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INYUVESI YAKWAZULU-NATALI

Exploring Teachers' Experiences of Conducting Oral Assessment in Grade 10 in the Curriculum and Assessment Policy Statement.

By

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DECLARATION

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DEDICATION

I dedicate this study to my 89-year-old mother, Mrs Fundelwa Mirriam Baleni for her unconditional love and support throughout this journey.

ABSTRACT

Oral assessment in education is a worldwide phenomenon, which is faced with a number of challenges. Studies conducted internationally and locally reveal that teachers experience problems/and or challenges when conducting oral assessment to second language learners or foreign language speakers. Therefore, this study explored teachers' experiences of conducting oral assessment in Grade 10 in the Curriculum and Policy Statement (CAPS).

The study was located within the interpretive paradigm and employed a qualitative case study approach to explore. Four teachers were purposively selected from two township high schools in Pinetown District in the Province of KwaZulu Natal because of their qualifications, and experiences of conducting oral assessment. Spider web by Van den Akker (2009) was used as a Conceptual framework for this study. Data generation methods for the study were reflective activity, one-on-one semi structured interviews and focus group discussions. The researcher observed all ethical issues.

This study found that teachers were conducting oral assessment using a "synergy "of rationales. This suggests that teachers were uncertain of the rationale for assessing orals. Furthermore, the findings revealed that teachers lacked understanding of oral assessment goals. They showed varying degrees of understanding oral assessment goals (aims, objectives and outcomes). It is recommended that subject specialist must ensure that cluster meetings as well as workshop are organised on a regular basis in order to improve teachers' oral assessment practices.

Keywords: assessment, oral assessment, teachers' experiences, second language.

LIST OF ACRONYMS

CAPS : Curriculum And Assessment Policy Statement

CASS : Continuous Assessment

DoE   : Department of Education

EFAL : English First Additional Languages

GET   : General Educational Phase

OBE   : Outcome- Based Education

SMT   : School Management Team

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CHAPTER ONE

INTRODUCING THE ENQUIRY

1.1 Introduction

The following chapter presents an introduction to the research enquiry. The study background, reasons, problem statement, objectives finally critical research questions that directed the study are articulated. This chapter is concluded with a concise summary of each chapter that is presented from research enquiry report.

1.2 Background to the Study

The framework of the curriculum which was known as an outcomes based education (OBE) approach to pre-tertiary education in the Republic of South Africa allowed crucial changes, which was used by teachers as their traditional process of conducting oral assessment. "Probably the greatest daunting for these challenges was aimed at solving the shortcomings in the assessment process which was practiced through Government using their power prior to the introduction of the outcomes based curriculum to teaching" (Gipps, 1999, p. 9). The most important of these shortcomings as acknowledged by National Education Act No. 27 of 1996 (South Africa, 1996) were complicated laws and protocols for grouping subjects and amalgamations, absence of accountability and transparency, unsuitable use of assessment, and the absenteeism of meaningful teachers' response in order to provide support to learners who might show signs of experiencing assessment problems.

Addressing these shortcomings was placed as a priority on the agenda of the curriculum transformation process (Kenway, Watkins, & Tregenza, 1997). The curriculum was to be grounded theoretically within a social constructivist conceptual framework (Shepard, 2000). According to Jansen (1998, p. 36) principles underpinning OBE are as follows: 'The purpose of assessment should always be clear; a criteria-referenced approach should be used for assessment; evaluation of learners need to be genuine, continuous meaning it must take part throughout teaching and learning process, serve a multi dimension meaning assessment must be used for a numerous purposes'. This suggests that assessment achieve its goals when all of the above are met successfully.

The current education system, more especially assessment theories and discourse, are based mostly on a Western perspective and explains assessment from a Western and First World perspective (Manno, 1995). Ovens (2009) argues that this has a limiting effect in gaining knowledge nature and the responsibility of oral assessment in South African schools. For Beets and Le Grange (2005, p. 11) "assessment should be undertaken in the spirit of Ubuntu" (which is a word that relates to the act of being human) and the following should be included: inspiring valuation skills by using different skills such as multi-skilling for example vertical and horizontal ; mind set which is shifted by natural issues that have influence during assessment practices, this takes place through the assessment of literacy and paying focus to social elements; and human behavior that is shifted by greatest assessment performances, because a number of educators find it difficult to be competent evaluators.

1.3 Statement of the Problem

There seems to be a problem with how teachers conduct oral assessment. Generally, teachers conduct oral assessment in superficial ways, for example they only assess easy activities such as reading poems, paragraphs and stories. These seem to be the dominant activities that constitute marks for oral assessment. Reportedly, teachers' engagements with oral assessment seem laborious and frustrating because of time constraints and other factors such as large classes that hinder authentic engagements with this form of assessment (Carpenter, 2006). As a result, teachers fail to achieve the oral assessment goals as articulated in the assessment policy documents. 'It seems that teachers conduct oral assessment only for submissions to heads of department or for record keeping purposes rather than for achieving oral assessment goals' (Motshekga, 2009, p. 29).

On the other hand, learners also present a challenge as they tend to find excuses for not engaging in oral assessment tasks and many refuse to do orals, absent themselves, or skip oral assessment periods. They fear oral assessment activities as they find it hard to express themselves orally in English. Moreover, the speaking of a language is a skill that is extremely difficult to test because it involves various procedures to capture all the defining characteristic for objective testing (Butler, Eignor, Jones, McNamara, & Suomi, 2000). The use of oral assessment should motivate learners to practice English speaking skills, but in spite of this benefit, experts in Pakistan admit that they are facing

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problems in finding experts who are capable of assessing spoken skills in English on orals (Shamim, 2011).

1.4 Rationale for the Study

I preferred this study through my engagement in oral assessment as a grade 10 English teacher. Grade 10 is the first year for learners to pursue Further Education and Training (FET) phase, which is concluded with grade 12, when the learners write the National Senior Certificate examination where oral assessment comprises Paper 4 for this examination, as determined by the Curriculum and Assessment Policy Statement, or commonly known as CAPS (Department of Basic Education, 2011). What inspired me to choose grade 10 is that it is at this phase that learners are assessed on orals compared to General Educational Phase (GET)

I have participated in teaching grade 10 English for 12 years and from my observations teachers are experiencing problems when conducting oral assessments. I have also shared similar sentiments with teachers who say that oral assessments are amongst the most difficult types of assessment. They say that it is difficult to administer oral assessment because of many classes to teach in the course of a day. I have also had discussions in phase meetings and engaged in debates with other teachers during English workshops on how to best manage oral assessment. Given the challenges that all English teachers seem to encounter in terms of oral assessment, I was keen to explore their experiences by listening to their voices.

The literature review that was conducted indicated the importance of oral assessment as it promotes oral communication. For instance, a qualitative study was conducted in a Pakistani public school in 2004 about improving English oral communication skills (Kgobe, 2000). The sample of the study was grade 6 learners. Findings from four participants revealed that oral communication skills had shown a marked improvement by giving learners the opportunity to practice oral language and by providing them with a classroom environment that was conducive to learning.

Another study that was conducted in East Asia Oh, Ratner, Bush, Kolandai, and Too (2005) aimed to illuminate the challenges that teachers and learners faced during their practice of oral communication skills in an English First Language classroom in Le Thanh Hien High School. Grade 11 learners and English teachers were used as a source

of data and random and purposive sampling was used to select six English teachers for data

collection. The data were collected using three types of instruments, namely classroom observation, a questionnaire and interviews. The researcher used a combination of (qualitative and quantitative) known as mixed method for data collection process.

Findings from the study revealed that teachers had a fair concept of oral communication skills and tried their best to teach it well. However, it was observed that many challenges were experienced in implementing oral assessment in a well organised manner based on the current trends of language teaching methodologies and language learning principles. Another study conducted in Florida Middle School and Florida High School in 2003 aimed to investigate foreign language oral assessment practices. Florida foreign language teachers were randomly selected as a sample that was surveyed for data collection. The findings indicated that "instruction and assessment which was based on writing were aligned and that oral assessment did not receive the attention it should" (Holloway & Wheeler, 2013, p. 41).

These international studies mentioned above were grounded on the use of a qualitative research approach to investigate the experiences of teachers when conducting oral assessments. None of the studies were conducted in grade 10 and therefore there was a need for a study to be conducted on teachers' experiences of oral assessment in grade10 in a South African township school context.

1.5 Significance of the Study

Given the rationale above, the research study attempted to explore teachers' experiences of conducting English oral assessment in grade 10. In particular, the study explored the oral assessment practices of English teachers who taught English First Additional Language learners in grade 10 whose mother tongue was predominantly isiZulu. Therefore, the study's significance lies in the fact that the findings may inform teachers on how to develop effective oral assessment strategies for learners of English as an additional language. Teachers may also gain knowledge of oral assessment strategies that may be applied to improve their oral assessment practices. The findings of the study may also influence policy makers who may in turn influence best practice for oral assessment requirements. Departmental officials such as English subject advisors may

also be made aware of the challenges teachers are facing when conducting oral assessment. This may allow them to come up with progressive strategies for professional development to improve oral assessment practices.

1.6 Objectives and Aims of this Study

Given background, rationale and significance of the research enquiry as stipulated above, aim of this research study was to explore English First Additional Language (EFAL) teachers' assessment practices of oral activities in grade 10 in order to inform best practice in this regard. To achieve this aim, the intentions of the study were to achieve the objective below:

1. Explore teachers' experiences of conducting oral assessment according to CAPS requirements in Grade 10 in EFAL;

2. Understand how grade 10 teachers assess orals in EFAL in Grade 10; and

3. Understand why teachers, have particular experiences of assessing orals in EFAL in grade 10.

1.7 Key Research Questions

This study pursued to provide answers to the following key questions with regards to the teaching of EFAL:

1. What are teachers' experiences of conducting oral assessment in Grade 10?

2. How do Grade 10 teachers conduct oral assessment?

3. Why do Grade 10 teachers have particular experiences of conducting oral assessment in grade 10?

1.8 Delimitation of the Study

The study was limited to teachers' understandings or experiences of conducting EFAL oral assessment in two township high schools in KwaMashu. This township is situated in Pinetown district in the province of KwaZulu-Natal. Due to the relatively small scope of the study, the findings cannot be generalised to other schools in the Pinetown district or to the broader South African context.

1.9 Organisation of the Study Report

Chapter One: This chapter presents the research study by supplying the background of the study, problem statement, study rationale, and aims and objectives for the study. Key research questions underpinned the study are highlighted and limitations of the study are presented. The last part of the chapter presents a concise overview of each chapter of the study report. The chapter is concluded with a brief summary.

Chapter Two: This chapter comprises the literature review and the conceptual framework within which the study was located. The chapter offers explanations and opinions from different scholars nationally as well as internationally and profile critical issues around teachers' experiences of oral assessment. The spider web approach is elucidated as the conceptual framework that underpinned the study.

Chapter Three: This chapter elucidates research design and methodology employed for the study. This chapter presents interpretive research design which gave impetus to this study. The research methodology and approach and the sampling techniques are presented. The data generation methods, which comprised of semi-structured interviews (one-on-one), reflective activity lastly focus group discussions, are illuminated. This chapter also presents data analysis discussion process. Trustworthiness issues and the validity of the study are also highlighted.

Chapter Four: A brief introduction is presented and it is followed by a discussion of the data. Data that were generated were sorted by means of data transcription and data thematic analysis processes. The main findings of the study are portrayed.

Chapter Five: Conclusions and recommendations to offer for further research is presented in this chapter.

1.10 Chapter Summary

An introductory overview of the study was presented. The overview commenced with a comprehensive background and discussion of the study and problem statement. It was noted that observations and the literature review had shown that teachers experienced various challenges when conducting oral assessments of English. In this context, the study aim and objectives and key research questions were highlighted. Finally, a chapter summary was presented. The next chapter offers a review of related literature and an elucidation of the conceptual framework within which the study was located.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

Chapter two provides explanation of the viewpoint of diverse scholars in the field of study and shapes the main trends and critical issues pertaining to teachers' experiences of oral assessment in English as a First Additional Language (EFAL). This review will also interrogate international and national literature on the experiences of EFAL teachers of oral assessments. Lastly, the theory that underpinned the study, namely the concept of the curricular spider web, is discussed.

2.2 Understanding Assessment

Black and Wiliam (1998, p. 44) define assessment as "a process that includes all activities which are undertaken by learners in the classroom which can be utilised to transform students' learning process". The definition given by Black and Wiliam (1998, p. 38) comprises of various aspects which are related to oral assessment. "This includes observing learners made by teachers during classroom deliberations and the inspection of other oral work completed by learners in the classroom environment". This implies that after learners have been given tasks, teachers need to ensure that all learners are engaged and this is done through class observations. This also suggests that when a task has been completed, teachers need to engage in an analysis process in order to check if learning outcomes have been achieved or not Huxham, Campbell, and Westwood (2012, p. 441) also assert that "learning outcomes may be grounded on the attainment of definite skills, such as oral communication skills". They further reiterate that if a learner has scored good marks in an oral valuation obligation on the basis of assessment criteria, it may be presumed that a learner has obtained knowledge or a skill associated with an oral task.

According to Gardner, Harlen, and Hayward (2010, p. 172), 'assessment in most cases is frequently described as formative assessment or summative assessment, as well as continuous assessment'. For Bryan and Clegg (2006), assessment strategies need to change because it is determined by increased class sizes, changing curricula, and the need to support diverse learners. He further asserts that assessment in educational

transformation and curriculum change is one of the most difficult focus areas in the South Africa curriculum. Ecclestone (2002) asserts that, in South Africa, improvement in curricular assessment has been accompanied by extensive political and social changes that have affected education. This indicates that political changes have impacted education which has also affected assessment, because current policy documents state how and when to conduct oral assessment as well as the mark allocation per assessment.

Ecclestone (2002) defines assessment as an essential tool of assuring that teachers achieve their assessment objectives and learners achieve their outcomes. It is a critical means of providing the essential evidence necessary for pursuing and maintaining official approval that oral assessment has been conducted. Hersh (2004, p. 12) supports the position that the "assessment of learners should be considered as an indispensable part of the teaching and learning processes, and further argues that it is part of the feedback circle that helps to improve school efficiency".

Martell and Calderon (2005, p. 8) contend that "assessment is an ongoing process that includes preparation, argument, agreement, construction, analysing, and refine knowledge created from information obtained about a learning goal". This suggests that assessment is an ongoing process; therefore, if assessment fails to take place according to the needs of the curriculum, teachers won't have evidence that assessment took place. Moreover, learners themselves will not be in a position of knowing whether they have successfully understood the content knowledge or not. Assessment is defined by Hoadley and Jansen (2009), is "a serious process because it contracts with the capacities of learning using different ways like tests, observation, and evaluations". Research qualitative case study which was conducted by Carless, Joughin, and Liu (2006) suggests that the term assessment is repeatedly understood by classifying that effective assessment depends upon teachers knowing what to assess.

Assessment includes a variety of activities including testing, performance evaluation, project ratings, and observations (Buzzetto-More & Alade, 2006). This also suggests that teachers need to use various activities in order for the assessment to achieve its goals. When oral assessment is conducted, learners are usually assessed on official or authorized speaking and presentation activities, such prepared and unprepared speech and interviews. This implies that teachers can observe learners' use of other

communication skills such as their body language to emphasise what they are presenting. In order for assessment to be effective and to achieve its goals, it must serve many objectives and should benefit many stakeholders, such as parents and teachers as well as the learners (Love & Cooper, 2004).

