the poem aloud in your group (see Appendix L) • discuss part of the poem in your group	informal	diagnostic formative	teacher teacher and peer	observation-based	
				• work with a partner and answer the questions in writing	informal	diagnostic and formative	teacher	observation-based	
				HOMEWORK ACTIVITIES • answer all the questions on the poem in writing	informal	formative	self and parent	task-based	

			use of simile and metaphor; explain these in context of poem • demonstrate to learners how figures of speech, diction, imagery, form of lines and stanzas and punctuation affect meaning • see to it that learners add underlined words to their spelling and vocabulary lists • get learners to start answering the *questions on the* poem in writing; make sure that each one makes a note to complete this for homework						

19	Listening and speaking ▪ demonstrate knowledge of different forms of oral communication for social purposes ▪ demonstrate the skills of listening to and delivery of fluent and expressive presentations Writing and presenting ▪ reflect on, analyse and evaluate own work, considering the opinion of others and present the final product	• express own opinion and listen to others' • defend your position • mark own work • do corrections	• orally ask the questions that had to be completed in writing; allow enough response time; randomly select learners to share their answers with the class • illustrate to learners how they should critically listen to responses and facilitate discussions on the answers • display the correct answers on the OHP/chalk board; give feedback; allow time for learners to correct wrong answers in writing • assess learners' self-assessment • give homework – ensure that they write this down from the OHP/chalk boards	• mark your answers on the poem	informal	diagnostic formative	teacher teacher and peer	observation-based	
				• do corrective work on your answers if necessary	formal	formative	self	task-based	memorandum
				HOMEWORK ACTIVITIES • spell the words on the spelling and vocabulary list and use them in your own written sentences (this is the learner's own rough work)	informal	formative	self and parent	task-based	spelling and vocabulary list

20	Language ▪ identify and explain the meanings of words and use them correctly in texts Writing and presenting ▪ reflect on, analyse and evaluate own learning	• write a spelling and vocabulary test • mark a partner's spelling and vocabulary test • attend to feedback and do corrections • reflect on the attainment of *Learning Outcomes* and *Assessment Standards* • reflect on own learning • study a checklist and rating scale	• give a summative test on a selection of words from the spelling and vocabulary list • display the correct answers on the *OHP/chalk board* • oversee the peer-assessment of tests • give feedback • create the opportunity for the class to reflect on learning during the past cycle – use a thick coloured pen to tick off on the checklist on the wall all the *Assessment Standards* that have been attained • allow time for learners to reflect on their own learning and progress by completing the form in their learning journals (see Appendix M) • share learning objectives of next cycle with learners • give homework – make sure everybody writes this down and knows *exactly what to do* • take note of learners' feedback on their learning and review your teaching in order to become more effective	• write a spelling and vocabulary test	formal	summative	peer	test-based	memorandum
				• mark a partner's spelling and vocabulary test	informal	formative	teacher	observation-based	
				• do corrective work if necessary	informal	formative	teacher	observation-based	
				• as a group, reflect on the attainment of *Assessment Standards* and tick them off	formal	formative	self, peer and teacher	observation-based	
				• reflect on your own learning – complete the form (see Appendix M)	informal	diagnostic and formative	teacher	observation-based	
				• study a checklist and rating scale and orally answer questions randomly asked by the teacher on the criteria	informal	formative	teacher	observation-based	
				HOMEWORK ACTIVITIES • select your best and worst television advertisements and write a short paragraph on each advertisement in which you explain what makes the advertisement good or bad • record your advertisements if possible and take the recordings to school	*informal*	*formative*	*self and parent*	*task-based*	*checklist and* rating scale

6.2.4 Practical implementation of the model for the assessment of *EFAL* in the FET band.

Further information is given on the model so that it can become clear to the teacher how the model should be practically implemented in the classroom. Although assessable tasks and assessment tools are planned before teaching and learning activities in the initial stage of *Lesson Planning*, the model for assessment follows the logical execution procedures in the classroom. Thus, although backward design is followed in the planning of the lesson, the execution of the lesson is still in the logical sequence. Assessable tasks come at the end of the lesson – they are the products or outcomes of the teaching and learning that have taken place.

The focus is on the language learning outcomes, teaching strategies, learning activities and assessment. It should be noted that the four *Language Learning Outcomes* address the skills of *listening and speaking, reading and viewing, writing and presenting* and *knowledge about language and how it functions* and that these skills are to be taught and learnt in an integrated way (DoE, 2005a:11). It should also be noted that the skill, knowledge, attitude and value (SKAV) outcomes for Languages are embedded in the *Learning Outcomes* and *Assessment Standards* (DoE, 2005a:27). For example, the *Assessment Standards* for Learning Outcome 1 in the first lesson in the above model is that *Learners must demonstrate planning and research skills* and that they must *demonstrate the skills of listening to and delivery of fluent and expressive oral presentations.* While demonstrating the *skill* of listening to oral presentations, the learner will also portray a certain *attitude* and might be required to make a *value* judgement regarding the content of the presentation. In the second lesson, learners are expected to *explain the meaning of a written text,* which involves both a *knowledge* and *skill* outcome. Because skills, knowledge, attitudes and values are interwoven with language teaching and learning and, therefore, embedded in the *Learning Outcomes* and *Assessment Standards* no specific cognitive, affective and psychomotor outcomes were identified and/or formulated for each lesson.

Dealing with the practical implementation of the model, it is taken as a given that the phases of each of the lessons below will be put into place. The phases referred to are the *introductory phase* where the teacher shares the learning outcomes for the lesson, creates the context for learning and makes sure that the outcomes are linked with prior learning in a meaningful way, the *teaching, learning and assessment phase* and the final phase where *consolidation and reviewing of learning* takes place. Special effort has been made to illustrate how assessment should be integrated with teaching and learning and how it should be used continuously to serve a formative and diagnostic purpose.

Important matters to be addressed during the first days of the new school year:

- A classroom policy should be drawn up by the teacher and the learners to ensure that everybody knows exactly what is expected in terms of classroom discipline, teaching, learning and assessment.
- An overview should be given of *Learning Outcomes* for the year. It is a good idea to put an enlargement of the checklist for *Assessment Standard* units up against the classroom wall (see Appendix D). At the end of each learning cycle a thick coloured pen can be used to tick off which of these units have been attained in order to give learners a sense of achievement and success.
- Learners should be motivated to take responsibility for their own learning and assisted in starting a learning journal/logbook in which they write down their targets in studying *EFAL* and then continuously reflect on their learning and keep track of their progress (see Appendix M).

Teaching and Learning Cycle 1

Theme: Celebrities

Duration: 15 January 2007 - 2 February 2007 (20 lessons of +- 35 minutes each)

In preparation for the first lesson on Monday 15 January each learner needs to prepare the following:

- establish who his/her favourite celebrity is, and
- gather information on this person and prepare to introduce this favourite celebrity to a partner in 3-5 minutes with visual, audio and/or audio-visual data.

The teacher ensures that all the learners know where they may find information and how to access this information. The structure of the short speech by which the celebrity will be introduced as well as the use of voice and body language is discussed. Each learner receives a checklist (see Appendix E) with a rating scale which will be used when the activity is peer-assessed. The checklist (which is based on the *Assessment Standards* to be attained) and rating scale are discussed so that each learner knows exactly what is expected. Together the teacher and learners may decide how many ticks in the *Yes/No* columns of the checklist will be needed for a performance to be rated as *Good*, *Average* or *Poor*.

Planning for each lesson ***(see model for Learning Outcomes and Assessment Standards for each lesson)***

Lesson 1: The lesson outcome is to orally introduce a celebrity to the class

The teacher introduces the learners to the theme for the next three weeks and shares the learning outcomes with them. In order to attain certain *Assessment Standards* which will later be ticked off on the checklist against the classroom wall, the following learning activities will be conducted:

- informal introduction to a celebrity;
- study a comprehension passage and answer questions;
- do a summary/précis;
- transform sentences into questions, negatives and tag questions;
- conduct an interview;
- write an article for *People's Magazine*;
- analyse a poem and learn about poetic devices and diction;
- learn about film techniques, setting, plot, character and conflict, and
- watch a film.

After liaison with other teachers she/he will also be able to inform the learners about integration of learning with other subjects e.g. *Mathematics, Economics* and *Geography* (see Comprehension Passage Appendix F).

Learning activities:

- Learners complete the first part of the form on which they set aims for themselves for the learning cycle and later reflect on their learning.
- A quick, informal competition is held to introduce learners to the theme for the cycle and get them involved. The teacher divides the class into two groups. She/he shows pictures of various celebrities. The groups must identify each celebrity and answer a question about the person's life. The group that gets most answers correct wins.
- Learners get the opportunity to orally introduce their favourite celebrities to each other.

- After the initial activity the learners will be asked to nominate their partners who have done well to introduce their favourite celebrities to the entire class. It gives the rest of the learners an opportunity to see what the standard of a good performance is.

Assessment:

- The 'Celebrity Introductions' are peer-assessed by using the checklist.
- **Formative assessment** takes place when the learners use the checklist and finally rate each others' performances as *good, average* or *poor* (see Appendix E for the checklist and rating scale)
- **Formative assessment** takes place when the partners write down suggestions on the checklist on how to improve each other's efforts
- The teacher simply observes and listens to learners' performances while using **baseline assessment** to establish what they already know and can do and **formative assessment** when learners are kindly assisted with pronunciation and word choice and when learners are assisted in assessing each others' efforts. The teacher gives oral **feedback** to the group after having observed several introductions. The teacher may choose to use a formal **observation sheet** as an assessment tool but using such a tool may restrict the teacher to closely observing only a few learners and perhaps not getting a picture of the overall competence of the learners.
- **Feedback** should be constructive and may focus on the merits of good performances and general errors that should be brought to learners' attention so that they can try and eliminate these in future. Best performances should be shared with the group in order for them to get an idea of what can be done and what an introduction of high standard sounds and looks like.
- It is important to have some system in place by which learners who do well are praised and given some reward, like a stamp or sticker that is pasted in their books by the teacher. Once a certain number of stickers have been collected by the learner, a bigger reward can be given. Bigger rewards might be something as simple as entering the learner's name on a special list on the classroom wall and giving him/her a chocolate bar or cold drink.

Lesson 2: The lesson outcomes are reading aloud, using dictionaries to look up the meaning and pronunciation of unfamiliar words, taking part in group discussions in coming to an understanding of a text, starting a word bank and showing understanding of a text by answering questions on it.

As each learner enters the classroom the teacher calls out a number between 1 and 4. Once inside the classroom learners sharing the same number are told to form a group. This means that in a class of 32 learners, there will be 8 groups of four learners each.

Each learner receives a copy of the passage on Leonardo DiCaprio (see Appendix F).

Learning activities:

- Group members now take turns to read the passage aloud while the teacher moves around and renders assistance.
- In their groups, learners infer the meanings of words or images that have been underlined. They are encouraged to infer meanings by using knowledge of grammar, word attack skills, contextual clues and placement, and only to use dictionaries/thesauruses to check up meanings when they get stuck or when they need to find the correct pronunciation of words. They discuss and reread parts of the comprehension passage to come to a better understanding of it.

Teaching and assessment:

- The teacher moves around and uses **formative assessment** in assisting learners with reading aloud, inferring the meanings of unfamiliar words and using the dictionary/thesaurus.
- He/she will also be able to use **baseline assessment** in establishing learners' ability to read, infer the meanings of unfamiliar words in context and use the dictionary and thesaurus.

Teaching activity:

- The teacher starts a class discussion on Leonardo DiCaprio by asking questions on the passage and testing comprehension, trying to involve as many learners as possible.

Assessment:

- The teacher once again uses **formative assessment** to improve learners' oral responses i.e. helping them to pronounce correctly, helping them choose the correct words to express themselves, helping them to deduce the meaning of words from the context and assisting them to use the dictionary

- **Baseline assessment** during the class discussion will enable the teacher to form an opinion about the learners' ability to listen and read with understanding
- Informal **peer-assessment** may occur when learners critically listen to each others' oral responses to questions and points of view during the discussion

Teaching activity:

- The idea of a spelling and vocabulary list is explained to the learners.

Learning activities:

- A study and vocabulary list is started at the back of each learner's script by writing down the underlined words in the comprehension passage. The meanings of unfamiliar words are also written down. Learners are invited to regularly add any new or unfamiliar words that they might come across inside or outside the classroom.

Assessment:

- Informal **formative assessment** by the learner him- or herself, the teacher or the peer takes place when words are entered into the list and spelling is observed.
- Only when the teacher is satisfied that the passage is understood by most learners, he/she hands out the questions based on the passage. The teacher can establish learners' level of understanding by using the *traffic light system*. (In the *traffic light system* each learner is in possession of a green, amber and red coloured sheet of paper. The teacher then asks the learners to hold up the colour which indicates their level of understanding: green for "*yes I understand completely*", amber for "*I am not quite sure of everything*" and red for "*no, I do not understand at all*"). Depending on the response from the learners, questions on the comprehension passage are started on individually or in groups. If group members all understand the content, they can work together on the questions. If not, the teacher needs to render assistance to some learners while the others carry on working at their own pace.

Homework activities:

- Learners must answer all the questions on the comprehension passage, in writing, except for the one on the précis.
- Learners must study the meaning and spelling of words entered into spelling and vocabulary list.

Lesson 3: The outcomes for this lesson are for learners to show understanding of new words and know how to spell them, assess their peer's and their own work by using written memoranda, defend their own responses to questions and correcting responses by making adjustments

Assessment:

- On entering the classroom learners write a 10 mark spelling and vocabulary test based on words from the spelling and vocabulary list that was started the previous day. These tests are written in their language scripts and are **peer-assessed** when the teacher writes the correct words on the chalk board or displays them on the overhead projector (OHP). It is important that learners *see* and *hear* the correct spelling. They may even be asked to spell the word orally as a group. The teacher gives **feedback** by, for example, focusing on basic spelling patterns and explaining how words are derived from certain roots. Learners who have not mastered the words will **have another opportunity to improve** when similar **summative assessment** will take place at the end of the cycle. Although the assessment type is **summative**, the results are used for **formative** purposes and are not recorded or reported.
- **Learners mark their own answers** to the comprehension test while the teacher leads the marking by sharing the answers from a **written memorandum**, which is shown on the OHP. It is important for learners to see the answers and be given the opportunity to defend their responses and make the necessary corrections as part of the **formative** process.

Lesson 4: The lesson outcomes are to listen and read with attention and to summarise main and supporting ideas

On entering the class, learners are divided into groups by being given numbers, coloured sheets of paper or any other practical technique. The teacher might opt to group weaker learners with stronger ones, have multi-cultural groups or even allow friends to work together.

Teaching activities:

- The learners listen to and watch a +- 2 minute long audio-visual recording of an interview with a celebrity.
- They are told to make notes of the most important information shared during the interview and watch it once more.
- They are requested to summarise the information given during the interview in their groups while each member can be expected to be asked to share the summary with the class.

- Unfamiliar words must be looked up in the dictionary/thesaurus that is available in each group. (A list of words that the teacher considered as unfamiliar to most learners has already been written on the flip side of the chalkboard or a transparency and will be displayed later in the lesson when all learners will be required to copy them down in their spelling and vocabulary lists).

Assessment:

- The teacher moves around and observes the note taking and summarizing.
- When the groups share their summaries with the class, **informal formative assessment** takes place when learners listen critically to each others' responses and the teacher assists with pronunciation and word choice.
- Groups **formally assess their own efforts** when a model summary is displayed on the OHP or shown on the chalk board (if a chalk board is used, the model answer should have been written on it before the class started so as to save valuable time) – this is regarded as **formative assessment** because the group can see what they need to do to improve.

Teaching activities:

The teacher formally teaches the technique of précis writing by going through each step of the process which is then practically and step by step applied by the learners who work in pairs on question 14 of the Comprehension passage. He/she continually checks whether the learners are following and ensures that everybody understands, before each learner is expected to write his/her own précis in response to question number 15 of the Comprehension passage (see Appendix F for a copy of the Comprehension Passage)

Assessment:

- Each learner receives a copy of the **assessment rubric** which will be used to **formally peer-assess** the précis to be written in response to question 14. Criteria in the rubric are based on relevant *assessment standards* and must be stated in such a way that the learners thoroughly understand what is meant. For example, it makes much more sense to state exactly how many spelling and/or punctuation errors will be accepted per level, than to use vague criteria like "*spelling and punctuation are mainly correct*" or "*very flawed spelling and punctuation*". The rubric needs to be thoroughly explained to the learners and the teacher must check that they know exactly what is expected of them. If time allows, the teacher and learners may design the rubric together by selecting *assessment standards* from the check list. In the process of designing the rubric, the learners take responsibility for their own performances.

(The rubric may only contain criteria and no marks. See Appendix G)

Lesson 5: The outcomes for this lesson are to assess a peer's précis by using a rubric and to defend a position

Assessment:

- Before **peer-assessment** commences, the criteria need to be explained again.
- Learners work in pairs and **peer-assess** each other's précis while the teacher moves around to facilitate the process. Each individual may argue his/her results, while the assessor must be able to defend the rating given. Spot checks are done by the teacher to ensure that assessment is fair and reliable. Although **summative assessment** is used to establish what learners have learned in this case, the **summative results** may be used in a **formative way**, enabling learners to improve their results, if they wish to have another go at the summary. Learners who do not meet the criteria in a satisfactory manner must be given extended opportunity to learn. Various techniques can be followed by the teacher, who now has to use the assessment results to improve his/her teaching. It might be necessary to explain in a different way how the précis is to be done and to work step-by-step with the individual learner, or the learner who battles can be paired off with one who has successfully mastered the technique, and both can work on another summary so that the one who battles can learn while the other gets an opportunity to excel.

Lesson 6: The outcome for this lesson is to transform sentences into questions, negatives and tag questions in preparation for asking and responding to questions in an interview

Learners must be made aware that they need to be in control of the above language structures in order to communicate well in society. To make learning more authentic in the context of *Celebrities*, they will be required to take part in interviews either as the interviewer or interviewee during lesson 8. An interview can only be conducted if learners know how to ask questions and respond to them.

Teaching and learning activity:

- The teacher moves down each row in the classroom, orally giving each learner a sentence in various tense forms that he/she has to transform into a question, negative or tag question.

Assessment:

- **Baseline assessment** is used when the teacher listens to learners' oral responses and establishes what they know and can do.
- The **teacher assesses** the situation and decides which action to take: if transformations are mostly wrong, it will be necessary to go back to teaching and learning the English verb columns and basic tenses and then take the learners through the sentence transformation process. If this is indeed the case, formal teaching and learning need to take place.

Teaching activities:

- The teacher explains the use of basic past, present and future tenses and how statements are transformed into questions, negatives and tag questions in each tense. He/she checks that the learners follow and understand by expecting them to practically apply their knowledge and transform sentences orally as the lesson progresses. Learners can also be paired off and asked to transform sentences and give feedback to the class. Sentences to be transformed can be written on the chalk board or given on the OHP and should come from the comprehension passage so that learning can take place in a certain context.

Homework activities:

- The learners are given columns of the English verb to go and study in preparation for a 10 minute class test the following lesson.

- Learners are given sentences to transform into questions, negatives and tag questions. Advanced learners may be required to transform more complex sentences.

Lesson 7: The lesson outcomes are to peer- and self-assess and to demonstrate the ability to transform sentences into questions, negatives and tag questions

Assessment:

- Learners write a 20 mark test on the three columns of the English verb i.e. **formal summative assessment** takes place. (Together the teacher and learners may decide which scores deserve stamps/stickers).
- Learners exchange tests and **peer-assess** each other's answers when the teacher writes the answers on the chalk board or displays them on the OHP.
- The teacher checks results, which will determine if more attention should be given to the formal studying of the English verb tables and gives **constructive feedback**.
- **Each learner marks his/her own** questions, negatives and tag questions when the teacher writes the correct sentences on the board or displays them on the OHP. The teacher moves around while the marking takes place to **assist learners with self-assessment**, and to get an idea of the general level of competence in the class. Both the teacher and the learners are actively involved in the **assessment process which feeds back into teaching and learning**. Learners who need special attention and extended opportunities to learn can be accommodated by being given an extra lesson, albeit during break time, or simply more sentences to transform as homework. *NB: The "Assessment Standard" unit for Grades 10, 11 and 12 (see p40 of the NCS) reads that negative forms must be used "correctly". A Grade 10 learner may thus not be given credit for only getting part of the sentence correct. As far as questions are concerned the "Assessment Standard" unit stipulates that Grade 10 learners must use questions "with growing accuracy" while Grade 11 and 12 learners must use them "correctly". This means that a Grade 10 learner may get credit for having part of the question correct e.g. if she/he uses 'Did' correctly in the following sentence but does not yet manage to use the correct form of the verb:* ***Did*** *the man* ***bought*** *the car?*
- Learners are told that in the next lesson they will be using these structures to conduct interviews and respond to questions being asked in the interview.

Lesson 8: Learning outcomes for this lesson are to plan and draft an interview

Learning activity:

- The learners watch a visual recording of a short interview (it could be taped from television programmes like *Top billing, News, Super Saturday, Carte Blanche, Oprah,* etc).

Teaching activity:

- The teacher explains what is meant by body language and gestures, tone of voice, voice projection, pace, eye contact, the structure of the interview and good pronunciation.

Learning activities:

- The learners watch the recording again and pay attention to both the interviewer's questions and statements and the interviewee's responses, as well as each participant's body language and gestures, tone of voice, voice projection, pace, eye contact and pronunciation.
- The influence that each of these aspects has on the interview is discussed with the teacher facilitating the class discussion.
- The type of questions asked by the interviewer and the responses from the interviewee are discussed with the teacher leading the class discussion.
- Together the teacher and learners decide on appropriate questions to be asked in an interview, appropriate responses and appropriate body language and gestures, tone of voice, voice projection, pace, eye contact and pronunciation.
- Learners are paired off to work on an interview between a reporter for *People's Magazine* and any celebrity of their choice. Their interviews are to be performed and formally assessed during lessons 15 and 16 of this learning cycle. Advanced learners may be paired off together and expected to perform two interviews.
- New words are added to the spelling and vocabulary list.

Assessment:

- Each learner receives a rubric (see Appendix H) with the exact criteria based on the learning objectives according to which their oral performances of the interview will be assessed. The criteria are thoroughly discussed, so that each learner knows exactly what is expected. This **summative assessment** will be done by the teacher and marks will be recorded as part of the official CASS mark of each learner.
- Learners are to submit their draft copies of the interview for **formative teacher assessment** during lessons 10, 11 or 12 when they will watch the film *Romeo and Juliet.*

Lesson 9: The lesson outcome is to study film techniques and camera techniques and answer questions on effects created by directors

On entering the class, learners are divided into groups by using an appropriate technique. Six learners should be grouped together.

Assessment:

- Learners write a **summative** test on words from the spelling and vocabulary list. The tests are **peer-assessed** and **constructive feedback** is given by both the peer and the teacher when the correct answers are displayed on the OHP or chalk board. Each learner does the necessary corrections (this can be done by conscientiously copying down the correct word behind the wrong one or to write each word out a couple of times, and then to pay special attention to these words when the list is studied at home). It is important to use the test results in a **formative way** so that learners can learn to spell with growing accuracy.

Teaching and learning activities:

- The learners watch audio-visual recordings of a few television advertisements.
- The teacher asks simple questions about the type of camera shots, colour, music, lighting, sound, etc. used in the advertisement and learners are prompted to say which effects are created.

Teaching activities:

- Each learner receives notes on film and camera techniques that the teacher has compiled after extensive research. The notes are to be pasted into the learners' scripts for film study (the teacher should have scissors and glue available in class and allow time for learners to paste in the notes).
- The teacher works through the notes and discusses the film techniques with the learners, who are prompted to come up with examples from familiar movies.

Homework activity:

- Learners are requested to study the notes on film techniques at home in preparation for watching *Romeo and Juliet* over the next four lessons.

Lessons 10, 11 and 12: During this time the teacher and learners watch the film *Romeo and Juliet*

Teaching and learning activity:

- The learners and teacher watch the film together and learners are told to pay attention to film techniques, plot, character, setting and conflict (first the teacher explains what is meant by *plot, character, setting* and *conflict*). The movie should be paused where the effect of certain film techniques can clearly be seen.

Assessment:

- The teacher uses this time to **formatively assess** the written draft copies of learners' interviews and give **constructive feedback**, which is attended to by the learners in order to improve their efforts and present a good final product.
- The teacher **observes** while the learners watch the film and listens for comments as part of assessing whether learners are following the film. The idea would be for learners to finish watching the film before discussions commence, but intervention should be considered during the screening if needed to lead to better understanding.

Lesson 13: The learning outcomes for this lesson are

- **to demonstrate understanding of the plot, characters, setting and conflict in the film *Romeo and Juliet* by taking part in discussions and orally answering questions, and**
- **to demonstrate understanding of the effects of film and camera techniques by taking part in discussions and orally answering questions**

Learners are divided into groups of four as they enter the classroom. Eight groups will be formed if there are 32 learners.

Learning activities:

- Learners are allowed ten minutes to informally share their impressions of the film in their groups and then share the general feeling of the group with the class.
- The following activities are shared among the groups and each group is allowed twenty minutes to discuss their question before reporting back to the class (any learner in the group may be requested by the teacher to report back orally):

  Group 1: Name the main characters, indicate which characters are related to each other, explain in detail why Romeo and Juliet may not be a couple, give your opinion on this and give an example of a modern day couple in a similar situation.

  Group 2: Summarise the plot and identify external conflict situations.

  Group 3: Explain in detail how Romeo and Juliet meet. Watch this part of the film again and discuss the use of camera shots, lighting and music.

  Group 4: Explain why Romeo kills Tybalt and discuss the consequences of this act.

  Group 5: Discuss the role of the friar, decide whether the friar did the right thing to give poison to Juliet and discuss which advice you would have given to Romeo and Juliet.

  Group 6: Discuss the role of Romeo as played by Leonardo DiCaprio by focusing on the language that he uses in a modern day film, his handling of guns, his acting when he finds himself all alone in a remote place after being banned from the city, in love scenes with Juliet and when he finds her 'dead' body. Which other actor would you have chosen for the role and why?

  Group 7: Discuss the setting of the film. Why do you think the director chose this setting? How does he portray Romeo's alienation when he has been banned from the city? Where

does the friar find himself and how does the director portray tranquillity and piece in the friar's surrounding?

Group 8: Learner 1: Juliet

Learner 2: Romeo

Learner 3: Paris

Learner 4: The director

Decide how you would change the scene where Romeo finds Juliet's 'dead' body, act it out and explain which sound effects and camera techniques you would use. Motivate your choices.

Assessment:

- While the groups are discussing their questions the teacher moves around and uses an **observation sheet** (see Appendix I) to assess the groups' efforts.
- It might be possible to get feedback from one or two groups during this lesson. The rest will report on their group tasks during the following lesson.
- Learners are invited to listen critically when each group reports back on its question and to comment on the answer/performance. **Informal peer- and teacher assessment is used in a formative way.**

Lesson 14: Lesson outcomes are similar to those of lesson 13

Learning activity:

- Groups continue to report back on their questions.

Assessment:

- Learners are invited to listen critically when each group reports back on its question and to comment on the answer/performance. **Informal peer- and teacher assessment is used in a formative way** while feedback is given to improve learning.

Lessons 15: Outcomes for this lesson are to deliver the interview and write a magazine article with the specific purpose of sharing information on a celebrity in well constructed and edited sentences

Teaching activities:

- The teacher shares with learners a short magazine article on a celebrity and they discuss how an article can be written based on the information from the interview. The structure of the article is explained and discussed. The teacher explains the importance of good introductory and concluding sentences and gives examples. He/she also makes the learners aware of structuring their writing by using paragraphs and focuses their attention on good sentence construction and using a dictionary or spell check to edit their work. Learners are requested to use the information from their interviews and write an article of 150-180 words on their celebrity to be completed for lesson 17. The exact assessment criteria of the rubric that will be used as an assessment tool are shared with them and discussed (see Appendix J). The *Assessment Standards* to be attained are incorporated in the rubric in the form of criteria.

Learning activities:

- Learners perform their interviews in pairs.
- Learners who are not performing work on the article on their celebrity for *People's Magazine.*

Assessment:

- The teacher uses the rubric that each learner has received to **formally assess** his/her interview. Marks are indicated on the rubric so that the learner can see how his/her performance has been rated and the teacher records each one's mark as part of his/her CASS mark. Ratings may be argued but since the criteria of the rubric are clear no problems should arise.

Lesson 16: Lesson outcomes are similar to those for lesson 15

Learning activities:

- Learners perform their interviews in pairs.
- Learners who are not performing, work on the article on their celebrity for *People's Magazine.*

Assessment:

The teacher uses the rubric that each learner has received to **formally assess** his/her interview. Marks are indicated on the rubric, so that the learner can see how his/her performance has been rated and the teacher records each one's mark as part of his/her CASS mark. Ratings may be argued, but since the criteria of the rubric are clear no problems should arise.

Homework activity:

- In preparation for lesson 18, learners must research Shaka, the Zulu chief and find information on where and when he lived and what he became famous for. The checklist and rating scale which will be used to assess their research and presentations are handed out to the learners (see Appendix K).

Lesson 17: Lesson outcomes are to identify spelling and grammatical errors and to peer-assess magazine articles by adhering to certain criteria

Assessment:

- The teacher may still use some time in this lesson to complete the assessment of interviews.
- Learners exchange scripts and **formatively assess each other's articles** by judging introductory and concluding sentences, checking structure and sentence construction and proofreading for spelling and punctuation errors.
- **Feedback is given in pairs** (with the assistance of the teacher who moves around) and each learner gets the opportunity to make changes to his/her work in order to improve it.
- Magazine articles are **formally peer-assessed** by using the rubric as an assessment tool.

Lesson 18: Outcomes for this lesson are to identify metaphor and simile as figures of speech and to recognize how word choices, figures of speech and imagery affect mood, meaning and theme as well as to recognize how lines, stanza forms and punctuation affect meaning. Learners need to demonstrate understanding by responding to questions both orally and in writing.

On entering the class, learners are divided into six groups.

Assessment:

- The teacher gives oral **feedback** on the interviews focusing on general weaknesses and strengths, telling learners what to do to improve and praising good efforts. It is important to assure learners that their performances are judged against certain criteria and that their efforts are not compared with that of other learners.

Teaching and learning activity:

- Learners are shown a picture of Shaka and requested to share with their partners the information that they have gathered during their research.
- Together they have to decide whether or not Shaka could be seen as a celebrity of his day.

Assessment:

- The partners **peer-assess** each others' research and performances by using the checklist and rating scale provided.
- The teacher moves around and observes the performances, peer-assessment of performances and discussions on Shaka as a celebrity. She/He may assist learners in coming to understand Shaka's role in the Zulu kingdom, assist them with pronunciation and word choice and give guidance if they are not sure on how to rate their partners.

Teaching and learning activities:

- Each learner is given a copy of the poem *The Birth of Shaka* (see Appendix L)
- The poem is then read in each group with each learner reading a part aloud.
- The teacher then reads the poem while everybody pays attention.
- Each group gets a part of the poem to interpret and discuss. Dictionaries are used to look up unfamiliar words (five to eight minutes are allowed for this). The teacher moves around, ensures that the learners use the target language in their discussions and assists the learners in their interpretation.
- Each group shares their interpretation with the class with the teacher managing the process and steering learners in the right direction.

- Unfamiliar words (that have been underlined in the poem) are added to the spelling and vocabulary list.

Teaching activities:

- The teacher tries to elicit responses from the class on the poet's diction and use of metaphor and simile and explain these in the context of the poem. He/she also discusses how figures of speech, word choice, imagery, the form of lines and stanzas and punctuation affect meaning.

Learning activities:

- The learners move back to their desks and start working on the questions on the poem.

Homework activity:

- The questions on the poem are to be completed at home and assessed during the following lesson.
- Advanced learners may be given an unseen poem and be required to identify figures of speech and their effects. Their work can be assessed during break time the following day, or even while slower learners are still doing corrective work on their answers.

Assessment:

- The teacher moves among the groups and assists learners while they read their parts of the poem by helping with pronunciation and pace.
- He/she also renders help in a **formative way** when parts of the poem are discussed in groups.
- The teacher and learners listen critically to the group interpretations and once again help with the correctness of the interpretation, word choice and pronunciation. **Informal peer- and teacher assessment are used in a formative way,** while feedback is given to improve learning.
- When learners work on the questions in pairs the teacher moves around and gives **guidance and assistance** where needed. He/she will then be able to see which learners do not fully understand the poem and may need to give individual attention to some learners.

Lesson 19: The lesson outcome is to assess own answers

Assessment:

- The teacher asks each of the questions that had to be answered in writing on *The birth of Shaka* and randomly chooses learners to respond to each question. Responses are discussed as part of a **formative assessment** process before the correct answer is written on the chalk board or displayed on the OHP. All learners are invited to listen critically to responses and share their views. Each learner **assesses his/her own work.**

Homework activity:

- Learners must study the meaning and spelling of words that have been entered into the word bank during the past three weeks and prepare for a 20 mark spelling and vocabulary test.

Lesson 20: The outcomes for this lesson are:

- **to demonstrate understanding of words that have been entered into the word bank by using them in written sentences;**
- **to spell these words correctly, and**
- **for learners to reflect on their own learning over the last three weeks by ticking off *assessment standards* that have been attained and by making an entry into their journals/diaries focusing on their personal development and instructional improvement**

Teaching and learning activities:

- A 20 mark vocabulary and spelling test is written on words that have been entered into the word bank
- Each learner assesses a partner's test, pays attention to feedback and does remedial work on his/her own answers
- The teacher and learners reflect on the attainment of *Learning Outcomes* and *Assessment Standards* and use a thick coloured pen to tick off the *assessment standards* that have been incorporated in the learning cycle on the checklist against the classroom wall. Learners get the opportunity to see which *assessment standards* they have attained and should experience a sense of achievement and success.

- Each learner reflects on his/her own learning and progress by completing the form on which he/she has stated personal learning objectives at the beginning of the cycle (see Appendix M).
- The teacher shares the learning objectives of the following learning cycle with the learners.

Assessment:

- **Peer-assessment** is used to mark the spelling and vocabulary test. Answers are written on the chalk board or displayed on the OHP. The teacher and learners decide what the minimum score should be to get a stamp/sticker. The summative assessment results are not recorded and reported but used in a formative way because learners see the correct answers and do a short remedial exercise in which they correct their own errors.
- The teacher and learners reflect on the attainment of *Learning Outcomes* and *Assessment Standards*.
- Each learner gets the opportunity to **reflect on his/her own learning and progress** and is invited to share the information with the teacher who reviews his/her teaching.

Homework activity:

- The theme of the next cycle is shared with the learners and they are given a task to do in preparation for the first lesson of the next cycle. In this case the next theme is *Advertising* and the learners are asked to choose their best and worst TV advertisements, think of what makes them good or bad and prepare a brief motivation of their choice. The checklist and rating scale, which will be used in the peer-assessment of the activity, are shared with the learners. Those who are able to bring recordings of the advertisements of their choice are invited to do so.

6.3 DEVELOPING QUALITY ASSESSMENT TASKS

In developing assessment tasks like the *research on celebrities*, *the research on Shaka*, the *interview*, the *magazine article* and other tasks discussed above, teachers need to be very careful in ensuring quality.