Dietel, Herman, and Knuth (1991, p. 13) concurs that "assessment provides precise measures of learners' achievement to allow teachers and other decisive decision makers to make winning conclusions". Kellough and Kellough (1999, p. 98) identify seven purposes of assessment: "to advance learners' learning; classify learners' strengths and weaknesses; to review, assess, and improve the efficiency of diverse teaching approaches; to improve the effectiveness of curricular programs; to improve teaching effectiveness; to provide valuable administrative data that will speed up decision making; and to communicate with investors". This clearly indicates that oral assessment does not benefit teachers and learners alone. When learners communicate effectively, they become employable countrywide and internationally because they are able to communication efficiently. Good oral assessment should therefore prepare learners' interpersonal capabilities which, in turn, will allow them to communicate with assessors and various audiences. Such assessments take place in classrooms during various forms of presentation.

According to Joughin (1998, p. 369) "assessment may be used as a favored method of evaluating a learner's understanding if there is a specific essential to confirm that the answers or knowledge being tested are aligned with other learning outcomes". This happens when teachers ask learners probing questions to check for their understanding and abilities, such as the ability to reason which is applied in the world of practice. This also suggests that oral assessment needs to be associated with both writing and reading skills. For example, when learners are assessed in terms of prepared speech, they research facts associated with the topic, which requires both reading and writing. During the presentation process, they use the script in order to remind themselves of key words for their presentation. This also proposes that if learners are lacking reading skills, which are part of oral communication, they might fail to present their topics well.

Szyjka (2012, p. 88) developed the idea that assessment is a process of redistribution of power and that it is "something that is done *to* learners rather done *with* learners". This signifies that in oral assessment, teachers become assessors while learners should

also get the opportunity to assess one another (i.e., peer assessment). This clearly suggests that teachers should create opportunities to share their power to assess orals with learners and that marks should be allocated after the assessment.

Taylor and Nolen (2005) assert that assessment is an essential part of the education process and that it is strongly linked with the curriculum. This implies that the curriculum should, for example, state how oral assessment should be conducted, how many oral assessments should take place in the year, and how marks should be allocated. In the CAPS context in South Africa, this is done through following guideline work schedules and oral assessment grids.

Majority of people in the community have faith that the assessment process starts by the "recognition of learning goals and quantifiable objectives" (Walvoord, 2003, p. 37). The behaviors mentioned above are often connected with the growing concepts expressed in taxonomy of educational objectives, which offers a recognised hierarchical set of behaviors which can be gauged as part of an assessment plan (Fraser et al., 2005). Kennedy (2006) reveals that Bloom's taxonomy is offered inside the outline of intellectual taxonomy where the six cognitive levels are considered from lower direction up to higher order levels. This implies that, when learners' oral competencies are assessed, both knowledge and understanding of the topic are important. This suggests that oral assessment should be in line with Bloom's taxonomy because oral assessment not only aims at assessing the knowledge a learner has obtained, but also at the levels of a learner's understanding of a given topic or theme (Anderson & Schönborn, 2008, p. 412).

2.3 Understanding Oral Assessment

2.3.1 Knowledge and understanding

The terms 'knowledge' and 'understanding' are not used with any degree of uniformity in education literature. Occasionally they are used interchangeably and at times they are used to differentiate between distinguished forms of learning. In oral assessment, information is used in Bloom's intellect to signify "the ability to remember for example facts, definitions, rules, and principles" Lynch (1996, p. 22), although understanding states the thoughtful of the underlining meaning of what is known (Bloom, 1996). This implies that when oral assessment is conducted, the main aim is to test both knowledge

and understanding during oral communication. Assessors do this by giving learners a topic, for example how crime affects South Africa's economy. This clearly requires learners to collect facts about crime in SA and to understand how it impacts the economy. But this knowledge and understanding can only be imparted meaningfully if the rules for conducting presentations are followed; for example, how to introduce the presentation and how to conclude it.

Hoadley and Jansen (2009) argue that knowledge and understanding in oral assessment should be assessed by also probing learners' understanding through follow-up questions. This implies that when teachers are asking different questions on oral communication, their aim is to test learners' knowledge and understanding in an effort to eradicate pure rote learning. Also problem solving together with application skills can be used to test learners' aptitude to critically diagnosis glitches as they apply their knowledge to various situations (Sohail, 2016, p. 10). This means that, in oral assessment, learners should be given a topic to role-play which they do through applying their knowledge to any given scenario. In this way learners acquire the skill of interpersonal communication, which is defined as communication from one person to another and it is this skill in particular that allows learners to be employable (Carnevale, 1990). This skill may be assessed through transferable skills which include communication and interview skills and this is done through oral assessment. Personal attributes can also be assessed because it demanded that oral assessment can be utilised to quantity personal abilities such as response to stress, flexibility, and self-assurance (Brown & Race, 2012). This postulates that when oral assessment is conducted, personal qualities should be taken seriously because oral assessment is used to gauge learners' personal qualities.

2.3.2   Oral assessment in grade 10

In grade 10, the system of oral assessment is established as follows:

During the first term the learners are taught the basic techniques of oral communication and they are also informed of the various methods of assessment in a one-hour teaching lesson. Topics for various oral presentations are allocated and each learner is given 1 - 2 weeks' notice for oral preparation. It is suggested that the learners first be allocated to groups of 2 to 5 in order to brainstorm ideas and to share their opinions in a group.

Oral presentations may vary; for example, 5 to 10 minutes may be allocated for role play or a discussion forum on a topic that was prepared, for example xenophobia or how crime affects the South African economy. This suggests that the duty of the assessor is to allocate marks (formative assessment) for each learner who contributes to the group discussion (Liu & Jackson, 2008).

During the second term learners are engaged in formal speaking presentations. Each learner prepares a 3-4 minutes' presentation on 4 agreed topic, for example abortion. The class is used as the audience, and classmates are encouraged to ask questions at the end of the presentation while the teacher engages in formative assessment (Faust & Paulson, 1998). Each talk is followed by a 3-5-minute period for questions. Both the presenter's peers and the teacher assess each presentation and the oral marks are recorded as part of a learner's continuous assessment programme.

2.3.3   Oral assessment in context

Oral communication is considered as a centre aspect of employability (Ya-hui & Li-yia, 2008). This suggests that when learners communicate effectively, they stand a good chance of employment. It therefore follows that, because English is an international language of communication, oral communication skills in this language are essential.

Forms of assessment which are written seem to control summative assessment in universities, whereby oral assessment has admirable history in schools (Joughin, 2009) . This implies that, should learners find themselves in situations where it is impossible for written examinations, oral assessment plays an important role because it is conducted by word of mouth and assessors can ask probing questions to get answers from the learners. This advocates that, because oral assessment is conducted verbally, learners with writing disabilities can be assessed. Furthermore, assessment which is orally conducted includes assessment of student learning which is performed verbally (Stray, 2001) which suggests that this type of assessment provides teachers with confidence in ensuring that the work presented by a learner is his/her own. It further suggests that learners who acquire help from one another, for example when homework is given, cannot receive outside assistance because in oral assessment a learner is on his/her own, which prevents copying the work from another. In addition, surveys from a variety of English speaking countries have shown that potential employers grade both oral and written communication abilities very high (Gray, Emerson, & MacKay, 2005).

This implies that oral communication skills are not only important for assessing learners for school progression purposes, but that they also equip learners for employment purposes.

Scholars such as Guarte and Barrios (2006) assert that oral assessment is needed by employers to ensure that employees can communicate with one another on work related issues. The ability to give successful, engaging presentations therefore needs a different set of skills and techniques compared with writing a report. This implies that when learners are assessed orally, good communication skills, which should include voice projection and body language, are expected. Collins (2004) suggests that the success of any verbal presentation should not be influenced by the availability of excellence graphical aids. It rather be on the presenter's ability to communicate with the audience. It is also suggested that, in contrast to a group of people who may be born with communication abilities, most people need to learn and frequently practice verbal communication skills (Collins, 2004). Therefore, visual aids may be used for oral presentations at school, they should not be used to guarantee good marks (Hughes, 2009). This implies that marks should be allocated for the quality of the oral presentation and not for the additional use of visual or technological assistance.

Efficient oral communication cannot be studied by simply reading about it; it needs to be planned strategically, practiced, and assessed where possible in genuine settings. 'Authenticity' implies that the learning tasks and assessment should represent activities or issues that learners may come across in the workplace or in other real life situations (Jiang, 2013). This indicates that although reading is part of oral communication, the need to link its relationship with oral assessment is vital. When learners are assessed orally, they also need to be able to read what they are presenting, for example they need to do research and use cue cards in a prepared speech. According to Davies and Pearse (2000), oral communication skills are necessary skills which are considered by employers additionally oral skills require specific skills of concept, tools, and experience. This implies that oral communication skills in English will help learners to cope at tertiary level in South Africa where the medium of instruction is predominantly English.

 Through oral assessment deep learning is facilitated since theory is applied to practice (Pearce & Lee, 2009). This suggests that when learners' understanding is assessed by

using retellings, they convert theory into practice. Oral communication thus helps learners to be able to link theory to practice (Joughin, 2003). Oral assessment is therefore practically conducted which gives learners the opportunity to apply theory to practice. When oral communication is taught and assessed, it assists learners to develop their communication skills (Cohan & Smith, 2007). Asking learners deep probing questions during oral assessment can aid teacher to assess a learner's capacity in learning areas which are difficult be assessed through written examinations.

In oral assessment, understanding of the topic is very important because it allows learners to use their body language to enhance their presentations. Retellings are new versions of text that allow learners to consider information and then to summarise orally what they understand about this information (Dunst, Simkus, & Hamby, 2012). This suggests that teachers need to ask learners to choose a story from a book, magazine, newspaper column or even from the Internet if they have access to it. After choosing a story, a learner needs to summarize and present it to the class while the teacher allocates marks. However, factors such as interpersonal competencies and intrapersonal qualities influence oral assessment. Interactive skill refers to a set of factors which Eraut and Cole (1993, p. 556) define it as "the personal skills which are essential for a professional method in order to conduct individual work". This comprises of verbal communication skills such as interviews, debates and presentations. It must be emphasised that interpersonal competence is not a skill as such, but rather a skill displayed in relation to problem solving exercises which are being considered in oral assessment (Glowacki & Steele, 1992).

Additionally, oral assessment is planned for certification willpowers in order to test learners' abilities which will allow them to be employed or enter any professional field. At times it is used to determine learners' intrapersonal qualities and intrapersonal skills which are those skills that are essential to a successful career. This suggests that intrapersonal skills, which are in line with oral communication, help learners to develop their capacity to set realistic goals for themselves. Oral assessment claims to measure personal qualities such as personality, reaction to stress, confidence and self-awareness (Joughin, 2010). This implies that when learners have good intrapersonal skills, they become aware of how to handle stress during presentations in front of an audience, which starts in the classroom.

2.4 Importance of an Oral Assessment Rubrics

Airasian and Russell (2001) provided clarification for rubrics as they argue that this is one type of performance assessment that sets clear predictions or principles to provide assistance to teachers and learners' attention, on the aspects that are valued in oral assessment tasks. The components are usually descriptive and provide support to develop a mutual considerate of what is appreciated in a performance. The authors further indicate that a rubric contains both aspects and characteristics of a performance which will be evaluated and a description of the criteria used to assess each aspect. This shows that teachers who use rubrics help learners to understand the criteria that will be used to assign marks for a given task.

For Goddard and Melville (2001), rubrics play a vital role for a number of reasons they are regarded as powerful tools for both teaching and assessment. Learners' performance can be improved and well monitored when rubrics are used to allocate marks. Rubrics also assist by "making teachers' expectations clear and by creating clear direction to learners on how to meet these expectations" (Kendall, 2001, p. 336) . He further assert that rubrics are valuable since they help learners to become more thoughtful and to measure quality of their own work and their peers. This concurs that since rubrics provide learners with clear checklists of how marks will be allocated, learners will accept the marks given because they know how they performed. Teachers need to understand different types of assessment thus that will assist them to improve their assessment practices.

2.5 Types of Assessment

According to Scheurs and Dumbraveanu (2014), assessment is regularly described in terms of formative or summative assessment, which are both done as continuous assessment. This suggests that teachers' experiences will assist them in understanding how to conduct oral assessments. Formative assessment is also identified as assessment for learning, the reason being that it includes all the activities that are conducted by both educators and learners throughout teaching and learning processes (Khoza, 2016) . Formative assessment assists to notify the educator about learners' progress. In addition, Khoza (2015a) advocates that formative assessment is used as assessment for learning, which is part of learning when learners are evaluated for the gathering of associated information during teaching and assessment process. This is in line with oral

assessment, where teachers provide the learners with opportunities to collect facts based on the topic to be presented.

Mpungose (2016) argues that formative assessment is regarded as informal assessment. This recommends that when formative assessment is conducted teachers assist learners to understand and attain improvement during teaching and for oral assessment purposes. This clearly indicates that it is important that "educators use this type of assessment for development and it is for this reason assessment needs to be used for learning, as it develops learners during teaching for assessment processes" Hoadley and Jansen (2009, p. 128). They further concur that formative assessment is used to provide support to learning in the classroom as it happens on a daily basis when teachers ask questions. Oral assessment allows teachers to measure their learners' levels of understanding of new concepts and provides information about learners' strength and weaknesses and how they should approach oral assessment topics. The argument further suggests that the CAPS curriculum for assessing orals in grade 10 needs to be reviewed, because it includes time allocations for orals and the number of tasks to be assessed. However, if cognisance is taken of the overcrowded classrooms in the majority of schools, the chances for completing all the oral activities per term are extremely limited.

Assessment which is formative refers to assessment which is precisely planned to produce feedback to advance and speed up learners' knowledge (Szyjka, 2012). According to Erickson (2007), formative assessment is a process of creating how well learners are learning in relation to the education goals and expected outcomes. This is done to notify learners through feedback, which in turn will assist further learning. This is an excellent educational strategy which is more productive when the tasks are shared among the teacher, peers, and learners individually (Gikandi, Morrow, & Davis, 2011). This implies that grade 10 oral assessment in EFAL is conducted in order to ensure that assessment goals and expected outcomes are reached. When oral assessments is conducted, the duty of the teacher is to provide different topics that are distributed in the classroom. The topics are given to individual learners or to groups of 2 to 5 learners. The idea is that the groups brainstorm collective ideas but that marks are allocated per person. In this context summative assessment is applied, as it tries to summarize a learner's development at some point in time (e.g., during an oral presentation after teaching and group brainstorming). It has been described as 'course assessment (Biggs,

2003). According to (Ellery, 2008, p. 422) "summative assessment is assessment of learning and it plays a role as a summary of formative assessment in order for learners to attain particular learning outcomes".

The term intellectual domain "refers to the expansion of learners content understanding and intelligent skills, while the affective domain includes students' confidence, feelings, values, motivations and attitudes" (Williams, Ward, Ward, & Smeeton, 2008, p. 431). This implies that in oral assessment for grade 10, content knowledge is obtained when learners have gathered sufficient information based on the topic to be presented. Learners will link the content knowledge with logical thinking by using their own examples in order to make their argument strong during their presentation.

Continuous assessment is known as a classroom strategy applied by teachers to determine the knowledge, understanding, and skills attained by learners over time Khoza (2012) describes this form of assessment as an information gathering tool that helps teachers select content and method of instruction. This is in line with oral assessment in grade 10, where knowledge is obtained through assessing learners on how to speak appropriately and how to pronounce words when they present. Therefore, when a learner presents a prepared speech for example, it will give the teacher a good indication whether that particular oral communication skill has been attained.