The quality of assessment tasks will be enhanced when attention is given to the following:

- alignment;
- intellectual challenge and engagement;
- assessment scope and demand;

- language used to communicate the task;
- literate capabilities involved in doing and completing the task;
- performance contexts;
- clarity on what is expected both during and on completion of the task;
- self-assessment for improvement, and
- the purpose of assessment information (Wyatt-Smith and Bridges, 2006).

In practice, it means that teachers of *EFAL* in the FET phase need to ask themselves the following questions with regard to each of these aspects:

Alignment

- How is the assessment task aligned with the Learning Outcome(s) and intended learning/ Assessment standards?
- Does the task focus only on *EFAL* or will there be integration with other subjects?
- When is the task best scheduled in the *Cycle Plan*?
- How does the assessment require learners to carry forward and build on prior learning?

Intellectual challenge and engagement

- What prior knowledge, skills and strategies are necessary for learners to engage with the task?
- What are the dimensions or aspects of the task? Does it involve learners in: locating, retrieving and representing information; problem-solving; taking action or making a presentation to an audience? What are the cognitive, aesthetic, creative and critical aspects?
- Will the learners see the assessment task as worthwhile and as having relevance to them? For example, does the task connect with the communities of practice that the learners identify with outside school?

Assessment scope and demand

- What is the level of demand of the task? Is the task to be designed to meet the minimum requirements for success?

- Does the task build in the opportunity for the teacher to discriminate among performances at different levels?

Language used to communicate the task

- Is the wording used to present the task free of any bias? (E.g. gender, political, racial, etc.)
- Has the assignment been given in writing and is the language clear and accessible to all learners, taking account of their cultural and linguistic backgrounds?
- What, if any, prerequisite cultural and linguistic knowledge are called on to access the intended meaning of the task?

Language skills and literate abilities involved in doing and completing the task

- Which language skills will be needed to engage with the task? For example, will the learners be accessing and using written, visual or auditory language as they progress through the task?
- Will the final product involve learners working in one mode or will they be working multimodally, both within and across modes e.g. combining written, visual and auditory language?
- Will they need to use any digital technologies to succeed at the task? (e.g. the internet or computer-based programmes?)

Performance contexts

- Does the task have any connection to learners' outside school experiences? If so, are the conditions for doing the school task simulating the conditions of real life experiences?
- Will learners be working individually, in pairs or in groups?
- What human and material resources will they need to access in order to do the task?
- Will these resources be available and accessed at school, during school time?
- Will some additional resources need to be accessed outside school?
- How much time is needed to complete the task successfully?
- Will work-in-progress be shared with the teacher and/or with peers for feedback purposes?

Knowing what is expected both during and on completion of the task

- What information is provided to learners about how to progress through the task, checking for example on use of resources and time?
- What access do learners have to information about how the quality of what they do is to be judged? (e.g. are exact assessment criteria shared with them and are they given exemplars showing how the requirements have been met?)

Self-assessment for improvement

- How are learners enabled to monitor their progress, including time and resource management?
- How are learners enabled to monitor the quality of their work during production? (Will they know (i) what and (ii) how to improve?)

Intended purpose of assessment information

- What is the intended use of the assessment information generated by the task? Is it primarily for formative purposes (to improve learner performance) or primarily for summative purposes (to report learner achievement) or is it possible that the information may serve both formative and summative purposes?

6.4 SUMMARY AND CONCLUDING REMARKS

The *NCS* for *EFAL* Grades 10-12 that is seen as internationally benchmarked, aims at providing learners from different cultural backgrounds and often with low literacy levels, with high quality English language skills, which will enable them to take part in and contribute to both the South African and international society. In theory, the *NCS* is a fine document in which all the *Learning Outcomes* and *Assessment Standards* are listed, the approach to teaching an additional language is explained and Outcomes-Based Assessment is dealt with in a generic way. Additional guidance on teaching and assessing *EFAL* is available to the teacher respectively in the form of *Learning Programme Guidelines* (DoE, 2005a) and *Subject Assessment Guidelines* (DoE, 2007).

The main problem, however, lies with the implementation of policy, because what matters is what teachers and learners do in classrooms. Because assessment is seen as the heart of effective teaching and learning, this research was primarily aimed at establishing the strengths, weaknesses, opportunities and threats that teachers in public schools in South Africa experience with the Outcomes-Based Assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) Band.

On a secondary level, the researcher wished to establish how variables such as the participants' age, EFAL teaching experience, general teaching qualifications, highest qualifications in English and school situatedness (rural or urban) affect their experiences with OBA of *EFAL* in the FET Band.

The over-arching research aim was to develop a model for the effective outcomes based assessment (OBA) of English First Additional Language (EFAL) in the Further Education and Training (FET) Band for public schools in South Africa.

In order to develop such a model it was necessary to come to a clear understanding of an outcomes-based approach to teaching, learning and assessment, as opposed to the content-based approach that has dominated education in South Africa for many years; to learn more about the assessment of English Second Language (ESL) in other parts of the world where an OBE approach to teaching, learning and assessment is followed; to thoroughly analyse all policy documents related to the teaching, learning and assessment of *EFAL* in South Africa and finally, to ask teachers of *EFAL* in the FET band in public schools in South Africa certain questions so that a *SWOT* analysis of current OBE assessment practices could be done.

The most important findings emanating from the empirical research were the following:

- in-service teachers have not been submitted to thorough training regarding OBE and OBA;
- very little attention, if any, is given to the sustained professional development of teachers;
- teachers are not supported by subject advisors who are experts of *EFAL*;
- teachers of *EFAL* often suffer a heavy workload because of their disregard of assessment methods other than teacher assessment, overcrowding of classrooms and the excessive administration involved with *CASS*;
- there is a lack of resources like text books, overhead projectors, photocopy machines and information technology at public schools;
- there is a serious lack of teaching and learning support material;
- teachers battle with the following aspects concerning the practical implementation of the curriculum: interpreting *Learning Outcomes* and *Assessment Standards*, designing teaching material, backward design of lessons, alignment of outcomes with teaching, learning and assessment, sharing learning aims and criteria for assessment with learners, using formative assessment to assess the process in order to improve the product, selecting the most appropriate type and method of assessment and designing assessment tools, interpreting the competence descriptions in order to establish standards, using continuous assessment for learning, using

feedback to enhance teaching and learning and building progression into lesson outcomes and assessment criteria;

- moderation systems are not always effective;
- learners reaching the FET phase are often illiterate, and
- teachers do not do enough to challenge advanced learners.

Based on this research, recommendations to improve the practice of teaching, learning and assessment of *EFAL* in the FET band in public schools have been made to the Department of Education, Universities and Teacher Training Institutions, schools and teachers (see 5.12.1-5.12.4 of Chapter 5). Should these recommendations not be implemented, the weaknesses and threats of the current system will not be addressed and instead of the system becoming more effective over time, it will deteriorate.

The main contribution of this study, however, lies in the model that has been designed for the Outcomes-Based Assessment of *EFAL* in the FET band. This model demonstrates the practical implementation of the *NCS* and it is anticipated that it will contribute to the improvement of existing OBE practices for the following reasons:

- it shows the type of learning activities that can be aligned with the four *Language Learning Outcomes*;
- it demonstrates how *Learning Outcomes* and *Assessment Standards* can be broken down into lesson outcomes;
- it aligns assessable tasks with *Learning Outcomes* and *Assessment Standards* and makes it clear how learner performance should continuously be assessed for learning;
- it demonstrates how different types and methods of assessment should be used in order to improve learner performance;
- it demonstrates the connection between different types of assessment and the role to be played by each type;
- it demonstrates how learners should become involved in assessment so that they can be guided into taking responsibility for their own learning;
- it demonstrates how parents can become involved in the learning and assessment of their children;
- it shows the role to be played by different assessment techniques, and

- it demonstrates how summative assessment opportunities flow naturally from teaching and learning and how school-based assessment for learner promotion (*CASS*) should become part of the teaching and learning programme without adding heavily to the teacher's workload.

During the discussion of the practical implementation of the model (see 6.2.4 above), the following important matters were addressed:

- the interaction of teaching, learning and assessment;
- sharing learning outcomes and criteria for assessment with learners;
- scaffolding learning activities;
- using feedback to enhance both teaching and learning;
- how to formally teach and learn language structures and the meaning and spelling of words in addressing illiteracy;
- progression in outcomes;
- how to create extended opportunities for learning and
- how to challenge advanced learners.

In the design of assessment tools (see Appendices E, G, H and J) it has been demonstrated how *Assessment Standards* are used as criteria for assessment, how quality can be ensured, and how progression should be built into criteria.

The model is aimed at the practical implementation of OBE policy in any *EFAL* classroom and teachers who follow it, will learn to make sense of the *Learning Outcomes* and tens of *Assessment* Standard units by identifying achievable lesson outcomes. They will also learn how to align teaching, learning and assessment with *Assessment Standards* and *Learning Outcomes* and how to select the most appropriate types and methods of assessment to enhance learning in any particular situation. Teachers will experience the benefits of teaching in a learner-centred way by involving learners in what happens in the classroom: sharing outcomes with them so that they know where they are heading, sharing assessment criteria with them so that they know what is expected of them, involving them in peer- and self-assessment so that, on the one hand, they can realize what they need to do to improve their efforts and on the other, learn to take responsibility for their own learning. Should this or similar models not be implemented, teachers will not be able to move forward in realizing the potential of the internationally benchmarked *NCS* that promises to equip learners with high quality language skills through a process of continuous assessment.

BIBLIOGRAPHY

AIRASIAN, P.W. 2005. Classroom assessment: concepts and applications. 4th ed. Boston, Mass.: McGraw Hill. 422p.

ALBERTA EDUCATION. 1997. English as a Second Language. 24p. http://www.education.gov.ab.ca Date of access: 15 Jun. 2007.

ASSESSMENT REFORM GROUP. 1999. *Assessment for Learning: beyond the black box.* Cambridge: University of Cambridge. School of Education. http://arg.educ.cam.ac.uk/AssessInsides.pdf Date of access: 2 Mar. 2006.

AUDI, R. (ed.) 1999. The Cambridge dictionary of philosophy. 2nd ed. Cambridge: Cambridge University Press. 1001p.

AUSTRALIA. Department of Employment, Education and Training. 1991. Australia's language: the Australian language and literacy policy. Canberra: Australian Government Publishing Service.

AUSTRALIA. Department of Employment, Education and Training. 1996. Literacy for all. http://www.deet.nt.gov.au Date of access: 26 Jan. 2007.

BALT, D. 2005. Ready or not, here comes the NCS. *Mail & Guardian online*, 5 Dec http://www.mg.co.za/printPage.aspx?area=/the_teacher/teacher_features/&articleId=2 Date of access: 24 Jan. 2006.

BARRY, D. & TAYLOR, N. 2006. A partnership to improve literacy. *Joint Education Trust (JET) Bulletin 14.* Apr. www.jet.org.za Date of access: 18 Apr. 2006.

BISHOP, R. & GLYNN, T. 1999. Culture counts: changing power relations in education. Palmerston North, New Zealand: Dunmore Press. 225p.

BLACK, P. & ATKIN, M. 1997. Policy perils of international comparisons: The TIMSS case. *Phi Delta Kappan*, 79(1):22-28.

BLACK, P., HARRISON, C., LEE C., MARSHALL, B. & WILIAM, D. 2003. Formative and summative assessment: can they serve learning together? (Paper delivered at the Annual Meeting of the American Educational Research Association, Chicago, 23 Apr.)
http://www.kcl.ac.uk/education/papers/AERA%20ClassAsst.pdf Date of access: 1 Mar. 2006.

BLACK, P & WILIAM, D. 2001. Inside the black box – raising standards through classroom assessment. Paper delivered at British Educational Research Association (BERA) Conference at King's College London School of Education, 6 Nov. 2001. http://ditc.missouri.edu/docs/blackBox.pdf Date of access: 16 Jul. 2007.

BOTHA, R.J. 2002. Outcomes-based education and educational reform in South Africa. *International journal of leadership in education.* 5(4):361-371.

BREEN, M., BARRATT-PUGH, C., DEREWIANKA, B., HOUSE, H., HUDSON, C., LUMLEY, T. & ROHL, M. 1997. Profiling ESL children. Volume 1: Key issues and findings. Canberra: Department of Employment, Education, Training and Youth Affairs.

BRENNAN, J.F. 1991. History and systems of psychology. 3rd ed. Upper Saddle River, N.J.: Prentice Hall. 351p.

BRENNAN, R. & JOHNSON, E. 1995. Generalizability of performance assessments. *Educational measurement: issues and practice* 14:9-12.

BRINDLEY, G. 1994. Competency-based assessment in second language programs: some issues and questions. *Prospect* 9:41-55.

BRINDLEY, G. 1998. Outcomes-based assessment and reporting in language programs: a review of the issues. *Language testing* 15(1):45-85.

BRINDLEY, G. 2000. Task difficulty and task generalisability in competency-based writing assessment. (*In* Brindley, G., *ed.* Studies in immigrant English language assessment v. 1. Sydney: Macquarie University. National Centre for English Language Teaching and Research.

BRINDLEY, G. 2001. Outcomes-based assessment in practice: some examples and emerging insights. *Language testing* 18(4):393-407.

BURNS, A. 2003. ESL curriculum development in Australia: recent trends and debates. *Regional Language Centre journal* 34(3):261-283, Dec.

CANADA. Council of Ministers of Education. 2005. OECD study on enhancing learning through formative assessment and the expansion of teacher repertoires. Canadian report, Oct. http:///www.cmec.ca/international/oecd/OECD_Formative Date of access: 18 Jul. 2007.

CARR, W. 1995. For Education: towards critical educational enquiry. Buckingham: Open University Press. 145p.

CELE, M. 2005. Ready or not, here comes the NCS. *Mail & Guardian online*, 5 Dec. http://www.mg.co.za/printPage.aspx?area=/the_teacher/teacher_features/&articleId=2 Date of access: 24 Jan. 2006.

CHECKLEY, K. 1997. The first seven...and the eight. *Educational Leadership*, 55(1):5.

CHISHOLM, L., *chair*. 2000. Report of the Review Committee on Curriculum 2005. Pretoria: Department of Education.

CHISHOLM, L. 2005. The politics of curriculum review and revision in South Africa in regional context. *A journal of comparative education*, 35(1):79-100. Mar.

CIZEK, G. 2000. Pockets of resistance in the assessment revolution. *Educational measurement: issues and practice* 19(33):19-23.

CLARKE, S. & GIPPS, C. 2000. The role of teachers in teacher assessment in England 1996-1998. *Evaluation and research in education* 14:38-52.

COHEN, J. 1988. Statistical power analysis for behavioral sciences. 2nd ed. Hillsdale, N.J: Earlbaum. 567p.

COLLINS GEM QUOTATIONS. 1985. Great Britain: HarperCollins Publishers. 507p.

COMBRINCK, M. 2003. An international comparative perspective on outcomes-based assessment: implications for South Africa. *Perspectives in education*, 21(1):51-66, Mar.

CUMMING, J.J. & MAXWELL, G.S. 1999. Contextualising authentic assessment. *Assessment in education; principles, policy and practice,* 6(2):177-194.

DoE **see** SOUTH AFRICA. Department of Education.

DE VRIES, A. 2005. Min tyd kan kurrikulum dalk pootjie. *Rapport*: 12, 8 Mei.

EDUCATION LABOUR RELATIONS COUNCIL (ELRC). 2003. Policy handbook for educators. Pretoria: Universal Print Group. 454p.

ELLIS, S.M. & STEYN, H.S. 2003. Practical significance (effect sizes) versus or in combination with statistical significance (p-values). *Management dynamics*, 12(4):51-53.

ELRC **see** EDUCATION LABOUR RELATIONS COUNCIL (ELRC)

FAKIER, 2001. A philosophical study of structural and conceptual trends underlying the development of outcomes-based education. Stellenbosch: University of Stellenbosch. (Dissertation – M.Ed) 182p.

FREEMAN, R. & LEWIS, R. 1998. Planning and implementing assessment. London: Routledge Falmer. 326p.

FULLEN, M. 2001. The new meaning of educational change. 3rd ed. New York: Teachers College Press. 400p.

GIPPS, C. 1994. Beyond testing: towards a theory of educational assessment. London: Routledge Falmer. 193p.

GREEN, S. 2006. From principles to practice: making assessment for learning work in the classroom. (Paper delivered at the 32nd International Association for Educational Assessment Conference, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

GRONLUND, N. 2005. Assessment of student achievement. Boston: Pearson & Bacon. 232p.

HAMP-LYONS, L. & CONDON, W. 1993. Questioning assumptions about portfolio-based assessment. *College composition and communication,* 44:176-190.

HARGREAVES, A. 2003. Teaching in a knowledge society – Education in the age of insecurity. London: Teachers College Press. 221p.

HARLEN, W., HOLROYD, C. & BYRNE, M. 1995. Confidence and understanding in teaching science and technology in primary schools. Edinburgh: Scottish Council for Research in Education.

HARLEN, W., & JAMES, M. 1996. Creating a positive impact of assessment on learning. (Paper presented at the AERA annual conference, New York, Apr.)

HATTIE, J. 1999. Influences on student learning. Auckland: University of Auckland. (Inaugural lecture as professor of education.)

HERMAN, J.L., ASCHBACKER, P.R. & WINTERS, L. 1992. A practical guide to alternative assessment. Alexandria, Va.: Association for Supervision and Curriculum Development. 124p.

HOADLEY, U.K. 2005. Social class, pedagogy and the specialization of voice in four South African primary schools. Cape Town: University of Cape Town. (Dissertation – PhD.)

HORNE, T.J. 2005. Matriek niks werd, sê Suid-Afrikaners – Baie min funksioneel geletterd in Engels. *Beeld*, 15, 15 Nov. http://152.111.1.251/argief/berigte/beeld/2005/11/15/B3/15/03.html Date of access: 16 Nov. 2006.