Kirby and Downs (2007) declares that continuous assessment involves the existence of assessment. This advocates that continuous assessment consists formally recorded marks, including oral assessment marks, as a form continuous assessment (CASS). Learners should therefore be informed of their oral assessment marks as these marks, like all other formally assessed marks, need to be moderated by the Head of Department before they are recorded as part of the set of marks that is used for promotion purposes. Summative assessment refers to assessment that is exactly intended to produce feedback to improve and speed up learners' knowledge (Szyjka, 2012). It is not intended to support learning but it is a way of measuring learning at a particular time. This suggests that it is usually done at the end of the year to make a judgment whether a learner can move up to the next level or may achieve a National Senior Certificate after completing grade 12 (Onyancha, 2015).

In the case of analytic assessment, test or task grades are used to identify learners' level of prior knowledge in order to understand what learners know and what they have not

understood. In oral assessment, such results are obtained through following a marking guide or grid referred to as a rubric, which includes assessment of various components such as voice projection, pronunciation of words, and knowledge of the topic that is presented.

2.6 The Importance of Oral Assessment in Education

In an academic context, assessment is understood as closely connected to teaching. In language instruction, assessment is desirable to help teachers to construct decisions about students' linguistic capabilities, their placement at suitable levels, and finally their achievement (Janjua, 2016). The accomplishment of assessment rely on the efficient selection and usage of appropriate devices and procedures as well as the suitable explanation of learners' performance (Denham & Lobeck, 2010). This suggests that when teachers are teaching oral, they need to teach learners how to do for example role-play, which the curriculum also favors. For example, a teacher assumes the role of a character who does not know much. The learners are then expected to get information from this persona, which will be given to the teacher during the question and answer process following the role play activity.

The importance of assessment cannot be over emphasised because it is the only way in which teachers understand whether learners are following or not. Assessment describes to learners what is significant, what counts, how they will devote their time and how they will view themselves as learners (Dozois, Westra, Collins, Fung, & Garry, 2004) . This suggests that teachers need to provide oral assessment guidelines before learners are assessed orally. This helps learners in terms of knowing what is expected from them and it facilitates the allocation of time per oral assessment session (Brown, Bull, & Pendlebury, 2013).

According to Burke, Fogarty, and Belgrad (2002), assessment is a key part of the curriculum and it makes explicit what kind of knowledge or skills are really valued in the curriculum. Assessment is used for a whole range of purposes, such as knowing learners' level of understanding. All these aspects have to do with the promotion of learning, as teachers usually use assessment in order to ascertain what the learners know and what they may still be struggling to understand. Also, sometimes teachers use

assessment to motivate learners to work harder, for example for an oral assessment that may improve a learners' overall marks.

MacKinnon and Manathunga (2003) state that the key principles of assessment stipulate that it should have a clear purpose and that it should be fair and unbiased. Moreover, assessment should be trustworthy and dependable, it should use a suitable range of instruments, and it should be positive. This indicates that assessment plays a vital role in terms of meeting curriculum standards, because the Curriculum Assessment Policy Statement (CAPS) clearly states what needs to be assessed orally, how many marks may be allocated, and how much time should be given for oral assessment per term. Informally, teachers make use of assessment in their everyday practices as they need to judge learners' knowledge, skills and understanding in order to address any shortcomings. Assessment used in this way supports learning and contributes to both teachers' and learners' development and growth. In this context, schools and provincial education departments make much use of assessment strategies to determine if learning has taken place and whether a learner has learnt successfully over the year (Brown, 2004). This suggests that without assessment, teachers will be incapable of achieving their objectives and learners may fail to achieve the required learning outcomes, which will impact their progression or state of readiness to move to the next grade. In this context, oral assessment is an essential component in determining a learner's learning outcomes.

2.7 Reasons why Oral Assessment in EFAL is Important

A study conducted by De Grez, Valcke, and Roozen (2012) revealed that learners were much more confident with the content of their presentation compared to their ability to effectively utilise the English language to carry their arguments and ideas. However, oral communication skills are important and are needed by employers. (Davis, 2009), possibly because oral presentations facilitate deep learning of theory that is applied to practice.

Joughin (2010) sees oral assessment as assessment of learning which is conducted vocally. This suggests that oral communication assessment takes place between teachers and learners in the form of spoken words in different methods. Words of mouth create an opportunity for uncontrolled talk between one person to another person during oral communication (Bhati, 2012). According to Guion (2002) people identify

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with the words they speak, whereas writing separates those who know and those who don't speak the language. Learners use their own words in oral assessment and present a topic in their own styles. This suggests that when written assessment takes place, the assessor in most cases wants answers according to a pre-set memorandum or model answers, whereas in oral assessment learners use words of their choice as long as the meaning is correct.

Oral assessment should assess the desire or passion to engage in presentations and body language when earners express their ideas in front of an audience, which may be an assessor or a group of other learners. In doing so, learners can perceive the response of their audience to their argument, making the argument more or less forceful (Biggs, 2003). This suggests that the reaction of an audience also contributes in ensuring that what the learner is presenting is in line with what the audience wants to hear. Oral presentations are thus highly personalized and arguments cannot be offered when learners lack knowledge about the topic and planning the presentation in an appropriate way.

The evaluator should need to ensure that he does not listen to the arguments alone, to observe the reaction of the audience is very important and this will help teachers to draw conclusions about the commitment of the presenter. According to Zehr (2009), the skills that are usually evaluated in oral presentations are the following: knowledge of the topic; confidence; body language; and quality of the response. This implies that teachers or assessors should look beyond the argument that is presented and they should also allocate marks for the skills listed above. For Trotter (2006), motivation is more focused to the needs of the learners than to the other purposes of assessing; therefore learners need to be motivated when the present orally. As an English teacher who has taught and assessed learners orally, I share the author's sentiment in this regard, as I have noticed that when learners are motivated, they perform very well and score good marks. This suggests that teachers benefit when learners do well because they may conclude that they have achieved their oral assessment goals. If their learners do well, teachers feel that the content they taught was clearly delivered and the learners also feel good that the knowledge and content taught landed in the right place.

Bartlett and Casselden (2011) emphasise that assessment is important and it must be used to help develop a self-regulated learner; a learner who is capable of

communicating and cooperating with others. This implies that oral assessment does not only equip learners to score good marks, but it also assists them in attaining independence. Oral assessment is therefore important in terms of improving good communication skills and these communication skills will assist learners to communicate in a language which is recognised nationally and internationally. This also suggests that when learners' communication skills are good, they may overcome various challenges and be effective in communicating and delivering tasks allocated to them by an employer one day.

According to Taras (2002), oral assessment promotes good learning, although learners may see it as more challenging than other forms of assessment. He further asserts that oral assessment provides opportunities to check understanding through probing and follow-up questions and that this can encourage a deep approach to learning. This suggests that questions asked during oral assessment assist both the teacher and the learner. The learner is able to say more than what is expected and the teacher is able to get more than what was expected. Also, prior to oral assessment, learners get the opportunity to brainstorm ideas and this creates a platform for respecting and understanding one another.

According to Huxham et al. (2012), assessment helps to balance and develop learners. They state that other learners' oral presentations provide an opportunity for individuals to develop important oral skills. This implies that there are learners who may be better in oral communication compared to written tasks; however, this needs to be nurtured by teachers through motivation in the form of debates, group discussions, and so on. Bartlett and Casselden (2011) contend the questioning component of oral assessment discourages copying, because it is conducted in front of the teacher and the class.

2.7.1 Advantages and disadvantages of oral assessment

A written examination can easily be designed to get quite accurate feedback compared to learners' ability to perform in oral tasks. Therefore, written and oral tasks may be the most effective technique for language development if used together (Stevenson, 2007). This suggests that there is a good relationship between oral and written assessments; hence learners need to write down some key points before an oral presentation takes place. When learners go to workplace, they realise how they need communication skills together with writing and reading skills.

Oral assessment allows probing or searching questions in order to get in-depth knowledge from learners (Kehm, 2001). This indicates that when probing questions are asked, learners give more than they were going give when writing, because there are no marks deducted for spelling errors. He further suggests that learners could accuse teachers of being mean when low marks are awarded for an oral presentation. This suggests that before recording oral marks, teachers need to protect themselves by having two or more examiners who would act as moderators, or they should uses an effective rubric for allocating marks. This also suggests that teachers need to call each learner to check their final oral mark because they do not have any form of evidence like a marked script. This will help both teachers and learners to agree with one another pertaining to the marks allocated for oral. A good idea is to use a rubric and to record the breakdown of a learner's oral marks on this rubric. The learner will then have evidence of the areas where he/she achieved well and the areas that need attention.

After discussing the advantages of oral assessment, it is imperative to discuss the disadvantages as well. One well-known disadvantage is that language anxiety is a fear that occurs when learners are obliged to perform in front of others, particularly in their additional language and when they are assessed orally (MacIntyre, 1995). He further reveals that anxiety is interconnected to performing in the targeted language. This implies that if learners were to perform in their own language, they would do better because their language is not foreign to them. This also suggests that learners must be given sufficient time for rehearsal before the final presentation because anxiety is likely to have an impact on their presentation. Teachers could reduce learners' anxiety by reducing the competition element in the classroom.

Another disadvantage is that individual oral assessments can be time-consuming and this creates problems, especially in large classes (Malik, 2015). This proposes that teachers might end up skipping important tasks because of time constrains and overcrowded classrooms. This indicates that even if oral assessment offers substantial rewards for teachers and learners, it also raises many challenges.

One way of addressing both anxiety and large classroom challenges is by reverting to peer assessment where a well-designed rubric guides learner to assess others. This also becomes a tool used for teaching and learning as the learners focus on elements that

need to be evaluated. This hones their listening and observation skills and assists them in the preparation for and presentation of their own oral tasks.

2.7.2 Teachers' experiences of conducting oral assessments

Many studies have examined teachers' experiences of oral assessment and have provided the opportunity to look at teachers' experiences of conducting oral assessment in the First Additional Language (FAL) curriculum. Guarte and Barrios (2006) argues that teaching experience is possibly the most critical factor in an effective classroom and that it is related to teachers' productivity because it involves all the challenges and opportunities that teachers face in the classroom. Nevertheless, strategies to overcome classroom challenges as well as the development of opportunities are also important. Most teachers use their past experiences to develop new strategies when teaching. As Goodman (1988) implies, teachers' experiences assist them in making sense of the learners' activities and behavior. Therefore, experience is an essential aspect to consider when assessing learners. For example, when a learner is being assessed orally, the teacher is there to provide guidance or clarity to ensure that a mistake is not repeated.

Kortjass (2012) mentioned that foundation phase teachers used to obtain their teaching experiences from training colleges of education as well as from their past backgrounds. This suggests that contemporary teachers need to upgrade their skills because curriculum changes have occurred that may impact some of their teaching practices. However, many universities are now offering potential teachers the qualification to teach young learners. Because experience is regarded as the best teacher, it will be fair to say that the teacher draws on it when teaching learners how to read in the classroom because it is the sum of events that happened in the teacher's academic history. Reading prepares learners when conducting presentations during oral assessments, and this suggests that there is a link between reading and oral assessment (Ferris & Tagg, 1996).

Conversely, some experiences could also be negative, meaning that if a teacher does not have an interest in reading, it could be passed on to the learners. This indicates that the relationship between reading and oral assessment is important, especially when learners do retelling exercises. However, (Banning, 2005) argue that there is no association between teachers' experiences and the methods that they use when teaching reading (which is linked to oral communication). This indicates that teachers should use various assessment methods when conducting oral assessment.

2.7.3 Psychological factors and oral assessment

Speaking in class is probably the most frequent concern resulting in anxiety for second language learners (Liu & Jackson, 2008). These authors further refer to second language performance anxiety as communication apprehension. Communication anxiety is the unusual high and devastating level of fear associated with anticipated communication with one or more persons (Sidelinger & McCroskey, 1997). This implies that learners with language difficulties will always find it difficult to do oral tasks, which impacts learners psychologically.

Anxiety reactions can be categorised as reflecting worry or emotional feeling (Joormann & Stöber, 1997). The latter scholars reiterate that emotionality refers to psychological reactions such as blushing, stuttering and fiddling. This suggests that when learners are unable to engage in an oral activity, they are exposed to psychological factors which may hinder their oral assessment and hence their progress. He further argues teachers are not making justice when they judge learners' accomplishments based on limited number of chances to demonstrate what they have learned. This means that teachers should try their level best to find time for oral assessment if learners are facing challenges.

Aminullah, Apriliaswati, and Arifin (2015) states that achieving oral skills in the second language classroom is not an easy task. Tongco (2007) concurs and asserts that psychological factors associated with oral assessment take place when learners are faced with the following situations: fear of making mistakes, losing expression, criticism, and shyness. When learners have nothing to say, this results in experiencing problems with finding motives to speak, formulating opinions, or making relevant comments. It is a known fact that the vast majority of learners find it less challenging to express themselves in their first language. This suggests that psychological factors can hinder a learner's achievement in oral tasks if they are not dealt with. This further asserts that teachers who assess oral tasks should encourage and motivate learners to participate, because it will improve their communication skills. It also means that a teacher should never allow a child to withdraw from presenting an oral task but that tactful, innovative strategies have to be employed to encourage all learners to participate willingly in both formal and informal oral presentations.

Cubukcu (2008) reiterate that anxiety is not felt when second language learners speak with native speakers, but that speaking the second language is a problem in the classroom atmosphere where the teacher is present. However, despite the anxiety they feel, most learners do not hesitate to learn English in preparation for an oral task. He further states that learners who experience challenges with assertiveness experience higher level of anxiety compared to learners with high efficacy. Ngulube (2005) Suggests that second language learners experience more anxiety during oral assessments than while they are engaging in reading activities. Sharing a similar view are Liu and Jackson (2008) who suggest that speaking a second language in front of others heightens learners' level of anxiety. Guarte and Barrios (2006) concludes that second language learners who experience anxiety demonstrate apprehension and avoidance behavior that often interferes with their performance in everyday life as well as in academic situations. This indicates that learners who are struggling to perform in oral tasks may choose to have a negative attitude and this will hinder their progress.

2.8 Curriculum and Assessment

Before outcomes based education was introduced utmost South African schools had accepted a communal method to learning and assessment that had positioned strong stress on the gathering of isolated facts and skills (Botha, 2002). Assessment was separated from instruction and took the form of assessing separate, isolated and disjointed knowledge and skills. Assessment during this period was categorized by the use of paper and pencil tests that emphasised academic exercises and required textbook-based knowledge (Paige, Cohen, & Shively, 2004). After 1994, much has been done by education policy makers to rectify this rote-based learning; however, there is still room for improvement.

One particular problem with the previous system was that formal, summative assessment was a decisive factor in the progression or retention of a learner. Assessment tasks were regularly single occasion and single feature in nature and learners were assessed individually with much confidentiality when assessment was conducted Freeman (1995). This suggests that the curriculum had been designed in order to achieve the goals of the curriculum developers. Conversely, education is meant to have a high degree of transparency. For example, when learners are assessed orally

the teacher can use audio recording machines so that a learner could listen to his/her voice and be satisfied about the marks that the teacher allocated.

For Kurz, Elliott, Wehby, and Smithson (2009), the curriculum is a planned outcome and it will not be effective unless all textbooks are published under observation and control or if teachers convey messages in class incorrectly. Teachers should try to be open-minded and objective. For example, teachers are not responsible for teaching their learners what is right or wrong, but they should teach them the skills to judge whether an issue is suitable or unsuitable. If teachers and schools are always open for discussion, the learners will have a low ability for uprising and misbehave. Also, separately from gaining knowledge through the curriculum, students can learn outside the classroom. Thus, if teachers only teach and assess the content that has been planned by curriculum developers, their teaching and the impact they will have on their learners will be limited.