HOWARD RESEARCH & MANAGEMENT CONSULTING INCORPORATED. Apr. 2006. Review of ESL K-12 program implementation in Canada. Final report. *K-12 ESL Implementation* Review: 29-34 http://www.education.gov.ab.ca/ipr/eslreview/Review_of_ESL_FULL_report.pdf Date of access: 15 Jan. 2007.

JACKSON, L. & ROTHMANN, S. 2005. Work-related well-being of educators in a district in the North-West Province. *Perspectives in education* Volume 23(3):107-122, Sep.

JANSEN, J.D. 1998. Curriculum reform in South Africa: a critical analysis of outcomes-based education. *Cambridge journal of education* 28(3):321-332.

JANSEN, J.D. 1999. Why outcomes-based education will fail: an elaboration. (*In* Jansen, J. & Christie, P., *eds*. Changing the curriculum: studies on Outcomes-Based Education in South Africa. Cape Town: Juta. p145-156.)

JEEVANANTHAM, L.S. 1999. Towards 2005: proposals for curriculum change. *South African journal of education*, 19(1):49-54.

KAISER, K. 2007. In-service training for English Medium of Instruction in South African schools. A report prepared for a Thuthuka Project.

KANPOL, B. 1995. Outcomes-based education and democratic commitment: hopes and possibilities. *Educational policy* 9:359-374.

KENNEDY, K.J., CHAN KIN SANG, J., YU WAI-MING, F. & KWAN FOK, P. 2006. Assessment for productive learning. (Paper delivered at the 32nd Annual Conference of the International Association for Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

KOH, K., NOI LEE, A., GONG, W. & MING WONG, H. 2006. Development of the Singapore prototype classroom assessment tasks: innovative tools for improving student learning and performance. (Paper delivered at the 32nd Annual Conference of the International Association for Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

KORETZ, D., McCAFFREY, D., KLEIN, S., BELL, R. & STECHER, B. 1993. Reliability of scores from the 1992 Vermont portfolio assessment program. California: University of California. National Centre for research on Evaluation, Standards and Student Testing. 28p.

LANDMAN, R. 2006. Eastern Cape schools. *Carte Blanche*, 15 Oct. http://www.carteblanche.co.za/Display/Display.asp?Id=3195 Date of access: 24 Oct. 2006

LE GRANGE, L. & REDDY, C. 1998. Continuous Assessment: An introduction and guidelines to implementation. Kenwyn: Juta.

LOLWANA, P. 2006. Language of assessment. *Mail & Guardian online*, 26 Jul. http://www.mg.co.za/printPage.aspx?area=/the_teacher/teacher_features/&articleId=2 Date of access: 2 Nov. 2006.

LONG, C. 2006. Realising the potential of school based assessments. (Paper delivered at the 32nd Annual Conference of the International Association of Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

LUCZYN, A & PRETORIUS, E. 1998. Facilitators in training. Waterkloof: Paragon Generation.

MALAN, S.P.T. 2000. The '*new paradigm*' of outcomes-based education in perspective. *Tydskrif vir gesinsekologie en verbruikerswetenskappe*, 28:22-28.

MANDELA, N.R. 1994. Long walk to freedom. Randburg: Macdonald Purnell . 630p.

MAREE, J.G. & FRASER, W.J. 2004. Outcomes-Based Assessment. Sandown: Heinemann. 268p.

MASTERS, G. 2000. Class Tests dumbed down. *Australian*, 1, 25 Jan.

MASTERS, G. & FOSTER, M. 2000. The assessment we need. http://www.acer.edu.au Date of access: 23 Mar. 2006.

MAXWELL, G. 2006. Quality management of school-based assessments: moderation and teacher judgments. (Paper delivered at the 32nd Annual Conference of the International Association of Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

MCKAY, V. & ROMM, N. 1992. People's education in theoretical perspective. Cape Town: Maskew Miller Longman.

METCALFE, M. 2007. Current challenges in education in South Africa. (Paper delivered in memory of J.Chris Coetzee at the North-West University on 15 Feb. 2007). Potchefstroom. 65p.

MOHLALA, T. 2005. Ready or not, here comes the NCS. *Mail & Guardian online*, 5 Dec. http://www.mg.co.za/printPage.aspx?area=/the_teacher/teacherfeatures/&articleId=2 Date of access: 24 Jan. 2006.

NATIONAL EDUCATION POLICY INVESTIGATION (NEPI). 1992. Human Resource Development. Cape Town: Oxford University Press.

NDE **see** SOUTH AFRICA. National Department of Education (NDE)

NEPI **see** NATIONAL EDUCATION POLICY INVESTIGATION (NEPI)

NEWMAN, D., GRIFFIN, P. & COLE, M. 1989. The construction zone: working for cognitive change in school. Cambridge: Cambridge University Press. 202p.

NEWTON, P. & QCA Statistics Team. 2004. Assessment practice and developments in England with particular reference to the role of teachers in assessment for summative purposes. (*In* Assessment Reform Group. Assessment systems for the future: the place of assessment by teachers (ASF). http://www.assessment-reform-group.org Date of access: 15 Apr. 2007

NEW ZEALAND. Ministry of Education. 1994. English in the New Zealand Curriculum. 143p. http://www.minedu.govt.nz/web/downlaodable/dl3550_vl/eng_nzc.pdf Date of access: 26 Jan. 2007.

NEW ZEALAND Ministry of Education. 2004. ESOL funding assessment guidelines. 108p. http://www.minedu.govt.nz/we/downloadable/dl10262-vl/esol.pdf Date of access: 20 Jun. 2007.

NEW ZEALAND Ministry of Education. 1999. National administration guidelines. http://www.minedu.govt.nz/ Date of access: 20 Jun. 2007.

OECD **see** ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

O'LEARY, M. & SHEIL, G. 1997. Curriculum profiling in Australia and the United Kingdom: some implications for performance-based assessment in the United States. *Educational assessment* 4:203-235.

OLIVA , P.F. 2005. Developing the curriculum. 6th ed. Boston, Mass.: Pearson. 606p.

OLIVIER, C. 1997. Outcomes-based education and training programmes: knowledge, processes, skills. Ifafi: OBET Pro.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). 2005. Formative assessment – improving learning in secondary classrooms. Paris: OECD publishing.

ORNSTEIN, A.C. & HUNKINS, F.P. 1993. Curriculum foundations, principles and issues. 2nd ed. Boston, Mass.: Allyn & Bacon. 416p.

OZMAN, H.A. & CRAVER, S.M. 2003. Philosophical foundations of education. 7th ed. Upper Saddle River, N.J.: Merrill Prentice Hall. 400p.

PANDOR, N. 2005. Budget speech. 17 May 2005. Parliament, Cape Town. http://education.gov.za. Date of access: 5 Aug. 2005.

PANDOR, N. 2007. Address of the Minister of Education at the teacher recruitment campaign, Cape Peninsula University of Technology. 12 June 2007. http://www.education.gov.za Date of access: 21 Jun. 2007.

POEHNER, M.E. 2007. Beyond the test: L2 dynamic assessment and the transcendence of mediated learning. *Modern Language Journal* 91(3):323-340.

POCKET OXFORD DICTIONARY OF CURRENT ENGLISH. 1984.7th ed. Oxford: Clarendon Press. 894p.

RACE, P. 2001. The lecturer's toolkit – a practical guide to learning, teaching and assessment. London: Kogan Page .278p.

REA-DICKINS, P. & GARDNER, S. 2000. Snares and silver bullets: disentangling the construct of formative assessment. *Language testing* 17:215-243.

SANDERS, W.L. & HORN, S.P 1995. Educational assessment reassessed: the usefulness of standardized and alternative measures of student achievement as indicators for the assessment of educational outcomes. *Education policy analysis archives* 3(6):1-13.

SCHLEBUSCH, G. & THOBEDI, M. 2005. Linking English First Additional Language teaching and learning with Outcomes-based Education: what is really happening? *Journal for language teaching*, 39:306-321.

SEDIBE, K. 1998. Dismantling apartheid education: an overview of change. *Cambridge journal of education*, 28(3):269-281.

SISHI, S.N.P. & POLIAH, R.R. 2006. Can statistical and qualitative modes of moderation co-exist in a model for the quality assurance of school-based assessment – a South African perspective. (Paper delivered at the 32nd Annual Conference of the International Association of Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

SNAYER, S. 2006. Eastern Cape Schools. *Carte Blanche*, 15 Oct. http://www.carteblanche.co.za/Display/Display.asp?Id=3195 Date of access: 17 Oct. 2006

SOUTH AFRICA. Department of Education (DoE). 1996. Curriculum framework for General and Further Education and Training. Pretoria: Government Printers.

SOUTH AFRICA. Department of Education (DoE). 1996a. Lifelong learning through a National Qualifications Framework. Report of the Ministerial Committee for Development Work on the NQF. Pretoria: Government Printers.

SOUTH AFRICA. Department of Education (DoE). 1997. Curriculum 2005. Specific outcomes, assessment criteria, range statements. Grades 1-9. Discussion document, Apr 1999. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 1997a. Curriculum 2005: lifelong learning for the 21st century. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 1997b. Building a brighter future Curriculum 2005. Questions and answers for learners, educators, parents and governing bodies. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 2002. Revised National Curriculum Statement for schools: grades R-9 Overview. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 2002a. Manifesto on values, education and democracy: special schools supplement. http://education.pwv.gov.za Date of access: 11 Mar. 2006.

SOUTH AFRICA. Department of Education (DoE). 2003. National Curriculum Statement Grades 10-12 (General) Languages: English First Additional Language. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 2005. The National Protocol on Assessment for Schools in the General and Further Education and Training Band. (Grades R-12). Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 2005a. National Curriculum Statement Grades 10-12 (General) Learning Programme Guidelines Languages: English Home Language, First Additional Language, Second Additional Language. Pretoria: Department of Education.

SOUTH AFRICA. Department of Education (DoE). 2007. National Curriculum Statement Grades 10-12 (General) Subject Assessment Guidelines. Languages: Home Language, First Additional Language, Second Additional Language. Pretoria: Department of Education.

SOUTH AFRICA. National Department of Education (NDE). 1997. Outcomes-based education South Africa: background information for educators. Pretoria: Department of Education.

SPADY, W.G. 1994. Outcomes-Based education: Critical issues and answers. Arlington VA: American Association of School Administrators. 207p.

SPADY, W.G. 1994a. Choosing outcomes of significance. *Educational leadership* 51(6):18-22, Mar.

SPADY, W.G. 2004. Using the SAQA critical outcomes to empower learners and transform education. *Perspectives in education* 22(2):165-177, Jun.

SPADY, W.G. 2005. A quick walk down memory lane. *Mail & Guardian online*, 1 July. http://www.mg.co.za/articlePage.aspx?articleid=245749&area=/the_teacher/teacher_f Date of access: 25 Aug. 2005

SPADY, W.G. 2005a. Inside OBE: Teachers must take charge. *Mail & Guardian online*, 1 May. http://www.mg.co.za/articlePage.aspx?articleid=238591&area=/the_teacher/tecaher_f Date of access: 25 Aug. 2005

SPADY, W.G. & MARSHALL, K.J. 1991. Beyond traditional outcomes-based education. *Educational leadership*, 49(2):67-72.

STEYN, A.G.W, SMIT, C.F., DU TOIT, S.H.C. & STRASHEIM, C. 2000. Modern statistics in practice. Pretoria: Van Schaik Publishers.

STEYN, H.S. (jr.) 1999. Praktiese beduidenheid: die gebruik van effekgrootes. Wetenskaplike bydraes van die PU vir CHO. Reeks B: Natuurwetenskappe nr.117. Potchefstroom: Publikasiebeheerkomitee, PU vir CHO. 28p.

STEYN, H.S. (jr.) 2002. Practically significant relationships between two variables. *South African journal of industrial psychology*, 28(3):10-15.

STEYN, P & WILKINSON, A. 1998. Understanding the theoretical assumptions of outcomes-based education as a condition for meaningful implementation. *South African Journal of Education* 1998, 18(4):203-208, Nov.

SUKHRAJ, P., MKHIZE, T. & GOVENDER, S. 2004. Untrained educators let loose on our kids. *Sunday Times*, 8 Feb. http://www.sundaytimes.co.za/2004/02/08/news/news01.asp Date of access: 15 Jun. 2005.

TABANE, R. 2004. Schools of the *'forgotten' Mail & Guardian online*, 15 Jun. http://www.mg.co.za/articledirect.aspx?articleid=130820&area=%2finsight%2fmonit Date of access: 26 Jan. 2006

TAYLOR, C.S. 2003. Incorporating classroom based assessment into large scale assessment programs. (Paper presented at the Annual International Association for Educational Assessment Conference, Manchester: United Kingdom) http://www.iaea Date of access: 21 Apr. 2007.

TAYLOR, N. 2003. Equity, efficiency and the development of South African schools. www.jet.org.za Date of access: 18 Apr. 2007.

TAYLOR, N. & PRINSLOO, C. 2005. The quality learning project: lessons for high school improvement in South Africa. Sep. (13p.) www.jet.org.za. Date of access: 18 Apr. 2007.

TODD, A. & MASON, M. 2005. Enhancing learning in South African schools: strategies beyond outcomes-based education. *International journal of educational development* 25(3):221-235, May.

VANDEYAR, S. & KILLEN, R. 2003. Has curriculum reform in South Africa really changed assessment practices and what promise does the revised National Curriculum Statement hold? *Perspectives in education*, 21(1):119-134, Mar.

VAN DER HORST, H & McDONALD, R. 1997. Outcomes-based education. *A teacher's manual.* Pretoria: Kagiso. 254p.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY. 2006. English/English as a Second Language. Victorian Certificate of Education Study Design. 74p. http://www.vcaa.vic.edu.au/vce/studies/english/EnglishESL1-2.html)visited Date of access: 15 Jan. 2007.

WYATT-SMITH, C. & BRIDGES, S. 2006. Assessment in an era of rapid change: Innovations and Best Practices. (Paper delivered at the 32nd Annual Conference of the International Association of Educational Assessment, Singapore 21-26 May.) http://www.iaea2006.seab.gov.sg/conference/download/papers Date of access: 20 Oct. 2006.

YELD, N.; GROBLER, M. & SEKWANE, C. 2004. Investigation into the examination of English Second/Additional Language of selected examination authorities in the years 1992, 1999, 2001 and 2003. Pretoria: Umalusi.

YIP, D.Y. & CHEUNG, D. 2005. Teachers' concerns on school-based assessment of practical work. *Journal of biological education*, 39(4):156-162.

APPENDIX A: THE QUESTIONNAIRE USED FOR EMPIRICAL RESEARCH

QUESTIONNAIRE ON OUTCOMES-BASED ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE FET PHASE

NB: TO BE COMPLETED BY TEACHERS WHO TAUGHT ENGLISH FIRST ADDITIONAL LANGUAGE TO GRADE 10 LEARNERS IN 2006

Please complete the questionnaire by drawing an X in the block of your choice or by filling in information in the appropriate space.

SECTION A

Biographical information

1. Gender

Male	1
Female	2

2. Age

20 – 29 years	1
30 – 39 years	2
40 – 49 years	3
50 – 59 years	4
60 yrs +	5

3. Overall teaching experience in years

0 – 5 years	1
6 – 10 years	2
11 – 15 years	3

16 – 20 years	4
21 – 25 years	5
26 – 30 years	6
31 – 35 years	7
36 – 40 years	8
41+ Years	9

4. Teaching experience as an English Second (First Additional) Language teacher in the FET phase

0 – 5 years	1
6 – 10 years	2
11 – 15 years	3
16 – 20 years	4
21 – 25 years	5
26 – 30 years	6
31 – 35 years	7

5. Qualifications

Diploma in Education	1
Degree in Education	2
B-degree + Diploma in Education	3
Hons.B/B.Ed Degree + Diploma in Education	4
M. Degree + Diploma in Education	5
Ph.D Degree + Diploma in Education	6

6. Highest qualification in English

Grade 9	1
Grade 12	2
1 year tertiary course	3
2 year tertiary course	4
3 year tertiary course	5
Honours Degree	6
Master's Degree	7
Doctor's Degree	8

7. Your post level

Teacher	1
Head of Dept	2
Vice Principal	3
Principal	4

8. Is your school situated in a rural or urban area?

Rural	1
Urban	2

SECTION B

QUESTIONS IN THIS SECTION FOCUS ON THE NCS

PLEASE ANSWER THESE QUESTIONS BASED ON YOUR EXPERIENCE WITH TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE TO GRADE 10 LEARNERS IN 2006

1. Did you receive training in the implementation of OBE in grade 10?

Yes	1
No	2
Unsure	3

2. **If you did receive training, for how long did the training last?**

A few hours	1
One day	2
Two days	3
Three days	4
Four days	5
One week	6
7 – 10 days	7
Two weeks	8
More than two consecutive weeks	9

3. **If you did receive training, who presented the training?**

Department of Education	1
Teachers' union	2
College/Technicon/University	3
Principal/Management staff of your school	4
Other institution/person(s)	5
I do not know	6

4. **If you did receive training, do you feel that the training equipped you professionally well enough to implement OBE in grade 10?**

Yes	1
No	2
Unsure	3
Not applicable	4

5. **If you marked No or Unsure in the previous question, please indicate what you perceived as lacking in the training.**

6. **Did you receive training in OUTCOMES BASED ASSESSMENT (OBA)?**

Yes	1
No	2
Unsure	3

7. **If you did receive training in OBA, who presented the training?**

Department of Education	1
Teachers' union	2
University/Technicon/College	3
Principal/Management staff of your school	4
Other institution/person(s)	5
Not applicable	6
I do not know	7

8. **If you received training in Outcomes Based Assessment, do you feel it equipped you professionally well enough to implement OBE in grade 10?**

Yes	1
No	2
Unsure	3
Not applicable	4

9. **If you marked No or Unsure in the previous question, please indicate what you perceive as lacking in the training**

10. How did you cope with setting outcomes and the unpacking/breaking down of the assessment standards?

Well	1
Fairly well	2
I battle with it	3
I cannot do it at all	4

11. The assessment standards for a poetry lesson might be for example that the learner must be able to explore word choices. Which ONE of the following outcomes do you find most appropriate?

The learner must explore the poet's choice of words	1
The learner must know why a poet chooses to use certain words	2
The learner must identify unfamiliar words and explore their meaning in context	3
The learner must explain why the poet opts for certain words in any particular line(s) of the poem	4

12. How successful were you in designing your own teaching material to reach the desired outcome(s)?

Very successful	1
Quite successful	2
Fairly successful	3
I am not quite sure that desired outcomes are always reached	4
I do not have a clue what to do and try to find material elsewhere	5

13. Did you use the "designing down" method?

Yes	1
No	2
Unsure	3

14. Did you employ OBE learning activities for the learners?

Yes	1
Sometimes	2
No	3

15. If you answered 'No' in the previous question, please state your reason briefly

_____

_____

16. Do you believe there should be any relation between a learning activity and the desired outcome(s)?

Definitely always	1
As often as possible	2
Not necessarily	3
As long as the learners enjoy the activity they will learn something	4

17. Did you assess the activity(ies) while in progress?

Always	1
I try to do so regularly	2
Not so often	3
Never	4

18. I did not always assess the activities in progress because

a. I do not see the reason to	Yes	No
b. There are simply too many learners in my classroom	Yes	No
c. I have other important tasks to finish	Yes	No
d. I do not know how	Yes	No
e. Not applicable	Yes	No

19. If I did assess the acivity, I made use of

a. Formative assessment	Yes	No
b. Summative assessment	Yes	No
c. Diagnostic assessment	Yes	No
d. Baseline assessment	Yes	No

20. Please indicate which type of assessment you found most successful in the teaching and learning process.

	Rating
Self assessment	1
Peer assessment	2
Teacher assessment	3

21. Please indicate which type of assessment you used to finally assess whether the desired outcome(s) has/have been reached.

a. Formative assessment	Yes	No
b. Summative assessment	Yes	No
c. Diagnostic assessment	Yes	No
d. Baseline assessment	Yes	No

22. Do you believe the type of assessment should always be in line with the desired outcomes and learning activity(ies)?

Yes	1
No	2
Unsure	3

23. Once a learner had achieved a certain outcome, did you find time to challenge him/her with activities to excel?

Definitely always	1
Sometimes	2
Once the set outcome as given in the National Curriculum Statement has been reached, I move on to new outcomes	3
Unsure	4

24. Did you find that some learners got bored while others still battled to reach the desired outcome?

Yes	1
No	2
Unsure	3

25. Did you consider the assessment results in planning future teaching and learning?

Yes	1
No	2
Unsure	3

26. Is the progression in outcomes from grade 10 to grades 11 and 12 clear to you?

Yes	1
No	2
Unsure	3

27. Have you been thoroughly trained to incorporate this progression into your teaching material?

Yes	1
No	2
Unsure	3

28. did you always give the specific assessment criteria to the learners before they started on a task to be assessed?

Never	1
Sometimes	2
Always	3

29. Did you manage to give proper feedback so that learning could be enhanced?

Never	1
Sometimes	2
Always	3

30. Please indicate which of the following assessment techniques were used by you.

a. Written exams	Yes	No
b. Tests	Yes	No
c. Portfolios	Yes	No
d. Projects	Yes	No
e. Presentations	Yes	No
f. Oral exams	Yes	No
g. Poster Displays and exibitions	Yes	No

31. Which of the following principles of high quality assessment do you specifically consider when you plan assessment tasks?

a. Reliability	Yes	No
b. Validity	Yes	No
c. Fairness	Yes	No
d. Discrimination	Yes	No
e. Meaningfulness	Yes	No

32. Do you feel you had enough resources to your disposal to implement the NCS successfully?

Yes	1
No	2
Unsure	3

33. How often did you receive assistance by means of guidance and/or visits from the subject advisor in your area?

Often	1
Sometimes	2
Never	3

34. Please give your honest opinion on CASS (Continuous Assessment) as stipulated in the Assessment Protocol.

35. **Please indicate which of the following documents are available for use by teachers at the school where you work.**

a. National Curriculum Statement for English First Additional Language Grade10,11,12	Yes	No
b. The National Protocol on Assessment for schools in the General and Further Education and Training Band (Grades R – 12)	Yes	No
c. Subject Assessment Guidelines for English First Additional Language	Yes	No
d. Learning Programme Guidelines for English Home Language, First Additional Language and Second Additional Language	Yes	No
e. Policy on Continuous Assessment (CASS) in the FET Band	Yes	No

36. **Did you manage to keep a teacher's portfolio as a model for what was expected of the learners?**

Yes	1
No	2
Unsure	3

37. **Should there be any further problems or challenges that you experienced with Outcomes-Based Assessment, please state them below.**

_____

_____

_____

_____

38. **Do you have any suggestions regarding teaching, learning or the assessment of English First Additional Language in the FET phase?**

_____

_____

_____

APPENDIX B: VERBATIM RESPONSES TO QUALITATIVE QUESTIONS IN THE QUESTIONNAIRE

Question 5

- It needed to take three years training
- Time framework – too short The uncertainty and changes that comes with it
- Congestion of work impedes proper learning and teaching
- The information was not adequate enough. Was still unsure of what was expected.
- Forms informing us of correct mark allocation
- Time and resources
- Presenter use "a teacher" whose work she thought was excellent!
- Subject advisors knew less about the assessment guidelines and had less subject than the majority of teachers
- Some of the facilitators are not well-equipped or well-prepared
- The workload is extreme for learners. Too many tasks/assignments
- Presenter couldn't answer questions raised – just gave what was given to him
- The training was not intensive and it was just superficial
- Follow ups will help as one cannot know everything after being trained for 4 days
- Not enough attention was given to the teaching of language itself. The use of grammar etc!
- Unprepared and unknowledgeable presenters. Knew the paperwork but very little about the content of the learning area
- Time allocated for training too short
- Time was not sufficient
- Time was not enough and some of the LO's and SO's cannot be easily achieved
- SEM were not well-prepared. My colleague and I developed our own system and it works! Training was a waste of time
- It was not training, but an orientation. More practical workshops with more time
- Merely a technical exercise: no clear overview of what OBE actually is
- Time was too short and it was more theoretical
- I received NCS training. Time allocated for training – too short

- The training was not enough
- The training need to be timeously done ie on querterly basis
- We received information – no training!
- Too much theory, no practical advice on how to implement OBE in classroom
- Too much indecision as to what will be required. They keep changing their ideas
- Department changes assessment constantly. They do not provide any textbooks/prescribed works for Languages. Our school does not have the financial means to purchase books
- Training took only a few days
- Lack of time for training
- One was expected to unpack a whole of things that could at least take 2 months in a week
- If training cannot be done by publishers they should have come to schools and demonstrate in real school situations
- Content not related to what goes on in a classroom
- hands on examples of subject specific lessons to implement
- Facilitator leader – totally ill-equipped – knew less than we did – couldn't answer questions
- Initial training not enough. We were still in the dark about many things
- Simplifying planning
- It was very long and boring with too little practical training – no definite grids/rubrics were provided. We were expected to "develop" them
- It was too theoretical with close to no emphasis on the practical implementation
- The person who was training us was not sure about the information
- To have something in writing and to implement are very different
- No concrete information, only workshops on planning
- They were not too sure of the facts as well.- it was as if they had only memorized some parts Couldn't answer all the questions!!
- Too much background was given
- Too much theory – not enough practice
- Merely read manuals – would like hands-on course – practical
- Info overload – presenters unsure of work – cannot answer quest. Posed to them

- The people presenting the course were unprepared, and not sure themselves of the content of the information. Much confusion resulted:
- Not enough practical information

Question 9

- Little time for training
- It is designed in a way that it caters for classes with reasonable learners – not black schools. Lack of individual attention to learners because of overcrowding
- A week is too short for such training
- Time and resources
- I thought they were rather vague – no practical implementation
- Guidelines of department not clear. Subject advisor in the dark about guidelines. No rubrics available
- I still find it difficult to compile satisfactory rubrics of my own
- The training was not detailed enough and it was conducted over a short period of time
- The training was not adequately focused on assessment. It was more general training
- The regulations change so often
- Exact marks to be allocated for certain tasks must be clearly indicated
- Recording – yes. Assessment training from my LF after the initial training
- Not enough chance to learn
- It was hurry, hurry, hurry
- No resources available. To get professional diploma took 3 years. One week is just the same as one day. More practical real teaching experience required during training
- Teacher must understand his own context and then plan from there – it is so logical you don't need 5-day sessions
- Again, more technical than clarifying
- The training was embedded in the OBE training and it was not extensive. It was rather done in a chop, chop way.
- Knowledge of assessment standards and other Rubrics

- Not given the required form of assessment on time and informed about the number of activities needed on time
- Too much theory, no practical application
- Unclear guidelines
- I am not clear with the OBA
- I personally feel I still lack skills in OBE and I need a longer time of training
- The one week's workshop was not enough
- Rubric as an assessment tool is time consuming with our always overcrowded classrooms
- A variety of assessment techniques could have been provided to help educators understand better. Training was too short to cover all that one has to know +- OBE
- No standard assessment tools Presenters uninformed
- Specific rubrics for specific essays, according to the prescribed mark allocation
- The facilitator was not well-equipped
- Quite informative
- NO PROPER ASSESSMENT TOOLS or how to compile own for oral, literary essays, etc.
- Far too much focus on daily, weekly, etc. assessment. If one implemented it, there would be hardly any time for teaching
- I want to be trained on the rubrics used for assessment. I still need to know about the assessment guidelines
- Yes and no I know more or less what to do but the learners are not at the standard one requires
- Motivation for all the extra paperwork, which does not aid learning
- More practical work – Guideline not always what I need
- The same as Q5 (The people presenting the course were unprepared, and not sure themselves of the content of the information. Much confusion resulted:) Also the correct assessment forms + grids were not yet available (only received the 1-2 years later)

Question 15

- I can't understand training too short
- There is no time for all the group activities/feedback etc. Discipline suffers
- I use a well written textbook, approved by the WCED

- Some of them are really time-consuming and unnecessary
- Not practical for large groups, not focused on grammar
- There is no time to play around. Work is discussed/explained and then tested that is that

Question 34

- Thorough planning needed from department Clear activities must be identified not just transactional
- CASS is just paperwork required by our department. An educators work should be assessed in what he/she think is good to the level understanding of learners
- It helps in assessing learners daily and continuously
- A lot of marking needs to be done and it is time consuming. Learners do learn from it and sometimes their marks will show improvement
- Formal assessment is difficult as there are: (1) Time limits (2) Big classes (3) Heavy workloads on us as language teachers With time as we get to know/become familiar with Ass. I'm sure it will go better!
- It requires a lot of marking which we don't always have the time for, but it does help the learners to improve their marks
- As an English teacher I have always used some sort of CASS in order to assess different skills. Honestly, I feel there are too many tasks set out in the Assessment Protocol. The learners and the teachers have a heavy load and the number of tasks could be reduced in order to rather use one task to assess more that one outcome
- Perfect for gr 12. Difficult to implement gr 9-11
- Time consuming but productive
- Not that different in essence...just makes it too easy for learners to pass though
- If it makes a difference whether the learner pass/fails it is worth ALL the effort put into it. If not it is a WASTE of time!
- It is a disaster! Students can't spell or read and don't have basics skills due to OBE been taught from Grade 1 – now, pupils not prepared. No materials to work from make teachers feel incompetent and negative
- If implemented correctly it is useful – however the guidelines in the GET-phase are vague! Although this deals with FET I think it is a matter that needs to be addressed

- Very effective; the assessment model encourages integration of assessment through ongoing feedback and provides information used to support learners' development
- If trained + informed it could work
- It's a lot of admin for which teachers with such large classes have no time!!
- It works if you as a facilitator are always fair, consequent in every sitation and mark/re-mark/check everything yourself again
- It is a good concept
- Feel that it is too early to determine the effectiveness for me
- It can be a good way of assessment as regular work is rewarded, also ease burden on exam marking
- CASS is a good form of assessment but the problem is it has a lot of paper work considering the huge number of learners we have
- CASS is working wonderfully
- There are only 2 examinations stipulated + various tasks. It does not incorporate more exams/tests which is necessary in Gr 10-12
- The choices of assessment tasks are too many
- It gives the learners the opportunity to excel but it also gives the weak learner "free marks" which leads to the learner progressing when not ready to. Should be more specific + count less – say 10%
- It assist learning to progress
- Very time-consuming; the teaching of BASIC language skills is sacrificed
- Helps the ducator to see if she/he is doing as expected. Also serves as security because learners can see what is expected. Motivational to learners
- CASS IS GOOD
- I think the CASS requirements are excellent but the fact that some schools have many pupils and few educators must be taken into consideration so that all the LO's and SO's can be achieved
- CASS is somehow unreliable because learners cheat. It is not always a true reflection of learner actual performance
- Important
- There are too many tasks and the CASS weighs too little for the final mark. Too exam driven
- It has its value

- Not enough proper moderation. Should have 1 team that moderates at all schools to ensure that standards are the same
- Its weighting is unreliable because the basis for weighting is not specified
- It is fair in a sense that learners are assessed based on evident performance which continuous not a one-off exercise. Both learners and educators are actually involved
- CASS still remains the way to keep track of a learner's progress as it keeps the educator and others informed as to the achievement of outcomes or otherwise
- It is fair, concreat and best, educators learn to keep records of learners and learners do their work or they do not pass
- Good idea, due to time limits not always practical. Sometimes standards do not represent the true abilities of learners
- It is not fair
- Works well! Many a pupil benefits from it
- I try to gather valid and reliable information about the performance of the learner on a continuous basis
- Nothing has changed – I still assess as I have done in the past, although I have tried to keep up
- Worked fairly well in 2006, maybe too few creative writing tasks + literature tasks unclear. – Assessment Protocol changed in Jan 2007
- Helps through progression of learners if they can be retained or progressed. Help you to identify which learner need intervention & remedial
- Do not feel it effective. Too much "play" for learners. Too much "admin" for teachers
- Assessment programme inadequate
- I have moderated Grade 12 CASS files and feel that some schools understand the system and do excellent work while others resort to old papers and assignments
- No problem with NCS, except when it comes to research. The school does not have enough resources
- It helps learners to develop skills, knowledge and values. It deals with their strengths and weaknesses
- CASS can be misleading to a learner, because the examination afterwards demands specific learning and reading skills
- It is very effecient because one knows which tasks to do per term

- CASS help to assess the progress of the learner. If the learner performs poorly in the test, then in the next test he/she will have to study hard
- I think CASS is important for both the teacher and the learner
- Not opposed to it
- The CASS is good since learner who work hard pass before the sit for final exam. But what about those who are below average
- Classes are often too large to implement this effectively
- If we had a set textbook that all of us could just follow, it would be wonderful – all the textbooks are very confusing and none has everything
- In a language it is an excessive amount of marking. The GDE seem to for forget that educators are responsible for more than one grade
- Easy to understand and use
- So many assignments to assess and eventually all this work only counts 25% of final promotion mark
- I find it bothersome and fairly useless. No matter how often a learner is assessed, he/she stays within +- 5% of their usual average score. It wastes teaching time
- Too many tasks, it should be reduced now that there is paper 3
- I positively support it
- The system is educationally sound. However, it can only be effective and meaningful if implemented with enthusiasm and hard work
- It can work and make the workload lighter but why use CASS if you then still have to do eg. Creative writing in the exams – thought that was what the portfolio was for
- The Department must cater for the needs on teaching&learning to implement CASS properly
- Could be effective if we had smaller classes + more teachers
- CASS is good for both learners and teachers because it shows what learners have accumulated for the whole year even teachers progress
- It has its merits but working for the portfolio dominates teaching and prevents meaningful feedback and corrections of work done for said portfolio
- I prefer individual tasks. Group work in classes of more than 35 create discipline problems
- It makes sense and is not difficult to implement. It just means incredible amounts of marking
- Good form of assessment

- Set tasks as in Ass Programme not always meaningful or in correct order necessary for progressive learning
- Together with the portfolio we need 2 years to do a year's work! Hardly ever time to do revision/corrections or tend to the individual's needs
- Far too many administrative tasks and forms which take up valuable teaching/learning time
- It must work, however tests and exams must be a bigger part of the mark!
- Far too much paperwork. More work for teacher – less for learner! Young learners cannot concentrate, read or spell!
- I wish to go back to old ways. CASS just a name for work we always did in any case
- It takes up far too much time. We are Testing not Teaching anymore
- On paper CASS is a reliable method of assessing a learner's true competence. However, it is very time consuming, and the current system places a tremendous amount of paper work and administration on already overloaded language teachers. Actually we have been doing continuous assessment of the various skills in lang teaching for many years – nothing new! The beaurocracy in the system is killing language teachers!!
- Cass takes up a lot of formal teaching time. I don't find it worth all the effort, seeing that it only accounts for 25% of the final mark
- CASS is an important integral part of education
- Sometimes questions the meaningfulness of tasks

Question 37

- Thorough training needed for 1-3 years State the tasks, be clear as a common paper is written
- The rubrics were new and it was difficult to adjust to their standard (levels) It is also difficult to find or design rubric (e.g minutes, CV and others)
- Many changes were effected and disturbs the flow of teaching and learning
- It is often difficult to find information about prescribed works the Department requires and information is often received quite late. We have not received 3 prescribed short stories the Gr 11's will be tested on and an internet and bookshop searched proved fruitless
- Challenge: It is new – give us some time to get stuck into it

- Setting prescribed books for Gr 10-12 learners is a mistake: Only a few books will be read – we need to feel we are capable of making a good choice ourselves. Please allow us to be part of the selection process in literature: Poetry + prose!!!
- Assessment tools like rubrics take time to design and there is a lot of photocopying that has to take place in order to make sure that each learner has the relevant assessment tool in his/her portfolio etc.
- It is impossible for one teacher to teach gr 9-12 English First Additional. My health is failing – not getting enough sleep – marking never up to date – stress level high. Hypertension
- Outcomes Base Ass. has impacted on the Teaching and it takes away the spontanaiety of Teaching – We are regulating everything!
- Training should be given by people who are really experts!!
- The department did not supply schools with any notes and guides for literature. I had to find notes myself and had to analyze all poems myself. I had to set homework questions. How will they ensure that all schools maintain the same standard?
- The Writing paper counts too much of the final mark. This is going to have a negative influence (decrease) in the final mark of learners' reports. Unseen poems should not be included in exams
- Work load and marking for educators in languages too heavy. Too little emphasis on grammar. Volume of work too much – learners don't have time to master skills
- No. of learners lack of material / LSM
- Classroom arrangement (sitting)
- It should be knowledge-based. How can there be outcomes if knowledge is not well structured, tested before it is applied? There is a difference. Teachers tend to window-dress to make it seem as if outcomes were reached, while the knowledge-basis is incomplete
- Too little information is given in textbooks and other learning material for learners. They do not have enough structural rules to study. I believe that rules and basic knowledge of structures in a language are of vital importance
- LTSM is not readily available. Must make do with own creations. In a rural situation the LO's are often beyond some of the learners who struggle to master the language
- Learners did not complete their work at expected time
- Learners cannot read, write and understand when they reach FET
- Large number in classrooms as they can't participate thoroughly. Shortage of machines i.e photocopying machines for worksheets, overhead projectors etc.