Previously tools and procedures for conducting assessment were chosen by Ministry of Education, and this responsibility spiraled down to school districts, school administrations, or coordinators. When learner-centred and communicative teaching methodologies arrived there was a paradigm shift meaning the control over the collection and understanding of assessment information has shifted from centralized authority towards the classrooms where assessment should occur on a regular basis (Fradd & Hudelson, 1995). It has been suggested that this change will give teachers a significant role in assessing their students. It also makes it necessary for the teacher to look for new assessment techniques to assess students' achievement and advancement.

2.9 Conceptual Framework

A conceptual framework is simply the present outline of a researcher's plan of the terrain being investigated. As an explorer's knowledge of the terrain improves, the map becomes correspondingly more differentiated and incorporative and researchers can coordinate their data collection even more closely (Kerin, Varadarajan, & Peterson, 1992). The conception of the need for cooperation and flexibility in a conceptual framework has more recently been echoed by an emphasis on conceptual frameworks as an organizing force in empirical research. In this context, Vigneron and Johnson (1999) indicate that both qualitative and mixed-methods researchers make a decisive point

about the importance of conceptual frameworks in clarifying, explaining and justifying methodological decisions.

Marshall and Rossman (2011) suggest that conceptual frameworks may include formal theories, observations, feelings, and individual benefits, but that they say little about how these extremely different types of knowledge are constructed. For Estalami, Maxwell, and Ingenbleek (2007), the terms 'conceptual framework' and 'theoretical framework' are interchangeable, while Marshall and Rossman (2011) relate conceptual frameworks with literature review. Locke, Spirduso, and Silverman (2013) believe that a conceptual framework constitutes a complete framework for inspecting reality and that it informs the concepts we use to define research problems. Therefore, a variety of ideas from different theories was used in the current study to explore teachers' experiences of oral assessment.

2.9.1   Jan Van den Akker's (2003) curricular spider web

In the context of conceptual frameworks, arguments and debate in the literature have revolved around the notion of a curricular spider web to link rationale, accessibility, aims and objectives, content, teaching activities, resources, roles of a teacher, time, and assessment. In a study conducted by Khoza (2013b) emphasis fell on eight Technology lecturers who used web-based teaching and learning environments to teach modules at a higher institution in South Africa. Their study used curricular spider web as a conceptual framework which underpins the study and was developed by (Akker, 2003).

The current study also adopted the curricular spider web proposed by Akker (2003) as its conceptual framework, which incorporates quality issues in education.
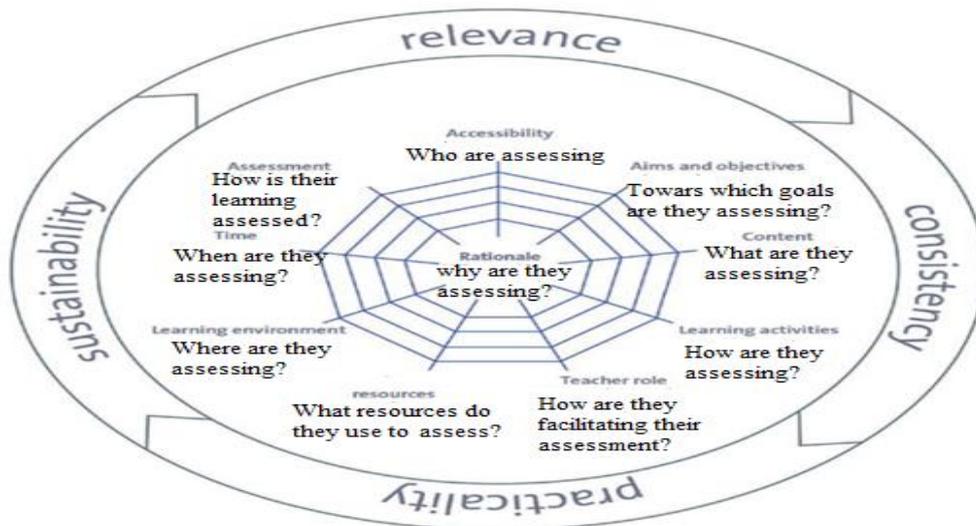
Figure 2.2: Conceptual framework based on the curricular spider web

Source: Adapted from Van den Akker, 2003

The key aim of conducting this research study was to explore the experiences of grade 10 teachers when conducting oral assessments in EFAL. For data generation, the study employed semi-structured interviews, reflective activity, and a focus group discussion. The curriculum spider web suggested by Akker (2003) was utilised as the guide for the study. The central concept of the spider web is 'rationale', which is the core that is linked to nine threads comprising the spider web. It is important to mention the other components of the web because each component plays a vital role in curriculum development. These components are as follows: aims and objectives; learning outcomes; content and learning; facilitator role; resources and grouping; location and time; and assessment. These concepts of the curriculum are arranged in the form of questions. The central of a curriculum involve the aims for and the content of learning which suggests that if the rationale is addressed, answers to the question why teachers are assessing oral will be obtained.

2.9.2 Teachers' reasons for assessing orals ('rationale')

Addressing the 'rationale' element answers the question why teachers are conducting oral assessments. van den Akker (2009) describes the rationale as a reply to the question why a subject is assessed in school. It means it addresses the question why teachers are assessing orals in grade 10 using CAPS. Yost, Sentner, and Forlenza

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(2000) reveals that teachers should be base their reflections on three preposition which is personal rationale, societal or social and content knowledge rationale.

Motivational aspect of assessment is important because it is an agent of social control. Therefore, whatever the educational behaviour or achievement is, it is ultimately rewarded in society with desirable occupational roles, which are the behaviour and achievements towards which aspirants are motivated. In our society there are various historical and economic reasons which make it evident why it is important to assess mainly academic skills. This suggests that when learners' communication skills are good as a result of oral activities that were appropriately assessed, society will benefit.

Teachers use their oral assessment experiences, knowledge and the time allocated for oral activities in order to assist learners during oral activities. Therefore, teachers who are influenced by a personal rationale are able to motivate their learners to achieve well in oral activities. Therefore, understanding a teacher's motivational make-up for choosing teaching as a profession may elucidate an understanding of a teacher's affective, cognitive and behavioural properties (Onwuegbuzie & Leech, 2007). Effective teachers are powered by dedication and enthusiasm to see a paradigm shift in the lives of their learners, particularly when they engage in oral activities for assessment. Such teachers' oral assessment practices are driven by educational policy (i.e., CAPS) and they do not compromise assessment by not sticking to policy documents. They therefore ensure that oral assessments are conducted in an equitable manner; this means that they use relevant oral assessment tools such as appropriate assessment rubrics. Manuel and Hughes (2006) suggest that most teachers became teachers because they had long dreamed about this profession. This suggests that teachers who engage in assessing oral activities have an intrinsic motivation because they are doing what they were longing to do even when they were still young. Therefore, to assess learners' oral activities must be like a dream come true for many teachers.

A study conducted by Khoza (2015a) corroborates the fact that teachers who are driven by a personal rationale create an environment that is conducive for helping learners to build their own different individual identities. It therefore follows that this is also true for teachers who motivate their learners to conduct successful oral presentations. Khoza (2015) further states that when teachers generate this helpful atmosphere, they include

experiential and subjective activities that support the learners in order to construct and reconstruct knowledge. This indicates that oral activities that are assessed should be conducted in environments that are favourable to learners in order to achieve pleasing results. This further implies that a classroom that is overcrowded may hinder oral assessment progress because, according to CAPS, the teacher is often only allocated one lesson period for oral activities per class in a particular cycle, which is often not nearly sufficient.

According to Schiro (2012), knowledge that is unique to each individual is made up by personal meaning that is unique to each person that possesses it. Moreover, knowledge holds personal significance to each person, because the context in which it is assimilated or constructed is a result of experiences in a particular teaching or learning environment at a particular time. This suggests that teachers should use their knowledge of oral assessment and experiences to motivate learners to enjoy oral tasks and to score good marks. Kehdinga (2014) and Khoza (2015b) corroborate that personal rationale is the most significant rationale that is a driver for effective assessment. This implies that teachers of EFAL who are driven by personal rationale will be motivated to conduct oral assessment effectively. Their assessment practices will therefore be driven by enthusiasm to see their learners achieving the aims and objectives of assessment. Moreover, goal setting in the assessment of orals is important, and for this reason the next section investigates the aims and objectives of oral assessment.

2.9.3 Teachers' goals for assessing orals (aims and objectives)

According to Khoza (2016) goals are separated into aim, objective and outcome. He also asserts that aim defined as a long term goal and objective is a short term goal and they both indicate teachers' intentions. He further reiterates that outcome is what learners should achieve when the lesson is completed.

Setting goal is the process of founding an outcome in order to serve the aim of one's actions. In school settings, the final outcome is usually some form of learning that needs to be acquired by learners (Blythe, 1998). Setting goals increases motivation and the results of goals on motivation and behaviour depend on a teacher and the learners. This suggests that, in order for teachers to achieve oral assessment goals, they need to

motivate their learners and the learners need to be receptive to motivation and show positive behaviour when oral activities for assessment are conducted. Zimmerman (2008) declares that providing learners with specific goals to achieve rather than telling them to increase their motivation is significant. This reiterates that teachers should stipulate the assessment goals and explain the desired learning outcomes to the learners.

Setting goals increases achievement. A number of studies have revealed proof that setting goals increases rate of success, which is true for oral activities as well. Wiggins and McTighe (2005) claim that goal setting can advance oral activities and assessment. For example, backward design which means teachers set goals before choosing instructional method is a well-known instructional design model that uses goal setting as the pivotal point of lesson design. When teachers use backward design for oral activities, they identify assessment goals for orals. They then determine acceptable evidence on whether those goals have been met once the oral activities have been conducted. This implies that, if the set goals were not met, the teachers need to plan and use their experience to ensure that the goals of an oral activity are achieved at a later stage. This can be determined by referring to the assessment outcomes. When teachers set understandable assessment goals, learners have a clear picture of what is assessed, which thus helps to focus their determinations proficiently towards the attainment of those goals (Wiggins & McTighe, 2005).

Lee and Reeve (2012) recommend that teachers set learning goals in order to structure the learning content; in the same way, learners can be encouraged to set goals for the outcome of their oral activities. When learners establish goals of their own, they basically take responsibility of their learning outcomes. The latter scholars further posit that goal-directed behaviour resulting from goal setting is empowering and proactive. According to Kennedy (2006), goal setting (and therefore the aim of a teaching and learning program) is a broad general statement of teaching intent which is usually written from a teacher's point of view. For Aguirre and Speer (1999), teacher goal-setting play a vital role in the teaching and assessment processes.

2.10 Oral Assessment in EFAL and the CAPS Guidelines

Kennedy (2006) asserts that a teaching objective is a detailed statement of teaching intention which designates one of the exact areas that the teacher intends to cover in a block of learning. However, he further states that aims and objectives are broad

statements that relate to facilitators' intentions. In this context teachers use keywords such as introduce, understand know and many others that are not observable or measurable. But learning outcomes are measurable or observable according to Bloom's taxonomy, for example when responses are required based on words such as define, explain, critique, and evaluate (Siedentop & Mars, 2004). This implies that oral assessors need to ensure that they introduce the topic well and that learners understand it before they are expected to present orally.

According to Pillay (2014), continuous changes to the curriculum have posed a number of challenges regarding, for example, to underline expectations and goals, subject demarcation and content, teaching approaches, and the methods of assessment. It is argued that these changes have not only impacted the way teachers teach and learners learn, but that they also challenge teachers' belief system circumstances, from unplanned conversation to official researched debate and presentation. Clearly speaking, fluently, coherently, confidently and appropriately should be the main aim of teaching speaking skills Richards (2005). However, aims and objectives will not be achieved without specific subject content, which is discussed in the next section.

2.10.1 Content for oral assessment

Department of Basic Education (2011a) assert that oral assessment content entails assessing learners in terms of their speaking and listening skills. One genre that is assessed is the prepared speech. In this particular genre the teacher wants to assess a speaker's knowledge and understanding of the following: research skills; planning and organisation of content; tone; speaking and presentation skills; and critical awareness of language usage. Other genres that are assessed are prepared reading aloud and unprepared speech. These are assessed by monitoring the reader's/speaker's knowledge of content; use of tone; and speaking and presentation skills. The listening skill, which is part of oral assessment, is assessed by monitoring a learner's ability to listen for comprehension, information and evaluation. According to Hill, Rowan, and Ball (2005), a teacher's ability to assess oral activities efficiently depends on what the teacher knows and is able to successfully carry out during oral assessments. Ball, Thame, and Phelps (2003) assert that content knowledge of a language (thus also EFAL) includes knowledge of oral assessment strategies as well as knowledge of the subject and its structures.

Language instruction which is content based is a combination of many objectives namely content or information, language, vocabulary, discourse, and universal skills or construction of knowledge frameworks and cognitive development. According to Herrera and Murry (2006), content is used to build learning environment for the development of language and literacy. According to Vithal (2015) there is a need for teachers to possess content knowledge of oral assessment. This suggests that when teachers have grounded content knowledge of oral assessment they can be able to achieve oral assessment goals.

According to the National Curriculum Statement Policy Grades 10-12, English First Additional Language (Department of Basic Education, 2011a), content must serve the learning outcomes and must not be an end in itself. In outcomes based education, content is thus used as a vehicle for the attainment of pre-determined outcomes - this means that it is not rigid and systematized. Planning should thus be 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).

In the context of this study, content thus refers to what learners should learn in EFAL in order to be assessed orally. For example, in oral activities grade 10 learners must demonstrate skills for oral presentation ; learners to be able to use of appropriate forms of address; mindfulness of audience; the use of rhetorical questions, repetition, and pause; show an awareness of situation (formal, informal and colloquial); express and support own opinion in discussion and interaction; use correct language structures and conventions; use appropriate verbal and non-verbal techniques to reinforce meaning (e.g., tone, voice projection, eye contact, facial expressions, gestures and body language); and speak with appropriate, clear intonation and pronunciation that is modulated for meaning (Education, 2011b) In order for the content knowledge goal to be achieved, assessment activities are a requirement. Finally Mpungose (2016) assert that teachers should identify the vision or rationale which underpin Curriculum And Assessment Policy Statement (CAPS), and further reiterate that this need to be complete before curriculum implementation commences in order for them to understand all other curricular assessment signals.

2.10.2 Activities for oral assessment

According to Kahne and Westheimer (1996), learning activities are the experiences that learners need in order to have particular behavioural competencies. The Department of Basic Education Education (2011b) recommends that assessment activities should be grounded on formative (informal) and summative (formal) assessment. This means that informal assessment activities should be taken as activities for learning because it includes all activities done by both teachers and learners during the teaching and learning processes. This is conducted to inform the teacher on how the learners are progressing. However, formal assessment activities are known as activities of learning which are done at the end of each teaching programme in order to understand if learners have achieved the learning outcomes (Boud, 2000). Therefore, teachers use formal activities for grading their learners at the end of a teaching process. In fact, some teachers fail to distinguish between these two kinds of activities. Therefore, there is a belief that teachers' experiences might assist to bring a strong understanding as to when and why to use these activities.