- I'm not sure
- The fact that the NCS is introduced in grade 10 makes it a little bit difficult for learners to cope but with commitment and dedication all the LO's and SO's can be achieved
- Failure to design a learning program and work schedule. The Dept should provide us with these latter documents. Can't manage our classess are too big
- The democracy complicates everything. The Educational Department now had the ideal opportunity to standardize all subjects. All schools in the country could have used the same NEW textbooks that were provided by the government. Now each school could pick their own
- Is dit reg volgens die Bybel?
- As an English language educator the greatest challenge remains tackling the lack of insight on the learner's side of basic language theory in the form of grammar. Reading is also a problem
- We educators do not get information regarding learning areas to be taught for the year, they sent them late, two months before the examination. Educators will find that has taught areas that are not in the examination
- Not used to rubrics (not familiar)
- When and how to assess and which assessment form are suitable for Gr 10 learners
- Too much emphasis on planning and not enough implementation. Subject advisor not equipped with enough knowledge, cannot answer questions/queries. Subject advisors too fond of jargon – no real understanding of Eng FAL
- The number of written pieces is excessive in the new grade 10/11
- We never did formative, summative, diagnostic of baseline assessment in the FET phase
- Learners in rural areas are still disadvantaged. We don't have enough resources. Their reading abilities (to understand and conclude from what was read) is still not what is expected
- At our school, the problem with OBE is that, when we are suppose to divide the learners in groups it becomes very difficult because of overcrowding in the class. You find that we have 75 learners in one class
- The challenges are more grou work is done than any other method. Weak learners cannot learn on their own
- The supply of some of the documents that I supposed to use still present a challenge and still others a outdated and there is not efficient help from either the department or subject advisor or curriculum advisor

- Although learners are working in groups, those who are below average remains the victim of the group although the facilitator monitors the situation
- The teacher ends up teaching for the portfolio – pushing learners to produce the required number of tasks. There remains very little time for remedial work or any other enrichment
- I teach all the English from Grade 7-12. When I arrived last year, I had no master portfolio's to use, so I had to produce my own. It took a lot of time & effort. I wish I could start somewhere and get a workable program for all the grades as my time is so limited
- Learners are expected to master a great deal of work. So much is expected yet there is never time to strengthen or practice newly acquired skills. The gap between gr 9 + 10 is immense in volume and level of work
- Many tasks of assessment – This makes teaching and learning a nightmare
- Too many assessments, too many learners, too little time. Burn-out to follow soon. Too little time for formal teaching
- Too time-consuming. Has no real purpose. Does not improve a learner's work/marks. Is often designed to allow learners who can't read, spell or write to pass the subject
- Not based on grammar, which is vital, thus senior learners (gr 11 + 12) do not have basic language skills
- The administration is too time consuming
- There was too much red tape. Training, while useful, could have been cut in half for experienced teachers
- Overcrowding and the shortage offurniture make difficult to group learners, walk in rows see each of them etc.
- Using of different assesment techniques
- To much red-tape and window dressing for portfolios of teachers and learners. Just because I have a portfolio doesn't mean I am a successful teacher
- Due to the fact that I regards myself as an experienced teacher, there was no problem with dealing with (or understanding) prescribed work or standards. Yet the whole system fails to teach learners properly – learners can't read or write or comprehend properly
- We don't have enough time to do everything and be able to stop and give individual attention to even one pupil
- We are spending too much time on oral work. You cannot talk or write if you haven't learnt basic grammar

- Resources are very limited. Learners with Internet access or involved parents are greatly advantaged
- (1)Too much testing! (2) Primary schooling don't teach learners to read and write anymore! We reap the products in High School
- (1) The cluster assessment + moderation system is not working effectively (2) Too much administration for Lang teachers – causing much stress (3) In the foundation phase parents are doing tasks – when these learners arrive in Gr 8 – many are basically illiterate What have we achieved through OBE and OBA – not a true reflection of learners' competence!
- I feel the administrative task of an educator has become increasingly loaded
- Learners have problems with reading, spelling and comprehending. I have seen this deteriorate through the years of being a teacher. 22 Years!

Question 38

- Give us preplanned subject framework, work schedule and lesson plans from dept there will be production. We are trying to understand the NCS and we are continually doing a lot of paperwork for submission – but in class?
- Prescribed books for Gr 8-10 will limit the learners reading experience it is suggested by the Dept. that Gr 8-12 should have prescribed literature 2 genres per year eg. Poetry and short stories which means the whole country will have read 5 books in their entire school career where we read 3 to 4 per junior group now. Mostly for enjoyment and content.
- As an "old" Language teacher I'm now disappointed in teaching "South African English Literature". Lessons often turn out to be History lessons. A lot of research is necessary. What happened to good old British English? Poetry and prose with "flesh", meaning and moral values? I don't mind teaching some South African English Literature, BUT not all of it applies to English! I feel a bit strange – it is not my "own" any more. Different cultures you don't feel at home with, etc. All the textbooks and exams are filled with names, places and people of a different culture – one feels as if you're doing another country's material. NB: If literature is prescribed from Gr 10 level it means ONLY A FEW Books are going to be read!!! This is an outrage! A loss! We need to have a choice!!! Give us a list please!!!
- Is it still necessary to have a portfolio when the learners write an exam paper on creative writing?
- Plan your assessment while you are planning your task and give regular and structured feedback afterwards

- KEEP LANGUAGE TEACHERS TO ONE PHASE. THE SYSTEM IS KILLING US. I love my subject, but the weekends, holidays, family days, all hours of the nights are spent on schoolwork. Language teachers have EVERYONE and can no longer cope effectively
- Focus more on READING – then all the other genres will fall in place. Grade 12 learners cannot Read!
- There could be a structured pace-setter for grades 10-12 especially where provincial papers are set. Teachers need to cover the same/similar work. When assessment is done in the mid-year exam you need to be sure that you have covered the outcomes that will be assessed in Paper 1 and 3
- Standardized notes for literature would be a great help, especially if learners are to write a provincial or national paper!
- Writing paper should count less marks. Unseen poems are unnecessary and must be omitted, from exam papers. (Why do we want to make English more difficult for everyone?)
- Creative writing Paper for exam unnecessary – should be included in CASS
- English is a big subject done by all most all learners in schools. It could be better the paper work is reduced to give teachers a chance to individualize all learners. Small manageable classes are an answer. Assessment in English is very extensive and needs special attention
- Much, MUCH more emphasis on the acquiring of knowledge, PLEASE!!! And testing it properly, with regard to language structure, ie tenses and sentence construction
- More formal language teaching should be implemented. More rules for language construction and use should be implemented. Clear rubrics and other marking grids should be supplied by authorities
- Scrap the paperwork! Teachers have enough on our plates without the paperwork to go with it. Revise the CASS system and let the teacher decide how to assess – taking the environment into account. The subject content is good, don't kill it or us with mounds of paperwork. Let us teach, let the learners learn + forget all the recording, teacher portfolios etc.
- Learners must be encouraged to read broadly so that they can be able to read, write and understand the English first additional language in the FET phase
- Presentations in classrooms, assembly area, debates inorder to improve English as it is not their mother tongue. Teachers must communicate using universal language (english) for the learners to adapt
- Why do we make poetry compulsory? Poems should be optional to teach
- Clustering is the key so that educators can be able to work together and help each other out. Language teachers i.e (10-12) in the same school must do the planning together to ensure that by the time the learners finish grade 12 all the LO's and SO's are achieved

- Our cluster works together and we help those who don't understand. Workshops on Assessment – Bring-and-Share-Ideas on Home&FAL&SAL
- The CASS marks should form a larger part of the final mark to encourage learners to do all assessment tasks. All the assessment educators need to do throughout the year counts too little at the end of the year. The final CASS mark does not warrant all that labour on the part of the educator
- Use the textbooks provided, all outcomes and Assessment Criterias are covered in them. Teachers should not be expected to write and design learning material, they should be given the stuff to TEACH
- Still waste too much time doing recording and trying to name things correctly – eg outcomes, assessment standards, critical outcomes – tend to lose focus on plain content. i.o.w too much admin
- The re-introduction of three examination papers is proving to be a little too cumbersome for markers. Paper 3 (creative and transactional writing) would be part of CASS and not be written as an exam paper
- Reading books are not available, schools should read one or same books in order to set a common paper for the learners in a circuit. That will help educators to be on their tose, not to relax
- Teachers should be workshoped atleast quarterly
- Be given a clear direction on the teaching approach. Be given a guideline on what is expected from learners regarding assessment on time. Which activities to cover in a term considering the time span and learners with barriers to learning
- Go back to teaching leave the group work and massive amount of administration
- Do away with PAPER 3: Writing. Counts too much – 100 marks! Hell to mark for a teacher! Literary essays not fitting for a second language. Get rid of it in assessment programme. Too much admin – lesson plans – with window-dressing (LO's and SO's) Let us teach – not spend hours behind computers planning and window-dressing!
- We lack textbooks. The Senior Phase does not prepare pupils for FET. The year's work is assessed, rather than tests and examinations. Learners too easily pass Grade 9 and cannot cope with Grade 10 where they write a paper on Literature, for eg.
- Specific programmes need to be developed that will improve reading skills. Educators with less experience must be trained more regularly – old questionpapers can be used as a model – (or videos of learners performing oral assignments – it can be controlled if all has the same standards of assessing

- Our learners struggle with reading. I think we need to have reading periods where they just read a book. After completion, they must summarise in written form and then orally. The unfortunate part is that our schools do not have libraries and most learners cannot afford to be members in a library
- I cannot say exactly what need to be done since a lot are just said and decided without the involvement of educators this stating such views will just be futile exercise
- The Dept. of Education should consider the issue of teacher pupil ration since most classes are overcrowded e.g. I had a class of 168 Learners in grade 10 2006, while having another grade with another Learning Area which was also overcrowded
- The powers-that-be who devise these statements and programmes of assessment must first spend some time in the classroom. They are not in touch with the realities of time constraints, large classes, disciplinary problems and the limited abilities of learners who are pushed through the GET phase
- I would like to be part of a group that could work out worksheets, etc. according to themes, including media, etc. for all the grades. I really appreciate the Macrat worksheets + tests, including possible exam questions. I want material to be modern and relevant, but do not have time to set & mark all the work
- We do not have an English FAL Facilitator!! Therefore no guidance is received
- FAL learners are expected to do work on more or less the level of HL learners. As they are not HL speakers they find it difficult to cope especially if they have to start with it in grade 10. There is not a good enough foundation to build on
- Reduction of learning activities – they are too many and difficult to complete while normal teaching and learning is taking place
- Available text books too haphazard – many unnecessary assignments and too little formal language. Literary essays should not be applicable to any ADDITIONAL language. Literature should only be contextual. Creative writing assignments too long. First Additional and Home Language levels very nearly the same
- Do away with excessive assessment. Return to basics: reading, speaking & writing should be formally taught, not incidentally. Teaching material should be of a higher standard. FET textbooks are inferior and not challenging or interesting enough
- Less focus on general comprehension more on basic language skills
- Cut on administrative work so that teachers have time to focus on teaching
- Standardization is a huge problem. Teachers and school that follow rules and instructions work VERY hard, while some do virtually nothing. Clusters are not functioning well, or don't function at

all. Cluster leaders should be paid for their efforts, and schools that don't pull their weight should be brought to task

- I need material concerning Assesment and also any information in planning lesson plan
- I will appreciate guidelines on the choice of/availability of proper textbooks for the different grades
- Standard rubrics for one. I often have to create my own which is time consuming and is it accurate?? Children are expected to do work that hasn't been exposed to them until grade 10.eg Essay type question for literature. Writing of three exam papers plus all the portfolio work and very little if no time for instilling basics
- Admin work for a teacher has a negative effect on the learning process. I would like to teach more!
- Too much emphasis placed on ass. standards not meaningful in acquiring a language – Language teaching deals with more than just being "properly presented" Let's actually TEACH the basic grammar necessities so that learners can LEARN how to use the language CORRECTLY!
- We should do less tasks, and rather do revision on certain matters, for example language. We just move on to the next task and pupils till don't get it right. I also feel that language itself is being neglected
- Yes – please streamline administration. <u>All</u> schools must be treated exactly the same and fairly – previously disadvantaged schools <u>must</u> start coming up to scratch!! Too much paperwork and unnecessary beautification of files/notes etc. <u>NB</u> Inform Gr 12 teachers lang in advance what is expected from learners. – as if Dept is unsure and that is why messages are not conveyed. – "see if works" policy
- We must go back to basic skills! The children cannot read and spell! The do not want to learn and struggle with comprehensions. Only a few in the group really do the work, the rest wait for others to get the task done
- No. The problem starts earlier. Go back to basics! Learners can communicate in English. But they cannot communicate well. They have a lack of vocabulary and are uninterested in learning the finer point of the language. OBE has made them overconfident and underskilled!
- (1) The whole system has become too complicated resulting in a work overload for teachers. (2) The amount of work that needs to be done doesn't correlate with our salaries
- (1) The process needs to be organized and streamlined from the top down – ED DEPT, PROV. DEPT; CI's, CLUSTER LEADERS – ETC. (2) The whole system is a farce – clusters moderating our pupils' work. People who have <u>no</u> clue what they are doing – judging your work + your learners' work – in some cases costing hard working pupils their distinctions (3) Exam papers set by clusters – not up to standard – memo's often grossly incorrect – yet we are forced to write these papers!!

- Assessment: Cass should account for at least 50% of the final mark
- Yes – the Dept. should give + design a learning programme and work schedule. The Educator can then do the lesson plan. I feel we often do the work for the department. Assistance is not often given, yet criticism is always given
- Quantity and not quality education is emphasised

APPENDIX C: WORK SCHEDULE F

DURATION	WEEK 1-3 1st quarter 15/01-02/02	WEEK 4-6 1st quarter 5/02-23/02	WEEK 7-8 1st quarter 26/02-09/03	WEEK 9-10 1st quarter 12/03-23/03	WEEK 1 2nd quarter 11/04-18/04	WEEK 2-3 2nd quarter 16/04-27/04	WEEK 4-6 2nd quarter 30/04-18/05
Themes to be studied/ Tests and examinations	Cycle 1: *Celebrities*	Cycle 2: *Advertising*	Cycle 3: *Soccer 2010*	Test / Examination	Feedback on Test / Examination	Cycle 4: *Global warming*	Cycle 5: *Physical and spiritual health*
Literature texts	* Choice of one or two poems * Film	* Choice of one or two poems * Film	* One poem * Film	Paper 1: Language in context and Literature (100)		* One poem * Novel	* Choice of one or two poems * Novel
LEARNING OUTCOMES in check list: Listening and speaking / Reading and viewing / Writing and presenting / Language	Language skills are taught holistically. All the skills are focused on						
Texts that express the theme	The teacher does research and finds the appropriate texts/material in the						
Literature texts	Suggestions: Film study: *Romeo and Juliet* with Leonardo DiCaprio and Claire Danes. Short Stories: a selection of short stories th (Brooks); Pied Beauty (Hopkins); Soccer in the street (Finkenstein); N'kosi Sikilela Africa; God's						
Learning Activities	* Research * Informal speech * Start vocabulary list * Study comprehension passage and answer questions * Precis * Grammar: form questions; negatives and tag questions * Conduct an interview * Write a magazine article * Analyse poem(s) an answer questions * Film: learn about film techniques and watch the film	* Group discussion * Complete worksheet * Study elements of good advertising * Judge advertisements * Grammar: phrases, slogans and emotive language * Add to vocabulary list * Design own product * Create radio advertisement and/or TV advertisement * Analyse poems and answer questions * Film: setting, characters and plot	Learning activities in line with outcomes	Paper 1: Language in context and Literature (100)	Appropriate activities are selected in order to attain assessment standards and learning outcomes	→	
Assessment	Types: baseline, diagnostic, formative and summative Methods: self-, peer-, group-, teacher and parent-assessment Tools: rubrics, checklist, rating scale, observation sheet and memoranda Techniques: observation, test- and task-based	Types: baseline, diagnostic,formative and summative Methods: self-, peer-, teacher-, group- and parent-assessment Tools: rubric, checklist, rating scale, task list and memorandum Techniques: observation- and task-based	Appropriate assessment types, methods, tools and techniques	→			
Resources	*Comprehension passage on a celebrity * Comprehension questions and memorandum * Sentences to transform into questions, negatives and tag questions *Audio-visual recording of an interview *Copies of poems and questions *Hand outs on film and camera techniques *DVD of film *Equipment to play advertisements and film	Make provision for resources as needed	→				
Integration with other subjects	* Mathematics *Economics	* Mathematics * Life Orientation * Arts and Culture	Integrate with other school subjects where contact points exist	→			

OR EFAL GRADE 10 YEAR: 2007

WEEK 7-8 2nd quarter 21/05-01/06	WEEK 9-11 2nd quarter 04/06-22/06	WEEK 1 3rd quarter 16/07-20/07	WEEK 2-4 3rd quarter 23/07-10/08	WEEK 5-7 3rd quarter 13/08-31/08	WEEK 8-10 3rd quarter 03/09-21/09	WEEK 1 - 3 4th quarter 1/10 - 19/10	WEEK 4-5 4th quarter 22/10-02/11	WEEK 6-9 4th quarter 05/11-30/11
Cycle 6: *The world's richest people*	Midyear Examination	Feedback on Midyear Examination	Cycle 7: *Crime*	Cycle 8: *Natural disasters*	Cycle 9: *Cellular phones: technology & etiquette*	Cycle 10: *Cultural diversity*	Revision and finalising portfolios and oral marks	END of YEAR Examination
One poem Novel	Paper 1: Language in context and Literature (120). Paper 2: Writing (80)		* Choice of one or two poems * Choice of one or two short stories	* Choice of one or two poems * Choice of one or two short stories	* Choice of one or two poems * Choice of one or two short stories	* Choice of one or two poems * Choice of one or two short stories		Paper 1: Language in context and Literature (120). Paper 2: Writing (80)

in each learning cycle. Specific assessment standards are selected from the check list (see Appendix E)

orm of internet/newspaper/magazine articles, extracts from books, television programmes. Posters, flyers, etc.

at the learners can identify with. Poetry/Music Lyrics: The Birth of Shaka (Mtsali); Candle in the Wind (Elton John); Shall I compare thee (Shakespeare); We real cool Grandeur (Shelley); To Autumn (Keats); Sunstrike (Livingstone); Psalm 23 (David); The Gamblers (Delius); Ozymandias (Shelley), etc.

APPENDIX D: CHECK LIST FOR LEARNING OUTCOMES AND ASSESSMENT STANDARDS

GRADE: _____ YEAR: _____

LEARNING OUTCOME 1: LISTENING AND SPEAKING **The learner is able to listen and speak for a variety of purposes, audiences and contexts**										
Learning cycles:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
ASSESSMENT STANDARDS										
Learn about and share ideas										
Show an understanding of concepts										
Comment on experiences										
Defend a position										
Make an unprepared response										
Tell a story										
Initiate conversation										
Sustain conversation by: • **developing appropriate turn-taking conventions** • **filling in gaps** • **encouraging where appropriate**										
Give directions and instructions										
Follow directions and instructions										
Interact in group discussions										
Express own ideas and opinions in discussions										
Listen to and respect ideas and opinions of others										

Engage with a range if issues in discussions like: • **inclusivity** • **power relations** • **environmental issues** • **ethical issues** • **socio-cultural issues** • **human rights issues**										
Participate in discussions										
Participate in debates by following correct procedure										
Participate in meetings by following the correct procedure										
Introduce a speaker										
Thank a speaker										
Conduct an interview										
Report on findings										
Research a topic by referring to a range of supplied and relevant sources										
Organise material coherently by choosing: • **main ideas** • **details or examples for support**										
Identify and choose formats, vocabulary and language structures and conventions										
Prepare an adequate introduction										
Prepare an adequate ending										

Incorporate appropriate visual, audio and audio-visual aids such as: • **charts** • **posters** • **photographs** • **slides** • **images** • **music** • **sound** • **electronic media**										
Use familiar rhetorical devices in oral presentations such as: • **rhetorical questions** • **pauses** • **repetition**										
Use and respond appropriately to: • **tone** • **voice projection** • **pace** • **eye contact** • **posture** • **gestures**										
Pronounce words without distorting meaning										
Demonstrate comprehension of oral texts by: **recording main and/or supporting ideas by making** • **notes** • **checklists** • **summaries** • **paraphrases and/or retelling**										

Listen critically and respond to questions for clarification										
Use styles and registers to suit purpose, audience and context										
Recognise and explain language varieties with growing understanding and appreciation										
***Identify and use some persuasive techniques* in familiar situations**										
Distinguish between facts and opinions										
Make inferences and judgements and motivate										
Explore how meaning may be distorted by the deliberate inclusion or exclusion of *information*										
Recognise the effects of language forms such as technical language and jargon										
Recognise the relationship between: • **language and culture** • **language and power**										
Recognise and challenge: • **obvious emotive and manipulative language** • **bias** • **prejudice** • ***stereotyping***										

LEARNING OUTCOME 2: READING AND VIEWING The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts										
Learning cycles:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
ASSESSMENT STANDARDS										
Ask questions and make obvious predictions										
Skim texts to identify main ideas by reading: • **titles** • **introductions** • **first paragraphs** • **introductory sentences of paragraphs**										
Scan texts for supporting details										
Read fluently and attentively according to purpose and task										
Summarise main and supporting ideas in: • **point form** • **sentences**										
Infer the meaning of unfamiliar words or images in selected contexts by using: **knowledge of grammar** **word-attack skills** **contextual clues** **sound** **colour** **design** **placement** **using senses**										

Promote understanding by: • **rereading** • **reviewing** • **revising**										
Find in texts: • **information** • **detail**										
Recognise how meaning of texts can be affected by: • **selections** • **omissions**										
Distinguish between fact and opinion										
Give own response										
Recognise the difference between direct and implied meaning										
Recognize the writer's/narrator's/character's: • **point of view** • **give some supporting evidence from the text**										
Recognize background to texts: **socio-political** **cultural**										
Recognise and explain the effect of a range of figurative and rhetorical language										
Recognise and explain the effect of literary devices such as: • **metaphor** • **simile**										

• personification • metonymy • onomatopoeia • symbol • hyperbole • contrast • sarcasm • irony on the meaning of texts										
• Explain the writer's conclusions • Compare them with your own										
Interpret familiar graphic texts										
• Give personal responses to texts • Motivate personal responses to texts										
Recognise socio-cultural and political values, attitudes and beliefs such as attitudes towards gender class age power relations human rights inclusivity environmental issues										
Recognise the nature of • bias • prejudice • discrimination										

Identify and explain the following in *creative and transactional texts*: • **purpose** • **structure** • **language use** • **impact of font type** • **impact of font sizes** • **headings and captions**										
In *literary texts*: • **describe the development of plot** • **describe the development of subplot** • **describe the development of character** • **describe the role of the narrator where relevant** • **identify and explain messages** • **identify and explain themes** • **relate themes and messages to selected passages in the rest of the text** • **describe how background and setting relate to character** • **describe how background and setting relate to theme** • **describe mood** • **describe time-lining** • **describe ending**										
In *poetry*, recognize how mood, meaning and theme are affected by: • **word choices (diction)** • **figures of speech**										

• imagery • sound devices										
In *poetry*, recognize how meaning is affected by: • lines • stanza forms • rhyme • rhythm • repetition techniques other than rhyme of rhythm • punctuation										
In *drama* and *film study*, recognize how dialogue and action are related to: theme character										
In *drama* and *film study*, describe: • plot • subplot • character portrayal • conflict • dramatic purpose										
In *drama* and *film study*, recognize the use of: • dramatic structure • stage directions										
In *visual, audio and multimedia texts* like film study, television and radio drama • identify and describe message • identify and describe theme • recognize the use of colour* • recognize the use of subtitles*										

• recognize the use of dialogue*										
• recognize the use of music*										
• recognize the use of sound*										
• recognize the use of lighting*										
• recognize the use of editing*										
• recognize the use of framing*										
• recognize the use of styles and shot*										
• recognize the use of camera movements*										
• recognize the use of camera techniques*										
• recognize the use of foregrounding*										
• recognize the use of back-grounding*										
(* Although Grade 10 learners are only required to recognize these visual, audio and audio-visual techniques, the recognition will lead to discussions on the effect of these techniques as is required in Grades 11 and 12)										
LEARNING OUTCOME 3: WRITING AND PRESENTING **The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts**										
Learning cycles:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
ASSESSMENT STANDARDS										
Explain the requirements of different writing tasks										
Identify the target audience										
Identify the specific purpose of writing such as narrating, persuading, arguing, explaining, informing, describing and manipulating										
Identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts										
Decide on and apply the appropriate: • **style**										

• point of view • format										
• Research topics • Record findings										
• Locate data • Access data • Select data • Organise relevant data • Integrate relevant data										
Convert information from one familiar form to another, such as from a graph to a paragraph										
Develop coherent ideas and organize these by using techniques such as: • mind maps • diagrams • lists of key words • flow charts										
Use some visual and design elements appropriately										
Use main and supporting ideas from the planning process										
Experiment with format and style for creative purposes										
Identify and use a selection of stylistic and rhetorical devices such as: • figurative language • word choice • vivid description										

• personal voice and style										
• tone										
• symbol										
• colour										
• placement										
• sound										
Use appropriately:										
• a variety of sentence types										
• sentences of different lengths										
• sentences of different structures										
Apply paragraph conventions to ensure:										
• coherence by using topic sentences										
• introduction										
• ending										
• logical progression of paragraphs										
• cause and effect										
• comparison										
• contrast										
Use the following to ensure cohesion:										
• conjunctions										
• pronouns										
• adverbs										
Use set criteria for the evaluation and improvement of:										
• own writing										
• others' writing										
Improve coherence and cohesion in overall structure										

Consider whether content, style, register and effects are appropriate to purpose, audience and context and adjust where necessary										
Sustain own point of view/perspective and arguments with growing confidence										
Refine the following:										
• **word choice**										
• **sentence structure**										
• **paragraph structure**										
Eliminate the following:										
• **obvious errors**										
• **offensive language**										
When refining, demonstrate sensitivity to:										
human rights										
social issues										
cultural issues										
environmental issues										
gender										
race										
disability										
age										
status										
poverty										
lifestyles										
ethnic origins										
religion										
globalization										
HIV and AIDS										
Other diseases										

Prepare a final draft by proofreading and editing										
Present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster										
LEARNING OUTCOME 4: LANGUAGE **The learner is able to use language structures and conventions appropriately and effectively**										
Learning cycles:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
ASSESSMENT STANDARDS										
Apply knowledge of basic spelling patterns, rules and conventions for new words										
Compile a personal spelling list										
Use common abbreviations correctly										
Use common acronyms correctly										
Use dictionaries and a thesaurus for: • **researching meanings** • **researching pronunciation**										
Determine the meaning of new words by applying knowledge of: • **roots** • **prefixes** • **suffixes**										
Use nouns correctly concerning: • **gender** • **plurals** • **diminutives**										

Use correctly: • **comparative and superlative degrees of adjectives** • **comparative and superlative degrees of adverbs**										
Recognize how languages borrow words from one another										
Distinguish between the following and use them with growing accuracy: • **polysemes** • **homophones** • **homonyms**										
Use one word for a phrase										
Use synonyms correctly										
Use antonyms correctly										
Identify and use parts of speech such as the following accurately and meaningfully: • **nouns** • **verbs** • **pronouns** • **adjectives** • **adverbs**										
Use the following to express tense and mood with increasing accuracy: • **verb forms** • **auxiliaries**										
Use negative forms correctly										
Use subject, object and predicate correctly										
Use simple sentences appropriately and correctly										

Construct acceptable compound sentences by using the following correctly: • **clauses** • **phrases** • **conjunctions**										
Recognize and use different sentence types such as: • **statements** • **questions** • **commands** • **instructions**										
Use active and passive appropriately										
Use direct and indirect speech correctly										
Use correct word order in sentences with growing accuracy										
Understand how word order can influence meaning										
Use concord with growing accuracy										
Use punctuation correctly										
Use punctuation to: • **clarify meaning** • **show grammatical relationships** • **add emphasis**										
Use figurative language such as: • **idioms** • **idiomatic expressions** • **proverbs**										
Translate short sentences from target language into home language										

Translate short sentences from home language into target language										
Identify denotation										
Identify connotation										
Explore how the position of the speaker/receiver/viewer/reader is reflected by: • **implicit messages** • **explicit messages** • **values** • **attitudes**										
Identify and challenge the following: • **obvious bias** • **obvious stereotyping** • **emotive language** • **persuasive language** • **manipulative language**										

APPENDIX E: CHECKLIST AND RATING SCALE FOR THE PEER-ASSESSMENT OF A LEARNER'S RESEARCH AND ORAL PRESENTATION OF THE RESEARCH ON A FAVOURITE CELEBRITY

NAME OF LEARNER: _____ **GRADE 10**

NAME OF ASSESSOR: _____ **DATE OF ASSESSMENT:** _____

Activity: The learner has to do research on her/his favourite celebrity and orally introduce this celebrity to a partner in 3-5 minutes by using visual, audio and/or audio-visual data

A. CHECKLIST (Tick off YES or NO)

CRITERIA	YES	NO
1. It is clear that the learner has thoroughly researched the celebrity by using *two or more sources		
2. The speech has a clear introduction		
3. The material in the speech is well-organised i.e. the listener easily follows ideas that are logically developed		
4. The learner uses the appropriate vocabulary: good choice of words with no slang or offensive language		
5. Visual, audio and/or audio-visual data are used		
6. The learner speaks in a friendly tone of voice		
7. The learner does not speak too slowly or too fast		
8. I can hear the learner well		
9. The learner looks at me when she/he speaks and holds my attention by using appropriate facial expressions and gestures		
10. The learner pronounces words well so that I know what she/he means		
11. The learner's speech is 3-5 minutes long		

B. RATING SCALE (10-11 Yes ticks = Very Good; 7-9 Yes ticks = Good; 4-6 Yes ticks = Average; 0-3 Yes ticks = Poor)

I rate the learner's speech as: (tick in the block next to the selected face)

Very Good	☆☺	
Good	☺	
Average	😐	
Poor	☹	

C. FEEDBACK

I give the learner TWO STARS for:

- .....
- .....

ONE THING that the learner can do to improve is:

- .....

*(NB: the criteria in the checklist have been derived from the Assessment Standards – see p16-19 of the NCS . *The Assessment Standard for Grade 10 reads that the learner should research a topic by 'referring to a range of supplied and relevant sources' while the Grade 11 and 12 learners should refer to 'a range of sources'. Grade 10 learners may be supplied with various books, magazines and websites for research and be required to consult at least two sources while Grade 11's and 12's will have to find their own sources and may be expected to prove that they have used at least four different sources in their research)*

APPENDIX F: COMPREHENSION PASSAGE AND QUESTIONS ON LEONARDO DICAPRIO

Theme: ***Celebrities***

Leonardo Wilhelm DiCaprio (born November 11, 1974)

Leonardo DiCaprio is a three-time Academy Award-nominated and Golden Globe Award-winning American actor well known for his roles in blockbuster movies such as William Shakespeare's *Romeo + Juliet* (1996), *Titanic* (1997), *The Beach* (2000), *Catch Me If You Can* (2002), *Gangs of New York* (2002), *The Aviator* (2004), *The Departed* (2006), and *Blood Diamond* (2006).

His last name means "from Capri" in Italian. He was named after artist Leonardo da Vinci, as his pregnant mother was standing in front of a da Vinci painting at a museum in Italy when DiCaprio first kicked. Therefore, his mother named him Leonardo.[1]

DiCaprio was born in Los Angeles, California, the son of George DiCaprio, an underground comics artist and distributor of comic books, and Irmelin Indenbirken, a former legal secretary.

DiCaprio's parents divorced when he was one year old. He lived mostly with his mother, although his father was also around. During his childhood he was interested in baseball cards, comic books and frequently visited museums, with his father. He also spent part of his childhood in Germany, where his maternal grandparents, Wilhelm and Helene, still lived, and still speaks German fluently. DiCaprio and his mother lived in several poor neighbourhoods, such as Echo Park and she worked several jobs to support them.

Early career

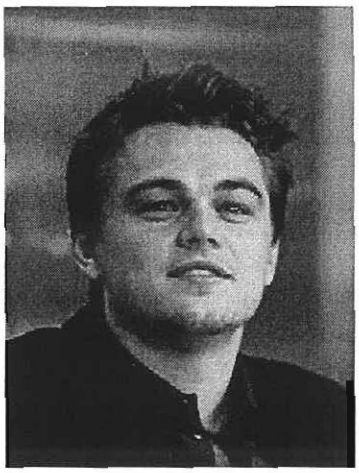
DiCaprio's acting career began in 1989 when he was cast in the role of Garry Buckman on the TV version of the film *Parenthood*, where he met Tobey Maguire, with whom he remains close friends. In that same year, DiCaprio appeared on the soap opera *Santa Barbara* in the role of Mason Capwell (in flashbacks as a teenager). From 1991 to 1992 he had the role of Luke Brower, a homeless boy, on *Growing Pains*.

However, DiCaprio is most famous for his roles in motion pictures. His debut role was as Josh in *Critters 3* (1991), a film with a limited theatrical release, which was released on video soon after.

Two years later, his breakthrough came with the role of Toby in *This Boy's Life* (1993) co-starring with Robert De Niro and Ellen Barkin, which led the New York Film Critics and the National Society of Film Critics to name him runner-up for Best Supporting Actor. In the same year he also portrayed a mentally handicapped boy in *What's Eating Gilbert Grape* (1993). The role earned him an Academy Award nomination at the age of 19.

In 1995, he starred in *Total Eclipse*. In 1996, DiCaprio played the male lead in *Romeo + Juliet*, a slick and updated modern-day version of William Shakespeare's play, directed by Australian director Baz Luhrmann.