Thornbury and Watkins (2008) reveal that theorists have designed several activities for oral assessment. They further state that all resources should urge learners to participate because they bring interest to the classroom during assessment practices. Nicol (2007) claim that good assessment focuses on what learners are doing. This suggests that teachers, as lifelong learners, must research topics that will increase the interest of learners during oral activities because that will encourage them to be motivated. A study conducted by Long, Dunne, and Mokoena (2014) specifies that, in the interest of professional development, teachers need to be motivated to create their own resources that will be within the context of the learners. The following are examples of core activities that teachers may use when conducting oral activities for assessment:

Debate and discussion

These are variations of role playing that may be used to achieve the communicative competence principle in second language learning (Littlewood & Yu, 2011). In these activities, teachers engage learners in a formal or informal debate on a given topic. This means that they play all the roles such as presenter, group leader and participating member. It is appropriate to refer to these activities as discussion or debating activities because they involve both group discussions and debate as well as oral presentations. One study revealed that debate tends to encourage learners to use linguistic knowledge

in real communication contexts and situations (Faza, 2016). When the performance in such activities has been completed, learners are given individual feedback and they are also constructively informed of the errors they committed   (S. Thornbury and P. Watkins (2008). In this manner these activities will increase learners' ability to speak English fluently and with confidence. For these activities, a topic is assigned to learners which they present in class. To augment these formal oral presentations, each presentation is followed by a question and answer session and the teacher concludes by making comments.

To be able communicate is regarded as the most important goal that communicative language teaching aims to achieve as it assists learners to function efficiently (Houde, 2000). This suggests that good oral presentation skills do not only provide learners with good marks, but they also equip learners to be able to communicate in the real world (Morley (2006). It is for this reason that grade 10 learners are given formal oral presentation tasks for oral assessment as this enhances their communication skills that can assist them in workplace environment as well.

Role-play

This form of oral activity helps learners to get an idea about different situations through various activities taken from real life scenarios. According to Qing (2011), role-play is defined as the prediction of actual life circumstances with communal activities. Woodhouse and Woodhouse (2007) advocate that role-play could be used as a beneficiary technique for developing oral assessment. A study conducted by Liu, He, Ding, and ZhanG (2009) used the role play technique to see how learners performed in groups when they were given familiar situations to role play. When a role play activity is used to assess orals, learners are required to form groups of 3 to 5. First, they are given a scenario or situation and are asked to enact the roles of various characters. After fully preparing their roles, they perform the scenario in class. Marks are usually allocated according to a rubric.

According to Clapper (2010), role-play is one of the major forms of real-life simulation that allows deep learning. He also states that role playing has the capability to develop and improve content skills including skills needed for oral assessment. He further reiterates that learner involved in role play are also actively involved in the construction of their learning which has been shown to enhance learners' critical thinking skills. This

implies learners with good skills are capable of doing very well in other subjects where the medium of instruction is English. Learners cannot do these activities without the guidance from teachers; therefore, the teacher's role is significant and will be discussed in the next session.

2.10.3 The teacher's role in oral assessment

A teacher is there to facilitate learning in the classroom. A teacher is a manager in his or her class, which also includes conducting oral assessments in the language classroom. In grade 10, teachers give learners activities to do such as a formal speech which is presented in the classroom. The teacher will then allocate marks according to a learner's performance and provide evidence of a learner's conceptual progression which will form part of the promotion marks that will affect a learner's progress to the next grade (Nunan & Lamb, 1996). It is of course impossible for teachers to assess learners without teaching material and resources. George Fomunyam (2014) discloses that lesson delivery involves the teaching activities, strategies, skills and resources used by the teacher in teaching and learning situations. A study conducted by McCombs and Whisler (1997) specifies that teachers need to be motivated to create their own resources that will be within the context of the learners.

Mercer (2010) argues that 'teacher talk' reflects the requirements of the curriculum as teachers guide their learners towards knowledge. The teacher may also use a learner-centred approach by employing group work teaching strategies and by allowing groups to practice cooperative learning. Thanapornsangsuth (2015) encourages group work in oral assessment because group work helps shy learners to open up and to be at ease with their peers. Weimer (2002) asserts that when instruction is learner-centred, the action focuses on what learners are doing and not on teachers. According to Taole (2013), Simmonds (2014) and Khoza (2015a), the teacher's role in the curriculum requires a learner-centred approach as the teacher becomes a manager and facilitator. According to Kruger (2007), this suggests that teachers should ensure that assessment is reliable and fair and that they should assess what they have taught. Ng'ambi and Brown (2014) recommend that a subject should be taught by a knowledgeable and experienced teacher who is competent in explaining all the content areas. This suggests that teachers who are assessing orals should have grounded knowledge of oral assessment practices.

2.10.4   Resources for oral assessment

Miles and Darling-Hammond (1998) define the concept resources as a material used by teachers when they plan for a lesson. This suggests that, without availability of resources, teachers will struggle to achieve effective oral assessment outcomes as required by CAPS. Experience has shown that teachers strongly feel that improvising assists them in achieving the goals of effective oral assessment. According to Khoza (2013a), learning resources are not technical resources only he further explain that a resources as any person or thing that communicates learning or anything which aids learning to happen. This concludes that teachers are resources themselves because there will be no oral assessment without their presence and support.

Studies conducted by Msila (2008) and Jansen (2009) indicate that various resources such as textbooks, stationery, wall charts, photocopiers, and audio-visual equipment and demanded by curriculum for assessment and teaching practices. This suggests that assessing orals may be a challenge if resources are limited or unavailable in schools. Hanushek (1996) states that children learn better in classrooms which are well resourced with age-appropriate materials. This advocates that learners are capable of improving their results in oral activities if they have access to appropriate resources. Koornhof (2012) asserts that textbooks are main resources for teaching and learning, but this statement may be critiqued in the context of real life simulations in oral activities where learners need to go beyond textbooks to access various other resources such as newspapers, television, the radio, and the internet.

2.10.5 Group oral assessment strategies

 In order to conduct oral assessment activities, teachers normally use classrooms. The nature of oral activities is varied as they may involve both individuals and small groups. Group assessment takes place when learners conduct oral activities that require more than one participant such as debates, interviews, and role playing. Individual oral assessment usually involves prepared reading aloud and a prepared speech.

O'Sulliva (2006) state that real teachers help learners review their thinking back to the point where they lost the meaning. Teachers are expected to help students to identify

links between their own baseline knowledge and new obtained knowledge. This process is often facilitated by group or pair work where learning in groups helps learners to establish effective relationships and where they can develop main communication skills which involves listening, presenting ideas, encouragement, self-direction, self-monitoring, and team work. One of the advantages of groups is that they can provide a further level of experience, known as meta-learning (Waite, Jackson, Diwani & Leonard, 2004) as learners are able to view their own understand in relation to others, reflect on their own capabilities, thus motivated to control their actions and behaviour for common benefit. The fact that communicating behaviour in groups creates close relationship which further results to social development, it for this reason that group activities provide the potential for individual learning (Priola, Smith, & Armstrong, 2004).

2.10.6 Locations and times for oral assessments

Higgins, Hall, Wall, Woolner, and McCaughey (2005) proclaim that a positive environment is a physical and emotional environment that encourages teaching and learning. They further reiterate that a constructive teaching environment is more than just the classroom in which the teacher presents a lesson, as it comprises the school grounds, the library, and the immediate neighborhood of the school. The location and time are thus where and when teaching and learning take place.

Time in this study refers to the number of hours allocated for oral assessment. Time is vital in teaching as it determines how much contact time a teacher has with learners in a given time frame. The issue of overload regarding the workload of teachers is also related to the issue of time. According to CAPS, all language teaching contact should occur within 10 hours in a two-week cycle (Department of Basic Education, 2011).

Listening and speaking are allocated 5 hours per two-week cycle. CAPS provides a generic teaching plan per term and there are four terms in a year (term 1 to term 4). In each term there is a breakdown of teaching content; e.g., in week 1 a specific theme and content need to be covered. The listening and speaking component is weighted at 5 hours, which is more than any other component (reading, writing, and language) in EFAL. Bennie and Newstead (1999) refer to the worldwide issue or problems of time and teachers' belief that if they do not spend their time covering the curriculum they will be disadvantaging the students". Therefore, after covering the allocated

components of EFAL teaching and learning over 10 hours in two weeks, it is important to check if the goals of teaching and learning (i.e., the aims and objectives) have been achieved. We are only going to know this through assessment in order to test learners' knowledge and skills.

2.11 Assessment

Department of Basic Education (2011) assert that assessment is a continuous planned process and it is used for identifying, gathering, and interpreting information in relation learner's performance, through using a variety of assessment approaches. It includes four stages, such as producing and gathering evidence of achievement, evaluating this evidence, recording the findings, and using this information to understand and thereby assist the learners' development for the aim of improving the process of learning and teaching. CAPS also states that each oral task which is to be used as part of the programme of assessment should be submitted to the subject head for moderation before learners attempt the task. After internal moderation, external moderation also takes place and it is done by subject specialists from the Department of Basic Education district offices, or their representatives. Cloud, Lakin, Leininger, and Maxwell (2010) explain that peers as well as teachers can carry out formative assessment which occurs continuously in more informal classroom situations. If assessment is to be used for any particular purpose, it should be properly planned and aligned to that specific purpose. This will affect decisions regarding the frequency of assessment details and the extent of recording, design, implementation, marking and moderation (Kotze, Maree, & Fraser, 2004).

Artiles and Ortiz (2002), state that schools conduct assessment to learners in order to assess competence which are beyond ability. Factors like biases which are based on gender, race, socio economic status, language and culture can impede oral assessment progress. Additionally, assessment is important in influencing teachers' responses to their experiences, for example in oral assessments. Teachers still have the misunderstanding that learners have acquired knowledge if they scored good marks in written tests and examinations, and that knowledge is based on intelligence (Joughin, 2009). According to Shandu and Mohammed (2001), majority of teachers teach what they will assist learners on thus leaving content uncompleted. Learners' performance in schools, especially when they write final examinations can be hindered by teacher's

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assessment practices. Obtaining good marks in examinations, it is indirectly sending out a message that they have a good teacher. It is for this reason that teachers will put more effort and emphasis on summative assessments (Kgobe, 2000).

Furthermore, assessment often depends on the type and obtainability of resources (Motshekga, 2009). According to Gandara, Rumberger, Maxwell, and Callahan (2003) inadequately resourced schools are often troubled by poor infrastructure such as overcrowded classes and an absence of technologies. This includes resources for education such as exercise books, pens and pencils. Low budget, schools cannot have enough money for resources like computers, white boards not mentioning inexpensive chart paper, chalk, etc. It is for this reason that teachers choose formative assessments such as standard examinations more often rather than using a variety of assessments, which is a practice that negatively affects integrative pedagogy. In the context of the above, the assessment practices of many teachers may have negative implications for oral assessment in EFAL. This is due to the fact that learners' oral skills and the practical application thereof are given secondary position to comprehension, writing and language as the latter components are tested in tests and examinations.

2.12 Conclusion

In this chapter I have built on existing research and policy issues regarding oral assessment and teacher experience, with specific reference to the teaching of oral skills in EFAL in grade 10 classrooms. It was argued that the CAPS document (Department of Basic Education, 2011) for grades 10 – 12 was relevant to this study because it stipulates policy with regards to formative assessment strategies that promote learning in the long run. It was also established that the CAPS document was consistent with the purposes of this study because it promotes both formative and summative assessment. Another aspect that was illuminated was the theoretical framework within which this study was located. In the next chapter, I shall map out the methodology that was employed in this study, with specific reference to the research instruments and how I engaged with them.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

The preceding chapter studied local and international literature that was reviewed by the researcher in order to provide insight into the experiences of teachers in terms of oral assessment in language. Specific reference was made to conducting oral assessment in

grade 10 in the context of South African policy as encapsulated in the CAPS document. The chapter focuses on the research design and methodology, the research paradigm approach, the methods of data generation, as well as the data sampling and analyses techniques that were employed in the study.

3.2   Research Paradigm

The research paradigm is defined by Wahyuni (2012) as a process that involves the beliefs, perceptions and assumptions a researcher has about a particular phenomenon. Brown and Dowling (1998) and Christiansen, Bertram, Land, Dampster, and James (2010) share the same views with Mackenzie and Knipe (2006) in clarifying a research paradigm. They believe that a research paradigm signifies a particular worldview. According to Cohen, Manion, and Morrison (2013) reiterate that one of the research paradigm is characterised by a concern for the individual, aims to understand [a phenomenon] within the subjective world of human experiences, and focuses on actions to ascertain the intentions of actors to share their experiences. Paradigm is defined as a loose collection of rationally connected assumptions and concepts which position thinking and research (Johnson, Onwuegbuzie, & Turner, 2007).

Similarly, Leech, Dellinger, Brannagan, and Tanaka (2010) state that a research paradigm represents a particular worldview and addresses fundamental assumptions taken on faith. This suggests that the choice of a best paradigm that will help a researcher to generate in-depth data without violating participants' rights is important. Willis, Jost, and Nilakanta (2007) explain that a paradigm is therefore a complete belief system, a world view or a framework that direct research and research practice in a particular arena. For Mertens (2014), a research paradigm describes logical investigation or inquiry where data is collected, analysed and interpreted in some way in an effort to understand, describe, foresee or control psychological phenomena.

The study used the interpretive paradigm as it sought to understand teachers' experiences of oral assessment in EFAL in a grade 10 context. The interpretive paradigm allowed a deep and sympathetic understanding of teachers' activities and their experiences within the field of investigation (Cohen et al., 2013). Wahyuni (2012) states that to understand the social world from the experiences and subjective meanings that individuals attach to it, interpretive researchers favour working together and engaging in dialogue with the studied participants. This concurs with Maxwell and

Loomis (2003) who declare that the interpretive researcher tends to trust the participants' opinions of the situation being studied. In the context of the current study it meant that, for the research questions to be answered and the research objectives to be attained, the researcher had to depend on the views of the participating teachers regarding their experiences of EFAL oral assessment in grade 10.

The interpretive paradigm was most appropriate as it facilitated the procurement of relevant information for the researcher in order to obtain rich data understanding to describe teachers' experiences of oral assessment in grade 10 and to illuminate how teachers made sense of the environments in which they lived and work (Creswell, Hanson, Plano, & Morales, 2007). The next section presents a discussion of the research design because it guided the planning for and implementation of the study.

3.3 Research Design

For any research to be carried out systematically and rationally, a research design has to be adopted. Walker (2005) describes the research design as a blue print, or outline, for conducting the research. To obtain answers from the research questions which guide the study it is the researchers' complete plan. Burns and Grove (1993) state when researchers design a study to plan and implement the study in a way that will help them obtain the intended results, thus increasing the probabilities of obtaining information that could be associated with the real situation. According to Kumar (2007), research design is a tactical framework for action that assists as a link between the research question and the execution or implementation of the research enquiry.

Similarly, Leedy and Ormrod (2005) add that the research design is a overall approach for solving the research problem as it provides the overall structure for the procedures the researcher follows, the data the researcher collects and the data analysis the researcher conducts. Sharing similar views, Cohen and Manion (2013) define a research design as a process of operation that specifies a set of operations that can be measured, addressed or manipulated. This suggests that research questions, which were investigated as a matter of interest, are now investigated in concrete terms, which takes place during the data generation method". Lebow, Chambers, Christensen, and Johnson (2012) state that there are three possible approaches to a research project, namely a quantitative, a qualitative or a mixed methods approach. This study followed a

qualitative approach as it explored teachers' authentic views and experiences of conducting oral assessment in grade 10.