Superstardom and "Leo-Mania"



The move from "star" to "superstar" came when DiCaprio played Jack Dawson in the 1997 blockbuster *Titanic*. The film was both a critical and commercial success, winning eleven Academy Awards including Best Film, and became the highest grossing film of all time, with a total worldwide gross of US$1.8 billion. Over the course of the next few years he would become a household name worldwide, synonymous with labels such as "teenage heart-throb" and sex symbol.

Critically acclaimed acting

In 2002, DiCaprio began a shift away from his stereotypical image and moved to engage himself with critically acclaimed directors by starring in two epic movies: *Gangs of New York* (directed by Martin Scorsese), and *Catch Me If You Can* (directed by Steven Spielberg). Both films were very well received by critics. Forging collaboration with Scorsese, the two paired again for a biopic of American businessman Howard Hughes in *The Aviator*, a film that scored DiCaprio a second Academy Award nomination, for Best Actor.

DiCaprio continued his run with Scorsese (some claim him to be Scorsese's "new De Niro") in the 2006 film *The Departed* as a smart undercover cop in Boston. His next film was *Blood Diamond*, released on December 8, 2006. While the film itself received mixed reviews, DiCaprio was praised for the authenticity of his Zimbabwean Afrikaner accent, known as a difficult accent of English to emulate.

In 2006, the Golden Globes and Broadcast Film Critics Association nominated DiCaprio twice in the same category: Best Actor for *Blood Diamond* and *The Departed*, which is an extremely rare honour for actors. Also in the same year, he received two nominations for the Screen Actors Guild Awards, a lead actor nomination for *Blood Diamond* and a supporting actor nomination for *The Departed*. He earned an Oscar nomination for lead actor in *Blood Diamond*.

On March 22, 2007, DiCaprio signed on to re-team with his *Titanic* co-star Kate Winslet on an adaptation of Richard Yates's critically-lauded 1961 novel *Revolutionary Road*. The film of the same name is being

directed by Winslet's husband, Sam Mendes and was adapted for the screen by Justin Haythe. They are currently shooting in New York City.

In addition to an already impressive career, DiCaprio is currently ranked the 5th Best Working Actor Today by The Screen Directory. In May 2007, DiCaprio was listed among Time Magazine's 100 Most Influential People in The World.

Personal life

DiCaprio is best friends with actor Tobey Maguire, whom he beat to get roles in *Growing Pains* and *This Boy's Life*. He is also good friends with Kate Winslet, Mark Wahlberg, Lukas Haas, Ethan Suplee, Kevin Connolly, and Ben Affleck.

A committed environmentalist, DiCaprio has received praise from environmental groups for opting to fly on commercial flights instead of chartering private jets, which use more fuel. He has also mentioned that he drives a hybrid car and that his house has solar panels. His actions have inspired other celebrities, such as Orlando Bloom and Penelope Cruz.

During the filming of *Blood Diamond* , DiCaprio worked with 24 orphaned children from the SOS Children's Village in Maputo, Mozambique and was said to be extremely touched by his interactions with the children.

(Adapted from Leonardo DiCaprio on www.wikipedia)

QUESTIONS ON THE COMPREHENSION PASSAGE ON LEONARDO DICAPRIO

Study the comprehension passage and answer the following questions:

1. What does DiCaprio mean?

2. Motivate why DiCaprio's mother named him Leonardo.

3.1 Who was Leonardo da Vinci?

3.2 Name da Vinci's most famous painting.

4. What was DiCaprio's first ever role as an actor?

5. For which role in which film was he nominated for an academy award when he was 19 years old?

6.1 Explain what is meant when *Titanic* is referred to as the "highest grossing" movie ever.

6.2 Calculate how much *Titanic* earned in South African rand.

7. Explain DiCaprio's stereotypical image before *Gangs of New York* and *Catch me if you can.*

8. According to this article, what was DiCaprio praised for in *Blood Diamond*?

9. Name three actions that DiCaprio took portraying his commitment in caring for the environment.

10. Indicate whether the following statements are TRUE or FALSE and give a reason for your answer:

    10.1 DiCaprio had an easy childhood.

    10.2 DiCaprio spent some time in Germany with his father's parents.

    10.3 DiCaprio acted for the first time in a motion picture in 1991.

11. Indicate whether the following statements are FACT or OPINION:

    11.1 DiCaprio will be 34 years old in 2008.

    11.2 *Romeo and Juliet* is one of DiCaprio's best films ever.

12. Why is the word "Leo-mania" a neologism?

13. Give the meanings of the following words and phrase:

    13.1 slick

    13.2 blockbuster

    13.3 runner-up

    13.4 teenage heart throb

14. Draw a table in which you list the years of release and titles of all the *movies* in which DiCaprio starred.

15. Summarise the information given on Leonardo DiCaprio's personal life in *point form and sentences in no more than 65 words. (Only to be done for period 5. Study the rubric for assessment so that you know what is expected)

*(*Grade 10 learners are expected to "summarise main and supporting ideas in point form and sentences" while Grade 11 and 12 learners must "summarise main and supporting ideas in point form, sentences **and paragraphs**")*

APPENDIX G: EXAMPLE OF AN ASSESSMENT RUBRIC FOR THE PEER-ASSESSMENT OF THE PRÉCIS IN EFAL

NAME OF LEARNER: _____ **GRADE 10**

NAME OF ASSESSOR: _____ **DATE OF ASSESSMENT:** _____

Assessment criteria	Level 4 VERY GOOD	Level 3 GOOD	Level 2 AVERAGE	Level 1 POOR
Structure: point form and sentences	The learner's précis has been done in point form and sentences	The learner's précis has mostly been done in point form and sentences	The learner's précis has not been done in point form although it makes sense	The learner's précis has not been done in point form and does not make sense
Main ideas and supporting detail	The learner has identified the **three** main ideas and included **all** supporting detail	**One** of the main ideas and/or one part of the supporting detail is **missing**	**Two** main ideas and /or parts of the supporting detail are **missing**	The learner has left out **more than two** main ideas and/or parts of supporting detail
Sentence construction	All sentences are correctly structured	**One-three errors** in sentence construction	**Three-five errors** in sentence construction	**More than five errors** in sentence construction
Language usage: clarity of expression, punctuation and spelling	The learner expresses herself/himself clearly and makes **no** spelling or punctuation **errors**	The learner expresses herself/himself quite clearly and/or makes **1-3** spelling and/or punctuation **errors**	The learner battles to express herself/himself and/or makes **4-6** spelling and/or punctuation **errors**	The learner cannot express herself/himself and/or makes **more than 6** spelling and/or punctuation **errors**
Number of words used	The learners has used no more than 65 words	The learner has used between 65 and 70 words	The learner has used between 70 and 80 words	The learner has used more than 80 words

FEEDBACK FROM ASSESSOR:

You have done well with .....

You can improve your précis by .....

(Relevant "Assessment Standards" have been incorporated in the rubric as criteria - see NCS p22. It is important to state criteria in such a way that the learners thoroughly understand what is meant, even more so if the work is to be peer-assessed. For example, it makes much more sense to state exactly how many spelling and/or punctuation errors will be accepted per level than to use vague criteria like "spelling and punctuation are mainly correct" or "very flawed spelling and punctuation". The rubric should also provide for progression in "Assessment Standards": while Grade 10 learners are expected to "summarise main and supporting ideas in point form and sentences, Grade 11 and 12 learners are expected to "summarise main and supporting ideas in point form, sentences ***and paragraphs****. The assessment criteria for Grade 11's and 12's thus need to provide for paragraphing and learners' ability to write coherently and develop ideas in a logical way. A mark may be given for the effort but it is not necessary since the assessment rather needs to serve a formative purpose)*

MEMORANDUM OF PRÉCIS:

DiCaprio's personal life

1. DiCaprio is friends with Tobey Maguire, Kate Winslet, Mark Wahlberg, Lukas Haas, Ethan Suplee, Kevin Connolly, and Ben Affleck.
2. He is a committed environmentalist who prefers commercial flights to chartering private jets. He drives a hybrid car and uses solar power which inspired other celebrities.
3. DiCaprio was touched by his interaction with orphaned children during the filming of *Blood Diamond*.

(63 words)

APPENDIX H: EXAMPLE OF AN ASSESSMENT RUBRIC FOR THE INTERVIEW IN EFAL

NAME OF LEARNER: _____ **GRADE 10**

NAME OF ASSESSOR: _____ **DATE OF ASSESSMENT:** _____

Assessment criteria (20)	Level 4 4-5 marks	Level 3 3-4 marks	Level 2 2-3 marks	Level 1 0-1 marks
Planning and preparation	The learner has planned and prepared well. The conversation is sustained by filling in gaps and encouraging where appropriate	The learner has planned and prepared fairly well. There is one or two gaps in the conversation but it flows fairly well	It is evident that the learner has done some planning and preparation but there are 3-4 gaps in the conversation	Little planning and preparation has been done. There is no flow in the conversation
Language usage	The learner speaks correctly and is understood well	The learner makes 1-3 language errors and is fairly well understood	The learner makes 4-6 language errors. It is not always clear what is meant by the speaker	The learner makes 7 or more language errors and does not have control of the language
Register, tone, use of voice and pronunciation	The learner addresses the interviewer/interviewee in an appropriate way, using the right tone of voice. He/she can be heard well and pronounces all words correctly	The learner makes 1-2 mistakes in addressing the interviewer/interviewee, mostly uses the correct tone of voice, can mostly be heard well and makes 1-2 pronunciation errors	The learner often makes mistakes in addressing the interviewer/interviewee, often uses the incorrect tone, does not speak clearly and makes 3-5 pronunciation errors	Inappropriate register and tone. The learner can hardly be heard and makes more than 6 pronunciation errors
Body language: posture and eye contact	The learner clearly shows interest in the speaker, uses appropriate facial expressions and gestures and keeps good eye-contact	The learner shows some interest in the speaker but does not always use appropriate gestures and facial expressions and often looks at his/her notes	The learner does not really show interest in the speaker, barely uses gestures or facial expressions and makes little eye contact	The learner does not communicate with the speaker through body language at all and barely looks at him/her

FEEDBACK FROM ASSESSOR:

You have done well with .....

You can improve your effort by .....

.....

TOTAL: /20

(Relevant "Assessment Standards" have been incorporated as criteria in the rubric – see NCS p16-19. The progression in some of the "Assessment Standards" are not clear and cannot be provided for in the assessment criteria e.g. Grade 10's and 11's should "use and respond ***appropriately*** *to tone, voice projection, pace, eye contact, posture and gestures" while Grade 12's should "use and respond* ***effectively****....". An "appropriate" response should be "effective". One way of catering for progression might be to expect Grade 12 learners to conduct a longer interview in a more demanding context e.g. interviewing Al Gore on Global Heating and Environmental issues.)*

APPENDIX I: EXAMPLE OF AN OBSERVATION SHEET TO USE IN THE ASSESSMENT OF GROUP DISCUSSIONS

NAMES OF GROUP MEMBERS:

_____

_____

TOPIC OF DISCUSSION: _____

DATE OF ASSESSMENT: _____ **GRADE:** _____

NAME OF ASSESSOR: _____

GROUP ASSESSMENT	**YES**	**NO**
1. Does the group understand the task?		
2. Do the learners work well together?		
3. Does the group manage to respond within the given time limit?		
4. Does the response make sense?		
5. Who takes the lead in the group?		
6. Who does not take part?		
7. Possible reasons why the group functions/does not function well:		

(The reason for the assessment of group activities is to establish which learners are the stronger ones and which learners might need additional help to succeed in their own and co-operative learning – see "Assessment Standard" unit 4 on p14 of the NCS. The teacher needs to identify reasons why a group may not function well and try and eliminate obstacles. The assessment results may be shared with the members of the group and if needed, remedial action should be taken)

APPENDIX J: EXAMPLE OF AN ASSESSMENT RUBRIC FOR THE PEER-ASSESSMENT OF A MAGAZINE ARTICLE IN EFAL

NAME OF LEARNER: _____ **GRADE:** _____

NAME OF ASSESSOR: _____ **DATE OF ASSESSMENT:** _____

Assessment criteria (20)	**Level 5 (5)**	**Level 4 (4)**	**Level 3 (3)**	**Level 2 (2)**	**Level 1 (1)**
Structure of text: introduction, development of ideas, conclusion	Thorough planning has been done. Brilliant introduction and conclusion. Ideas have been logically developed and linked	Planning evident. Introduction and conclusion are adequate. Fairly logical development of ideas that are well linked	Some planning has been done. Moderate introduction and conclusion. Ideas do not always show logical development and are not always well linked	No evidence of planning. Introduction is ineffective and conclusion weak. Ideas do not flow logically and are not connected.	No evidence of planning. No introduction, no conclusion, no logical development of ideas or connectors between sentences
Appropriateness of vocabulary, style, tone and register to purpose, audience and context	Vocabulary, style, tone and register are very appropriate to purpose, audience and context	Vocabulary, style, tone and register are mostly appropriate to purpose, audience and context	Vocabulary, style, tone and register are adequate for the purpose, audience and context	Vocabulary, style, tone and register require remediation and are not suitable for purpose, audience and context	Vocabulary, style, tone and register require serious remediation and are not suitable for purpose, audience and context
Grammatical accuracy of text in sentence construction, spelling and punctuation	Text is grammatically accurate and well constructed with 1-2 errors in spelling and/or punctuation	Text is adequately constructed and easy to read with 3-5 errors in spelling and/or punctuation	Text is basically constructed with 6-8 errors in spelling and/or punctuation	Text is poorly constructed and difficult to follow with 9 and more spelling and/or punctuation errors	Text is poorly constructed, error-ridden and muddled
Length	Length correct (150-180 words)	Too long/short by 15 words	Too long/short by 20 words	Too long/short by 25 words	Too long/short by more than 25 words

FEEDBACK FROM ASSESSOR:

You have done well with .....

You can improve your article by .....

.....

TOTAL: **/20**

(With this assignment Grade 10 learners were for example expected to use the information from the interviews and write a magazine article on a celebrity. The relevant "Assessment Standard" for Grade 10 on p 32 of the NCS reads that the learner must "...select, organize and integrate relevant data from familiar sources". Grade 11 learners should use a "variety of sources" and Grade 12's a "wide variety of sources". Grade 11's and 12's may thus be expected to prove that they have used a variety of sources and their articles may be expected to be longer)

APPENDIX K: CHECKLIST AND RATING SCALE FOR THE PEER-ASSESSMENT OF A LEARNER'S RESEARCH AND ORAL PRESENTATION OF THE RESEARCH ON THE ZULU LEADER, SHAKA

NAME OF LEARNER: _____ GRADE 10

NAME OF ASSESSOR: _____ DATE OF ASSESSMENT: _____

Activity: The learner has to do research on Shaka and orally present the data to a partner in 2-3 minutes

A. CHECKLIST (Tick off YES or NO)

CRITERIA	YES	NO
1. It is clear that the learner has thoroughly researched Shaka		
2. Is the material well-organised so that the listener gets a clear picture of who Shaka was and what he did to become famous?		
3. Does the learner use the appropriate vocabulary: good choice of words with no slang or offensive language?		
4. Does the learner speak at a good pace? (not too fast or too slow)		
5. Can I hear the learner well?		
6. Does the learner look at me when she/he speaks and holds my attention by using appropriate facial expressions and gestures?		
7. Does the learner pronounce words clearly so that I know what she/he means?		
8. Is the presentation 2-3 minutes long?		

B. RATING SCALE (7-8 Yes ticks = Good; 4-6Yes ticks = Average; 0-3 Yes ticks = Poor)

I rate the learner's performance as: (tick in the block next to the selected face)

Good	☺	
Average	😐	
Poor	☹	

C. FEEDBACK

I give the learner TWO STARS for:

- .....
- .....

ONE THING that the learner can do to improve is:

- .....

APPENDIX L: POEM AND QUESTIONS

The birth of Shaka (Oswald Mtshali)

His baby cry
was of a cub
tearing the neck
of the lioness
because he was fatherless.

The gods
boiled his blood
in a clay pot of passion
to course in his veins.

His heart was shaped into an ox shield
to foil every foe.

Ancestors forged
his muscles into
thongs as tough
as wattle bark
and nerves
as sharp as
syringa thorns.

His eyes were lanterns
that shone from the dark valleys of Zululand
to see white swallows
coming across the sea.
His cry to two assassin brothers:

Lo! you can kill me
But you'll never rule this land!

(The "Assessment Standards" to be attained need to be kept in mind when the poem is discussed and questions are formulated. In this case, see NCS p28-29 "Poetry: recognize how word choices, figures of speech, imagery and sound devices affect mood, meaning and theme" and "recognize how lines, stanza forms, rhyme, rhythm and other repetition techniques and punctuation affect meaning")

QUESTIONS:

1. Identify the figure of speech used in stanza 1.
2. Explain why the poet uses the word "tearing" in line 3.
3. How is Shaka's heated aggression portrayed in stanza 2 (comment on the poet's diction, use of alliteration and the lack of punctuation)?
4. Why was this man's heart "shaped into an ox shield"?
5. Explain what the word "forged" means as used in line 1 of stanza 3.
6. Quote the simile used in stanza 3 and explain what it means.
7. Give a reason for the poet's use of short lines in stanza 3.
8. "His eyes were lanterns"

   Identify the figure of speech.

   Explain what is meant by it.
9. Who are the "white swallows coming across the sea"?
10. Who were the two "assassin brothers"?
11. What does the exclamation at the end of the final line indicate?

APPENDIX M: FORM TO BE COMPLETED BY THE LEARNERS AT THE BEGINNING AND END OF EACH LEARNING CYCLE

SETTING AIMS

My learning aims for this cycle are:

I want to learn how to:

- .....
- .....

I want to improve on:

- .....
- .....

REFLECTION

In this cycle I have learned how to

- .....
- .....

Two stars and one wish –

I give myself two stars for:

- .....
- .....

I wish to

- .....

I rate the enjoyment level of the cycle as: (tick the appropriate face)