3.4 Research Methodology

3.4.1 The qualitative research approach

For this research enquiry a qualitative research methodology was employed since the study was concerned with understanding grade 10 teachers' experiences of conducting oral assessment in EFAL. Qualitative methodology focuses on understanding the meanings provided by participants through describing phenomena within their naturally occurring contexts (Wagner & Maree, 2007). For Szyjka (2012), qualitative research strives to understand some type of social phenomenon through the perspectives of individuals that are involved in a study. This suggests that through engaging and interrogating participants about their experiences of conducting oral assessment, the researcher is assisted in understanding this particular social phenomenon. According to Ritchie, Lewis, Nicholls, and Ormston (2013) qualitative research reflects the use of methods that try to offer a holistic understanding of participants opinions and actions in the context of their lived experiences. In the context of the current study, it meant that the participating teachers were able to give sufficient information to engender complete understanding of grade 10 oral assessment strategies and challenges through sharing their experiences.

One of the strengths of the qualitative approach is that the data that are generated are grounded or based on the participants' categories of meaning and they can thus describe phenomena in rich detail (Johnson et al., 2007). However, a weaknesses of the approach is that the knowledge that is produced cannot be generalised to other contexts or people and it takes long to generate data compared to quantitative research. This investigation was a small case study of two schools and the findings based on the data can therefore not be generalised to teachers or schools in the larger South African context.

Denzin and Lincoln (2005) concurs that data which result from qualitative research should be thick and rich in description. This this means the data should be generated beyond the surface to explain and express in-depth understanding which is not possible with quantitative methods. Qualitative research is therefore concerned with process, or how something occurs within the confines of the enquiry (Patton, 2002). Exponents of

qualitative research argue that knowledge is subjective and is interpreted through the viewpoint of the viewer (Holloway & Wheeler, 2013). This advocates that truth is based on multiple constructions of reality which cannot be formulated free of bias. (Creswell, 2007) concur with this view by reiterating that truth is the inability to be subject to any type of broad based generalization because of the situational context from which it is generated. This suggests that the results of the study cannot be generalized because the investigation was a case study of only two schools.

The study was qualitative as it sought to understand the experiences of grade 10 teachers when conducting oral assessment and this was done through generating in-depth data from four teacher participants. McLeod (2003) asserts that aim of qualitative research is to create an understanding of how the world is made. Silverman (2013) states that researchers who use the qualitative method for their work normally believe that they provide deeper understanding about social phenomena, whereas Vosloo (2011) states that qualitative research covers varieties of methodologies in order to explore human experiences, perceptions, motivations, and behaviors and is anxious with the collection and analysis of words, whether in the form of speech or writing. Schwandt (2007) believes that knowledge itself is a phenomenon which lies at the central of qualitative methodology and this underlying philosophy is highly appropriate for understanding compound, personal and social issues. Flick (2009) echoes that qualitative research adds to a better understanding of social realities to draw attention to process, meaning, patterns and structural features. This method was chosen because the researcher wanted to explore teachers' experiences of conducting oral assessment in order to get a better understanding of this phenomenon.

In addition, qualitative research strives to understand some type of social phenomenon through the perspectives of involved individuals (Creswell, 2007). Hence aim of this research enquiry was to explore teachers' experiences of conducting oral assessment in grade 10. Additionally, qualitative studies allow the researcher to collect as much data as possible, and this will allow the researcher to get rich and thick data from the participants (Pope, Ziebland, & Mays, 2000). According to Ogina and Nieuwenhuis (2010), qualitative research is an attempt to generate in-depth descriptive data to honor a particular phenomenon with the determination of emerging an understanding of what is being studied Polit and Beck (2008) also add their voice, stating that qualitative

studies are significant for theory generation, policy development and improvement of educational practice. This is in line with the purpose of this study as the findings may assist teachers to improve their oral assessment practices.

Henning, Van, and Smit (2004) add that qualitative research is a study that is presented in language which is about the meaning which is constructed from the language that presents the data. Mason (2002) asserts that qualitative research is commonly associated with the interpretive paradigm and for this reason it was selected for this study. Cohen and Manion (2013) postulate that qualitative research gives power to understand meanings and actions that are observable as well as those that are non-observable. In this context, the qualitative orientation provided assistance to the researcher in her quest to explore teachers' experiences and actions of conducting oral assessment within the natural setting of the schools where they engaged with grade 10 learners (Lincoln & Denzin, 2003). For this reason, the qualitative research methodology was the best choice because it allowed the researcher to obtain rich data that assisted in answering the research questions. In order to ensure a coherent research process through planning, the case study research approach was used, which is discussed in the next section.

3.4.2 A case study research approach

For this study, a qualitative case study was employed as an approach to explore teachers' experiences of conducting oral assessment. Case study research permits for the exploration and understanding of multifaceted issues (Gerring, 2004). For Khormi and Kumar (2011), a case study approach is suitable when exploring a phenomenon (e.g., oral assessment) as an area where less information is known or where you want to have a complete understanding of the situation. For this reason, case study approach was relevant for this study because the study explored teachers' experiences of oral assessment, of which little was known or described in the literature. The study was conducted in order to generate rich and deep understanding of teachers' experiences when conducting oral assessment in grade 10.

According to Kgobe (2000), a case study is a design for investigations in many fields, especially when evaluations are conducted in which the researcher develops an in-depth analysis of a case. Such cases are often a program, an occasion, or an activity involving one or more individuals. Gray (2013) disputes that if a case study is carefully planned, it can provide a powerful means of exploring situations where there is uncertainty or

ambiguity about a phenomenon or an event. In the context of the current study, the case study investigation was carefully planned to significantly illuminate the experiences of EFAL teachers with regards to grade 10 oral assessments.

Case study is criticised frequently because it dependends on a single case and it is therefore claimed that case study research is unable of providing generalizable conclusions (Hamel, Dufour, & Fortin, 1993). This suggests that the results of this study may not be generalized to the broader educational community because its scope was small and involved only two schools and four teachers in the Pinetown district in KwaZulu-Natal.

Chaboyer, McMurray, and Wallis (2010) concurs that a case study research asks questions of what, how and why in a non-controlled environment to analyse an existing, real situation with all its difficulties. According to Yin (2003) case study design should be considered when the focus of the study is to answer questions like how and why questions. Moreover, case study research that also utilises reports of past studies permits the exploration and understanding of complex issues Creswell, Plano, Gutmann, and Hanson (2003) therefore, because this study attempted to understand the experiences of grade 10 teachers in conducting oral assessment in EFAL, the participants were asked probing questions in order to generate the required data. To do so, semi-structured interviews were conducted with the participants and the data were augmented with an intensive review of earlier relevant literature.

The role of a case study method in research has become more important when issues with regard to education and community based problems (such as illiteracy) are examined and when a researcher's mission is to find holistic and in-depth explanations of a particular phenomenon (Zainal, 2007) and to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of the study. The significant strength of the qualitative case study method is that it uses multiple sources and techniques in the data gathering process.

In the case study approach, it is the duty of the researcher to determine in advance what evidence to gather and what analysis techniques to use to explore the data and to answer the research questions. Data generated in the case study are largely qualitative therefore the validity and trustworthiness of the data must be ensured. For this reason the primary

data that are generated by means of interviews are augmented by other methods of data generation such as surveys, documentation review, observation, and the collection of physical objects (Yin, 2009). For this reason the researcher used three data collection techniques to collect data for triangulation purposes (Liu & Jackson, 2008). In order to collect primary data, the sampling in a case study investigation is very important because it allows the researcher to choose appropriate participants. The sampling technique used in this study is discussed below.

3.4.3 Population, sampling and purposive sampling

Aminullah et al. (2015) state that it is often impractical or impossible to study an entire population. Cubukcu (2008) concurs, that it is not only unfeasible but also expensive to involve all the members of the population in a research project. In such instances, the researcher does not study the whole population of interest; instead, he or she will select a subgroup or a sample of that population (Ngulube, 2005). Guarte and Barrios (2006) add their voices by defining population as the study object that consists of individuals, groups, organisations, human products and events, which they are exposed.

Sampling includes making decisions about which individuals, settings, events or behaviors to observe (Cohen et al., 2013). Marshall (1996) agree with this view. Sampling is defined by Dawson (2007) as a process of choosing a smaller, more controllable number of people from an entire population to take part in the research. According to Flowers, Weisz, and White (2005) sampling refers to all expected elements that can be included in the research. Echoing similar views are Goddard and Melville (2001) who describe a sample as any group of people or an individual who can be used as the subject of the research interest.

However, to address the need for specific data about a particular phenomenon, this study used purposive sampling by targeting four grade 10 EFAL teachers from two high schools in the Pinetown district in KwaZulu-Natal. Tongco (2007) asserts that employing purposive sampling assists the researcher in accessing participants who are knowledgeable about a particular issue. This implies that purposive sampling allows the researcher to choose only suitable participants who are information rich Coyne (1997) concurs, that purposive sampling is a method used when one chooses participants who possess rich information that will contribute to the purpose of the study. Therefore Purposive sampling means that participants are selected because of some crucial

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characteristic that is needed to generate rich data (Banning, 2005). To address this need, researchers decisions about what needs to be known and set out to find people who can and are willing to provide the information from their knowledge and experience (Tongco, 2007). In light of the above, the researcher set out to select teachers who taught EFAL and who were responsible for assessing orals in grade 10. A second requirement was that the teachers had to be qualified English teachers who had taught for a number of years. Ritchie and Lewis (2003) declare that purposive sampling is more convenient and economical than other sampling methods, the sample choice was also convenient because it would be cost-effective as the four participants worked in close proximity to one another.

The researcher targeted this sample knowing that it would not represent the broader population and that there would be no attempt to generalise the findings to the wider South African context (Cohen & Manion, 2013). Moreover, Guarte and Barrios (2006) describe purposive sampling as a random selection of sampling components within a part of the population with most information about the phenomenon, selecting four experienced grade 10 EFAL teachers was relevant for the study because it was envisaged that they would provide the rich data that were required for the study.

3.4.4 Convenience sampling

Convenience or opportunity sampling is regarded as the most common type of sampling in studies where the only criterion, according to (Khoza, 2015a), is the convenience of the researcher Castillo (2009) assert that when working with convenience sampling a group of subjects is selected on the basis of being accessible. Cohen et al. (2010) further assert that the convenience sampling method is far less complicated to set up and it is less expensive. Therefore, because the researcher was a teacher in KwaMashu and the participants were from two high schools in KwaMashu in the Pinetown district, it was convenient to access participants in two schools in this township area. The researcher and the study participants therefore hailed from the same area and it was not expensive to travel from one school to the other. Below is a table which profiles the participating teachers' qualifications and years of experience. For ethical reasons, the participants are referred to by pseudonyms and not by their real names.

Figure 3.1: Profile of teachers who took part in the study

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Teachers	Grades taught	Qualifications	Experience
Miss Thipe	10	M+5	10
Mrs Nodlula	10-12	M+3	14
Mr Lunga	9-10	M+5	7
Mr Cele	10	M+4	9

Table 3.1 shows the teachers' experience in teaching English and therefore conducting oral assessment. Their qualifications, years' experience and the grades they were teaching are also reflected. The above information assisted the researcher during the data generation process. Cohen and Manion (2013) asserts that one of the weak points of purposive sampling is that the researcher cannot choose any participant without specific knowledge of the sample being reflective of the population. In order to address this weakness, the researcher decided to choose a sample that comprised of teachers who would possess EFAL CAPS oral assessment knowledge and experience.

3.5 Data Generation Methods

For the purpose of exploring teachers' experiences of oral assessment in grade 10, three techniques for data generation were adopted, namely reflective activity, one-on-one semi-structured interviews, and a focus group discussion.

3.5.1   Reflective Activity

Cohen, Manion, and Morrison (2011) define reflection as a tool that can be applied in different ways across a range of contexts to unpack study subjects' experiences, beliefs, knowledge and philosophies to help a researcher understand how these have shaped their identities and actions. A reflection activity was utilised that required the participants to reflect upon their experiences on oral assessment in grade 10 and to record these reflections in writing. This reflection activity was conducted with all the participants in the form of a short questionnaire. Ten concepts based on the curricular spider web that were framed around assessment experiences were used to stimulate the teachers' reflections. They were required to write about their oral assessment

experiences involving grade 10 learners. This was done by answering ten questions from the spider web which served as the conceptual framework of the study.

Reflective activity was used as the first method of data generation involving the participants. Studies conducted by Cohen and Manion (2013) describe the teacher reflection activity as a written activity that requests teachers to complete a short series of questions about the phenomenon under study. These studies suggest that partakers should be given the opportunity to reflect on and share their experiences and behaviour which will give meaning to their future actions and decisions. Therefore, in this study teachers were presented a chance to look back on their assessment practices in order to suggest improvements or to change their behaviours in terms of oral assessment to achieve its goal. After the participants had completed the reflection questionnaire, a second contact session was arranged, which comprised of one-on-one semi-structured interviews.

3.5.2 One-on-one semi-structured interviews

This study used one-on-one semi-structured interviews as the second method of data generation. These interviews assisted the researcher in exploring the experiences of teachers in conducting oral assessment in greater depth as it allowed the participants to provide more in-depth information based on their experiences of oral assessment practices. Semi-structured interviews allowed the researcher to ask probing questions for clarification of answers (Nieuwenhuisl, Beresford, & Choi, 2012). The researcher provided guidance and facilitated the interviews from the beginning of each session because the interviews could be side tracked if not controlled properly. According to (Yin, 2013) , another advantage of such interviews is that they permit the researcher to have control over type of information generated in such a way that detailed questions can be asked to generate particular information.

McMillan and Schumacher (2006) describe semi-structured interviews as open response questions to get participants connotations and how they make sense of important events in their lives. It does allow for the probing and explanations of answers and it usually requires participants to answer a set of prearranged questions (Galletta, 2013) . These suggestions allowed the researcher to give the participants space to respond to the interview questions in their own way without giving them any clues as to what the

expected answers might be. The participants were asked ten predetermined questions that had been resulting from the curricular spider web.

Creswell (2007) debates that, in qualitative research, researcher ask open-ended questions in order to permit participants to air opinions or views. He further asserts that the use of one-on-one interviews allows a researcher to work with one participant at a time. Thus one-on- one semi-structured interviews were conducted with four teachers in two schools from KwaMashu Township in order to obtain rich data on oral assessment. One-on-one semi-structured interviews were found to be suitable for this study. According to (Wet, 2010). This guided the researcher to give the respondents the opportunity to speak their minds without any fear of contradiction or prejudice.

In order to cool their nerves, the researcher started by asking the teachers to share general stories about their experiences of oral assessment. This was done before the participants were asked any pre-determined questions similar to those that had been posed in the reflective activity and other detailed questions emanating from curricular spider web concepts for probing purposes.

Freedom was given to the participants to express themselves in English and to code switch to IsiZulu to understand the research questions very well and to express themselves freely. Interviews were conducted in locations that were comfortable enough to allow the participants to relax and to provide the required data.

Seidman (2013) suggests that a researcher's position may have a negative impact on the interview process when the interviewer uses power to influence or force the participants or to oppress them in any way. To avoid this challenge, the interviewer remained conscious of her required 'neutral' position throughout the interview sessions and avoided any reference or indication of her position as a knowledgeable peer at all times.

3.5.3   Focus group discussion

Focus group interview was chosen as the third method for generating data. According to Anderson et al. (1996), a focus group interview / discussion is one of the most valued tools for collecting data. He further asserts that a focus group interview is a specialised form of communication between people for a specific purpose that is related with some agreed subject matter. This suggests that by choosing to conduct a focus group

discussion in this study, the participants were granted the opportunity to engage with their peers and share their ideas about EFAL oral assessment.

Stewart and Shamdasani (2014) proclaim that in a focus group interview, the researcher facilitates the group discussion actively and encourages group members to interact with one another. Participants are grouped in one place in order for them to share their ideas which assist in answering the research questions. Rabiee (2004) state that purpose of focus groups is to encourage a contented atmosphere of revelation in which people can share their ideas and experiences. Focus groups are accumulated by the researcher who uses the group and its interactions to gain information about a particular issue (Williams & Katz, 2001). This suggests that it becomes a duty of the researcher to organise the participants and to arrange for an appropriate venue where the focus group discussion can take place. In this study, arrangements were made by telephonic conversations with the participants. All the participants were therefore able to share their thoughts and experiences of oral assessment individually (one-on-one interviews) and collectively (focus group discussion) because they were encouraged and motivated to do so. Silverman (2013) believes that the researcher directs the group discussion actively by encouraging group members to cooperate with one another. Therefore, the researcher directed the discussion among the four teachers in a manner that was conducive for open and free discussion on the topic, and this allowed the participants to participate fully without reserving any ideas (Hanson, Creswell, Clark, Petska, & Creswell, 2005).

The focus group discussion was held at one school which was convenient for all four the participants. I directed the discussion among the four teachers in such a way that they were given a platform to participate freely. The result was that when the participants were guided during the focus group interview, they produced rich and quality data because they knew what information was expected from them. Krueger and Casey (2014) contends that a focus group might offer information about a variety of ideas and feelings. He further asserts that using focus group interviews will generate diverse views about experiences of a particular phenomenon. In the current study this occurred as the focus group discussion allowed the participants to brainstorm their ideas, which contributed to addressing the research questions. As suggested by Kruger (1994), the uniqueness of the focus group in this study resulted in its capacity to generate data based on the collaboration of group interaction. Moreover, rich data were

also generated because the four individuals were prepared to engage fully in the discussion (Kruger, 1994). This was supported by the researcher's strategy to generate data, which comprised of asking a few general questions in order to break the ice before commencing the discussion.

After the data generation procedures had been completed, the data analysis process commenced.

3.6 Data Analysis

Data analysis in qualitative studies involve the process of breaking up the data into parts and reunifying the parts again into a coherent whole (Boeije, 2010). This implies that when data are analysed, the focus should be on relevant information that answers the research questions. Gibbs (2002) describe data analysis as a close or systematic study. Data analysis is therefore a process of making logic of data in the current study this meant making sense of teachers' experiences of conducting oral assessment with reference to, among others, definitions of the situation and noticing patterns, themes, categories and regularities. The transcribed data from the interviews were analysed and categories that emerged were identified. To analyse the data, the researcher first requested each participant to read and look at the data.

Before analysing the data, each participant had the opportunity to scan the transcripts in order to determine if their views had been correctly recorded. The researcher then commenced the analysis phase of the transcribed data, which were read at least twice for familiarization purposes. The data was then meticulously perused and key ideas were identified and coded. According to (Henning et al., 2004) codes are segments or units of meaning. The codes were later grouped into possible groups, for example experiences of assessing orals, resources for assessing orals, location, and time allocations for oral assessment. Guided analysis was employed to interpret the data and to draw conclusions.

McLellan, MacQueen, and Neidig (2003) proclaim that one of the weaknesses in data analysis is the matter of data transcription, which can take lot of time. In some instances, researchers may need to hire a data transcriber, which can result in the distortion of words while the scribe writes down the words. To address this potential problem, transcriptions were written by the researcher directly from the recording

device. This gave the researcher the chance to take note of relevant and important data from the outset.

As described earlier, the reflective activity was the first phase of the data collection process. The participants were each given a list of ten questions that had been derived from the curricular spider web. They were given three days to reflect on and answer the questions and a meeting was scheduled to discuss their responses for one hour per day. After receiving the reflective activity responses, the participants were given a time and a date to participate in an individual meeting. Individual semi-structured interviews were conducted and the ten questions asked were based on the components of the spider web that comprised the conceptual framework of the study. The concepts or themes from the curricular spider web were used as a guideline to answer the three main research questions. Finally, a group discussion meeting was arranged during which the participants were allowed to verify the transcribed information that they had given and to determine if the transcriptions were accurate and a true reflection of their respective views. Upon further reflection, the participants were given the freedom to add more information or to make corrections when they felt there was a need.

The generated data were then examined with reference to the ten themes from the spider web conceptual framework. The data that had been obtained from the reflective activity, the semi- structured interviews and the group discussion were transcribed and compared in order to generate meaning. This was done by repeatedly reading and highlighting key words in the transcriptions for accuracy purposes and to pay attention to participants' explanations so that frequent comments and experiences that emerged were filtered. Attention was also given to possible contradictions. These experiences were then grouped into different themes which played a vital role in answering the research questions.

The issue of the trustworthiness of data is vital when conducting a research investigation, as it addresses the requirements for honesty and transparency in research. The next section discusses these aspects in detail.

3.7 Trustworthiness of the Study

Every effort was made to enhance the trustworthiness of data in the interest of validity and consistency (reliability) Füllbrunn, Richwien, and Sadrieh (2011). Trustworthiness

refers to the way in which the enquirer is able to persuade the audience that the findings of the study are worth paying attention to and that the research is of a high quality (Morrow, 2005). This suggests that it is important to be honest about every aspect of the study.

Participants need to be informed that their participation is voluntary and that their information will not be used for purposes other than the current research and this is an important aspect. Furthermore, Shenton (2004) suggest that paying attention to the following dimensions will increase trustworthiness in a qualitative study: transferability, dependability, conformability, and credibility. Adherence to these requirements strengthens a study and for this reason each is discussed below.

3.7.1 Transferability

Transferability is anxious with the degree to which the findings of one study can be applied to other situations (Shenton, 2004). For Kuper, Lingard, and Levinson (2008) transferability as the applicability of the research findings to another setting and this definition is in line with that of Rolfe (2006) when he asserts that transferability is defined as the extent to which the findings can be transferred to another context. To be able to do this, a researcher needs to provide thick descriptions of the research process (Shenton, 2004),   For this purpose the researcher fully defined all the research steps from beginning to end, as this may assist other researchers who may have interest in conducting a similar study**.**

3.7.2 Dependability

According to Golafshani (2003) dependability refers to the consistency of any research findings. In order to ensure that there is trustworthiness in a study, Elliott, Fischer, and Rennie (1999) assert that validity in qualitative research is entrenched in the principle of dependability. Dependability focuses on giving accurate and direct information pertaining to the study. In this context, the interviews were audio recorded with the verbal and written permission of the participants. The recording facility on a laptop was used to record the interviews and participants were later requested to listen carefully to the audio recordings. This was done to check whether what was recorded was what the participant had said during the interview.

This process is reinforced by Krefting (1991) when he argues that summarised of typed interviews can be given to participants for their verification. He further asserts that spending substantial time with participants to verify the data assists in enhancing the trustworthiness of the study. In this regard, the researcher use substantial time with the participants to confirm the footages and the transcripts and to provide guidance and clarity which assisted in terms of obtaining rich data (Toolkit, 2009). The advantage of spending sufficient time with the participants was that they were afforded opportunities to express themselves freely and to verify and even augment the data if they felt that it was necessary.

3.7.3 Conformability

Conformability is anxious with whether the findings reflect the experiences and ideas of the participants and it assures that the position of a researcher does not influence the findings (Pool & Reitsma). Gerryts (2013) reveal that checking for members assists participants to confirm the elucidations expressed by the researcher. The participants were therefore granted opportunities to indicate if the researcher's interpretations were in line with their contributions during the interviews. Finally, the participants were given an opportunity to verify the transcriptions.

3.7.4 Credibility

Kiplinger and Hamilton (2008) define credibility as the findings reflecting the reality and lived experiences of the participants and the truth value of the information obtained from the discovery of human reflections. Baxter and Eyles (1997) declares that credibility is established while the study is being conducted. Four teachers from two schools were interrogated by using three data generation methods namely a reflective activity, one-on-one interviews and a group discussion. The purpose was to ensure the trustworthiness (or credibility) of the data by comparing the findings based on all three methods. This is also referred to as triangulation (Decrops, 1999).

3.8 Ethical Clearance Issues

Lues, Lategan, and Vermeulen (2011) assert that Ethics are concerned with the beliefs of what is wrong or right from a normal perspective. Furthermore (Kirk, 2007) suggest that devotion to ethical considerations in research is important, especially when it comes to research involving humans and animals. All research studies should therefore

follow certain ethical principles which involve the rights of participants to be protected from any harm during and after research. Therefore, a letter was written to the Department of Basic Education requesting them to grant the researcher an opportunity to conduct a research enquiry in two schools in the Pinetown District. A second letter was written to the University of KwaZulu- Natal (Faculty of Research Committee) to request permission to conduct the study under the auspices of this institution. The letters clearly stated the purpose of the study.

Moreover, the four participants were contacted telephonically and they were requested to participate in the study. When they agreed to take part, a brief explanation about what the study was all about was given. They were also informed about their rights; for example, they were told that they could quit at any given time if they were not satisfied about something during the research process. They were also informed that the findings were not going to be used for purposes other than the current research. They were informed that the transcripts would be kept for five years in a safe location.

Bell (2014) reiterates that any kind of research need to be guided by the principles of respect for people, generosity and justice. He further argues that respect for people is the recognition of participants' right to spontaneously decide whether to participate in a study and the right to withdraw at any time without penalty. For these reasons all the participants who took part in the study signed a consent form, which clearly stated the purpose of the research and their rights. The researcher asked their permission to use a laptop to record the interviews. The researcher was very concerned about the issue of confidentiality and anonymity and for this reason pseudonyms were used in order to protect the participants and their schools. The participants were repeatedly made aware that their participation was purely voluntary and that no benefits would be received for participating in the study.

3.9 Challenges and Limitations

Limitations are matters and occurrences that rise in a study that are beyond the researcher's control. They limit the extent to which a study can go and sometimes have impact to the end result and the conclusions that can be reached. Every research enquiry, no matter how well it is conducted and built, has restrictions (Shipman, 2014). Challenges, on the other hand, are those small irritations that a researcher has to contend with that affect the smooth execution of the study plans.

3.9.1 Challenges

The first challenge was time management. Teachers were always late and had busy schedules. In order to overcome this problem, the researcher emphasised the importance of time management and the consequences of the failure to keep to time limits. Time must remain paramount to proper, efficient and effective administrative processes (Adair, 2009) Misra and McKean (2000) suggests that time should be effectively managed by planning, organising and implementing effective time schedules for academic achievement. Finding a suitable venue for conducting the interviews was a challenge because the teachers were not keen to use the researcher's school. This challenge was overcome by asking all the participants to vote for a venue they believed would be suitable and finally the problem was solved. To meet with the respondents, it was important to select a venue with quality and responsive service, as suggested by (Baloglu & Love, 2005). The challenge of accessibility and travelling requirements was also addressed by ensuring that two schools in close proximity to each other were selected as the study sites and that the respondents had access to taxi ranks for public transport purposes to and from the interview venues.

3.9.2 Limitations

As the researcher and the participants had attended workshops organised by the Department of Basic Education where the researcher had been established as an authoritative figure, it was assumed that the teachers would question the researcher's bona fides and provide information that might not be authentic and unbiased. Another envisaged limitation was power relations during the interview sessions. In order to overcome these limitations, the researcher explained briefly that the research was not conducted to evaluate the teachers, but that it was meant for personal scholarly interest. Moreover, to overcome the threat of power relations in the interview process, the respondents' alternative views and opinions were constantly sought and the interviewees were treated the same in all respects.

A main limitation was the fact that the scope of the study was small and that the findings may not be generalised to the larger South African population. This aspect is addressed in the recommendations for further research.

3.10 Concluding Statement

This chapter concentrated on the research methodology and design of the study. The research paradigm and study approach, the data collection techniques and the rationale behind the methodological choices were explained. Moreover, the sampling procedures and the inclusion criteria for the selection of the participants were illuminated. The chapter also outlined the limitations, challenges, and shortcomings of the study. Credibility, dependability and ethical issues that had to be address were discussed. In the following chapter data analyses and the resultant findings of the enquiry will be discussed.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter present results of the data analysis processes are presented. The data were generated from four EFAL teachers who shared their experiences of conducting EFAL oral assessments in grade 10. The data were processed in response to the research questions that were presented in the first chapter of the dissertation (Chao, 2009). Three methods were used for data generation, namely reflective activity, semi-structured interviews, and a focus group discussion (Khoza, 2015b). The data that are presented respond to the aim of the study and the research questions that underpinned this study.

4.1.1 Aim of the study

The aim of the study was to explore grade 10 EFAL teachers' experiences of conducting oral assessment.

4.1.2 Research questions

- What are EFAL teachers' experiences of conducting oral assessments in Grade 10?

- How do EFAL Grade 10 teachers conduct oral assessments?

- Why do EFAL Grade 10 teachers have particular experiences of conducting oral assessments in grade 10?

In order to understand the phenomenon under investigation, it was important to use more than one method for generating the required data. For this reason, triangulation was used to strengthen issues of validity and reliability of the study (Rigaki, 2015). In most cases the purpose of triangulation in specific contexts is to obtain confirmation of findings through convergence of different perspectives (Fielding & Schreier, 2001). Triangulation requires that the researcher uses multiple sources of data collection (Hartley & Sturm, 1997). Therefore, data from the participants' written reflections, individual semi-structured interviews, and a focus group discussion were used to safeguard assurance in the research study.

The researcher presents verbatim responses of the participants in this report to ensure that the voices of the teachers are not lost or distorted. Any grammatical or idiomatic inaccuracies were overlooked in the transcription of the responses in the interest of providing the authentic voice of each participant.

4.2 Presentation of the Findings

Themes from the curricular spider web were used in order to elicit data that would generate the research findings. The study investigated teachers' experiences of conducting EFAL oral assessments in grade 10. Guided analysis was used in order to analyse the data as it allowed the researcher to identify categories that could be improved through contact with the data, as suggested by (Reiman, 1999) in the following section.

4.2.1 A 'synergy' of rationales for oral assessment

Based on the question that intended to evaluate teachers' understanding of the 'rationale' for oral assessment, all the respondents reflected that they were assessing orals using a 'synergy' of rationales. However, they were uncertain what these rationales for oral assessment were and failed to indicate that the rationale for oral assessment was divided into three categories namely personal, content and societal rationales. They particularly failed to respond meaningfully on societal rationale as well as content reasons for conducting orals. With reference to content rationale, the teachers were expected to respond on how their knowledge, qualifications and experience assisted them in conducting oral assessment; instead, they referred to the content to be covered when assessing orals. According to Khoza (2013), knowledge or understanding of rationale encourages good quality connection between theory and practice, which these respondents seemed to lack.

Teachers need to have a firm grounding in terms of the rationale for oral assessment. This foundation should be established through initial training and work-related engagements in the form of workshops conducted by subject specialists in order for them to develop and grow. A sound foundation will assist teachers in using the Curriculum Assessment Policy Statement (CAPS) when drafting and planning to conduct oral assessment. According to Handler (2010) teachers need to take part in curriculum activities and make enquiries about curriculum ideology. They argue that

effective teachers are prepared professionally to engage in discussions on the curriculum. Textbook content, their own teaching experiences, and state-level content standards additional support teachers' capacity to be involve in decisions about and applications of the curriculum.

However, despite some misconceptions of the 'rationales' for conducting orals in EFAL in grade 10, the findings indicated that the teachers' experiences of conducting oral assessment were influenced by a 'synergy' of rationales such as personal, content and societal rationales. Teachers who are driven by personal rationale for oral assessment put learners at the centre of oral assessment. Teachers who are influenced by personal rationale possess an in-depth understanding of oral assessment. It is not only a general understanding of the practice, but it is also knowledge of theories that underpin assessment. In this context, these teachers showed dedication and enthusiasm towards conducting authentic oral assessment as their oral assessment practices were driven by a vision to assess in order to set and maintain standards. It was also important to note that oral assessments were conducted in an equitable manner, meaning that they were using relevant oral assessment tools and assessment rubrics that aimed to support learning. Hence three rationales were emerged from the findings.

Personal rationale

Finding indicated that teachers were influenced by personal rationale in their oral assessment practice. Khoza (2015) state that teachers who are driven by personal rationale design assessment tasks that help learners to realise their full potential on the topics that they are assessed on. He further states that when teachers design and scaffold learners during assessment, they make subjective meanings on tasks thus support the learner in order to build and rebuild knowledge of those activities. According to Schiro (2013), personal rationale makes up knowledge that is different to each individual that owns it. This suggests that teachers who are driven by personal rationale use their oral assessment knowledge and experience which motivates learners to enjoy oral assessment and to score good marks. Khoza (2015b) further reiterate that personal rationale is the most significant rationale that drives teachers to assess orals. Therefore, teachers who hold this rationale are generally successful in their oral assessment practices.

Miss Thipe, Mr Cele and Mrs Nodlula held similar views in terms of their reasons for conducting oral assessment in EFAL in grade 10. One of them stated:

> *I have conducted oral assessment for a number of years because of my passion and dedication to see my learners communicating efficiently, since that will provide them with opportunities to communicate with worldwide language. I also use CAPS documents to conduct oral assessment.*

Similarly, Mr Lunga, mentioned the following when talking about his personal rationale for oral assessment:

> *I am driven by dedication and commitment when conducting oral assessment because I want to improve learners' critical thinking. It is not about marks allocation only, but I love to see them presenting in English as well as beyond the classroom; that is when they go to tertiary* [institutions] *or to see them getting decent jobs.*

Societal rationale

The study thus discovered that teachers were assessing orals because of their passion and devotion to develop learners to do well not only in their oral tasks, but also in the world beyond school. The teachers were therefore assessing orals in order to see learners communicate proficiently and to provide learners with skills to communicate beyond the classroom; for example, when they go to tertiary institutions or pursue employment. This suggests that the teachers were assessing orals by following policy documents (e.g., CAPS). The teachers were eager to see learners well trained for tertiary entry and creation of employment opportunities. This shows that the teachers were interested to see enormous oral communication improvement, which was going to create a better future for the learners.

The data generated from the reflective activity, the semi-structured interviews and the focus group discussions also collaboratively indicated that teachers' experiences of oral assessment were influenced by a societal rationale. Teachers who are driven by a societal rationale assess according to the needs of their communities and their behaviour is in line with what society is expecting from them, particularly in terms of the oral proficiency of learners. According to Khoza (2016) societal or social reason keep

society on the centre of the teaching and learning environment. This advocates that societal rationale is in most cases influenced by opinions and local every day or general knowledge.

Watt and Richardson (2007, p. 188) assert that "teachers play a fundamental role in the shaping of societies, as quality teachers and teaching are central to the development and maintenance of an intelligent, informed citizenry". This shows that teachers who are driven by a societal rationale are expected to play a vital role in transforming learners in order to address societal expectations. In societal rationale, knowledge is mostly generated horizontally from local known sources (Bernstein, 1999).

The following quotes reiterate the findings on the societal rationale for assessing orals.

Mrs Thipe stated:

> *I assess my learners on orals because I want to achieve observable outcomes which I see as most important practice for curriculum rationale. I also want to bring back communication skills to my society.*

Miss Cele also concurred with Miss Thipe and she said that:

I teach and assess orals because I want my learners to achieve measurable outcomes. When they are able to communicate effectively this means they can use the skill to engage on oral conversation with their society.

Similarly, Mr Lunga stated:

> *There is a great need for them to acquire communication skills which will assist them for future purposes, for example tertiary entry or even for employment purposes. When their communication skills are good, they will find good jobs and uplift the standard of the communities.*

The above excerpts confirm and emphasise that teachers conduct oral assessment so that learners acquire communication skills that will help them to communicate at both local and international standards. Some teachers conducted oral assessment because they wanted to meet the needs of their societies such as good oral presentation skills. They did this through putting their society at the centre of learning during oral

assessment, as suggested by Schiro (2013). This affirms that when the teachers were conducting oral assessment, their foremost goal was to ensure that they paid attention to oral communication expertise as this was what they perceived society to need.

Teachers who are driven by societal rationale are frequently influenced by opinions and local every day or general knowledge and local oral discussion requirements. The data therefore revealed that the teachers made use of their general knowledge of local oral conversation requirements in order to improve their assessment practices. This also suggests that the society may have influenced oral assessments, because schools are part of the society. The teachers admitted that they were careful when conducting oral assessment tasks, as aspects such as culture, religion and the philosophy of the society where the schools are situated were critical for assessment. After engaging in a discussion about what was expected from teachers who were driven by the societal rationale, it was imperative to discuss teachers who were content driven when conducting oral assessment tasks.

Content rationale

The teachers' comments also pointed out that their experiences of assessing orals were influenced by content rationale. Teachers who are driven by content rationale are grounded in knowledge of oral assessment as they use their professional knowledge and oral assessment experiences to assist their learners. In this study, the respondents clearly understood assessment expectations when conducting oral tasks. They understood how and what tools to use when conducting oral assessment, for example how to use rubrics when scoring marks for learners. Coe, Aloisi, Higgins, and Major (2014) corroborate this finding and state that most effective teachers have deep knowledge of the subject they assess. Teachers' knowledge falls below a certain level, it may suggest a significant obstacle to oral assessment (Hustler & McIntyre, 1997). They further state that teachers should have grounded understanding of the material being assessed and they must understand the ways learners think about the content. The ability to evaluate learners' thinking and identification of learners' common misconceptions of oral requirements also become part of teachers' knowledge.

For Khoza (2015), content rationale is also known as professional rationale; it is defined as a reason for assessment to take place. Teachers who are guided by content rationale possess good knowledge of assessment strategies and, by implication, also oral

assessment requirements. The teachers all had formal qualifications and some produced certificates which they had obtained from attending assessment workshops. As a result, they were knowledgeable on how to conduct oral assessment. Marzano, Pickering, and Pollock (2001) affirm that in terms of good content rationale, teachers are curriculum specialists who understand assessment standards and how various components of assessment link together. They know how to use the curriculum in planning for oral assessment to ensure consistent implementation of oral assessment. This affirms that teachers who are driven by content rationale have a wealth of oral assessment knowledge as articulated in the curriculum and that they conducted oral assessment in a manner that is required by policy documents.

Miss Cele pointed out:

I use my professional qualification and experiences of oral assessment since I have knowledge of oral assessment since English is my major subject and I assess my learners in English every year.

Miss Lunga offered the following comment:

I use my communication skills together with my teaching experience to conduct oral assessment in order to equip my learners with good speaking skills which are important to assist learners with good presentation skills. Good communication skills will provide my learners with opportunities to be able to speak clearly, fluently, coherently and finally with confidence and this will help them post-school.

Responding along the lines of her colleagues, Mrs Nodlula explained her views:

I am a competent teacher who has been skilled to teach English First Additional Language. I used that as an opportunity to share my experience and knowledge of oral assessment since oral assessment is used for testing oral communication skills which will be needed in the business world.

Sharing the same thoughts as Miss Cele, Mr Lunga and Mrs Nodlula, Miss Thipe indicated the following:

I use my qualification, my subject knowledge as well as my teaching experience to assess orals, and provide explanations about the importance of oral assessment.

Learners will have an understanding of what is expected from them when they are assessed, for example voice projection, tone, and effective vocabulary.

The findings thus indicated that teachers' experiences of oral assessment practices were supported by their qualifications. This implies that their training was important in influencing the achievement of the intended outcomes of oral tasks and assessment. Their aim was that their learners would be capable of exercising good communication skills, which would be gained through effective oral assessment. This suggests that when oral assessments were conducted efficiently, learners would be empowered to use their communication skills in English successfully without any challenges. Oral communication improves relationships with the self, others, and society and is therefore dominant to general education (Morreale, Osborn, & Pearson, 2000). Successful oral assessment practices result in the achievement of skills such as effective reading, writing and presenting, comprehension and communication of ideas and problem solving (Krajcik & Sutherland, 2010). This shows that good oral assessment practices assist in developing other language skills such as those mentioned above.

Aubrey (2007) argues that assessment requires knowledge and skills as well as knowledge of people, systems and structures. This argument emphasises the importance of content rationale for assessment. In this case, knowledge entails styles of teaching and learning, resources and assessment as well as knowledge about the subject (Coe et al., 2014). This reiterates that, if teachers assess orals without relevant content knowledge, they compromise their practices and ultimately defeat the purpose of oral assessment.

The data presented by the teachers on the content rationale of oral assessment which were generated from the reflective activity, semi-structured interviews and focus group discussion, strongly pointed out that teachers assessed orals to improve learners' communication skills. The teachers mentioned that their intention was to create critical thinkers who would be capable of communicating confidently using the English language. Moreover, the assessment knowledge of teachers would assist learners to attain learning outcomes as needed by the curriculum. The teachers considered that knowledge of oral assessment was important for helping learners to improve their various oral skills such as voice projection, tone, and effective vocabulary.

It was important after discussing teachers 'synergy' of rationales for oral assessment to look at the goals of oral assessment. Therefore, the theme that follows focuses on the goals and objectives of conducting oral assessment.

4.2.2 Teachers' goals for conducting oral assessment

The findings revealed that teachers showed varying degrees of understanding oral assessment goals (i.e., the aims, objectives and outcomes). While teachers were able to differentiate between short and long term goals, other teachers could not differentiate aims and objectives from learning outcomes. Lacking an understanding of the goals for conducting oral activities and assessment meant that they failed to conduct oral assessment according to assessment requirements. This implies that the assessment of their learners might be compromised because the teachers might cherish misconceptions about correct oral assessment goals (aims, objectives and aims) as required by the CAPS document. This suggests that learners may have failed to meet oral assessment requirements because of misguided assessment instructions.

According Kennedy (2006), aims are comprehensive general statements of teaching goals and they indicate what the teacher should complete in a block of learning. Therefore, setting goals in the process of establishing an outcome for assessment guides one's actions. According to Marzano et al. (2001) setting goals is eventually operated mentors or teachers. This affirms that it is the responsibility of teachers to set goals for conducting oral assessment and they need to ensure that these goals are achieved as required by the curriculum.

Latham and Locke (2007) contend that setting goals increases the motivation of teachers who will strive to achieve the goals of oral tasks for their learners. Symonds and Tapps (2016) posit that setting goals increases achievement. This affirms that when teachers set clear oral assessment goals, they can achieve positive results.

The following quotes reiterate this finding.

Mr Cele stated:

> *My long term goal of oral assessment will be to prepare learners for the future as this will help them to speak English perfectly and with confidence. My short term goal is to identify oral assessment problems in order to find solutions. My goal is also to get outcomes and objectives from the task assessed.*

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Mr Lunga asserted the following:

> *I assess orals in order to equip learners with good oral communication skills.*
> *Oral communication skills will help them to speak their minds about a topic*
> *given. I am not sure about the learning outcomes from CAPS.*

Likewise, Mrs Nodlula said:

I assess orals because it is a curriculum demand. When learners possess good
communication skills they will be able to communicate effectively and be employable.

Similary, Miss Thipe stated:

> *I assess orals in order for the learners to be able to speak English fluently. I am*
> *not aware of differences between aims and objectives; as long as my learners*
> *are good in oral assessment it is fine by me.*

In response to the question relating to teachers' goals for conducting oral assessment, all the respondents highlighted that they were assessing orals for the purpose of improving their learners' oral skills. The teachers admitted that they were not clear about the goals for oral assessment and thus they struggled to provide more information. Brady and Kennedy (2013) argue that there is a need for good understanding of the descriptions of these goals, in such a way that the aims are well-defined as a broad general statement of teaching. Therefore, teachers should try their best to use assessment strategies that fall within the aims and objectives of what they are about to assess (Yin, 2013).

By linking learning outcomes with oral assessment criteria and assessment practice, greater coherence and curriculum design can be achieved (Hunter, 1999). Therefore, sound assessment strategies need to be developed to enable learners to achieve the desired learning outcomes (Biggs, 2003). This suggests that teachers need to use different oral assessment strategies to accommodate different learners in order for them to achieve the desired learning outcomes. This indicates that learning outcomes are very important because achieving them allows both teacher and learners to work together on oral assessment which will increase learners' accountability. It is notable that good teachers often achieve this.

Generally, the findings pointed out that the teachers were aware of short and long term goals of oral assessment. However, they lacked understanding of the aims and objectives of oral tasks as prescribed by CAPS. Teachers are expected to know how to apply knowledge of aims and objectives when conducting oral assessment to ensure appropriate assessment practices. Such an understanding of learning outcomes and aims plays a pivotal role in oral assessment practices as it provides teachers with a clear direction. This asserts that aims and objectives are important when oral assessment is conducted because they help teachers to design relevant tasks and appropriate assessment methods. Content is about what teachers assess when conducting oral assessment, therefore it is imperative to discuss content for assessing orals.

4.2.3 Content for assessing orals

In their reflections concerning content rationale for oral assessment, the teachers revealed that they were assessing learners using content. They identified skimming and scanning text features and prepared and unprepared reading as content for assessing orals. In addition, speaking, listening and prepared speech were also given as elements of content. This finding indicated that the teachers knew what content to teach before oral assessment was conducted. Their knowledge of relevant content for conducting oral assessment implies that the teachers were able to align content with the goals for oral assessment.

The following quotes reiterate the findings on content for assessing orals:

Mr Lunga expressed the same views as Mrs Nodlula:

> *I assess learners on oral presentations, voice projection, pronunciation, listening skills, content tone and critical awareness of language. All these skills will prepare learners for employment opportunities.*

Miss Thipe added:

> *I assess orals so that my learners will be able to communicate effectively and use voice projection. They need to focus on content and tone as well as pay attention to English language* [structures].

Likewise, Mr Cele and Mis Thipe elucidated that they assessed orals not for mark allocation only, but also to prepare learners for post-school applications:

When I assess them on reading skills, I start with pre-reading. I do this through introducing my learners to the text and this is assisting them to activate associations and previous knowledge. Secondly, pre-reading assists them to deal with vocabulary that might be unfamiliar to them.

The findings revealed that the teachers were assessing orals by using content as prescribed by the CAPS curriculum. This was a clear indication that the teachers knew what they were expected to assess when conducting oral assessment. Content knowledge includes knowledge of oral assessment and knowledge of the subject and its structures (Ball, Thames, & Phelps, 2008). It is this knowledge that allowed the teachers to conduct oral assessment according to curriculum expectations. It was also found that in order to conduct oral assessment appropriately, teachers assessed prior knowledge by using baseline assessment. The teachers were conducting this kind of assessment in order to test learners' knowledge in order to design oral assessment tasks accordingly. Without activities, teachers will not be able to assess orals, therefore the following section discusses activities for conducting oral assessment (Memon, 2008).

4.2.4 Activities for conducting oral assessment

The teachers revealed that they used a variety of activities to conduct oral assessment. They used textbooks as a source for these activities. The teachers further stated that learners were assessed on activities based on pre-reading skills, prepared and unprepared speech, and presentation skills as prescribed by CAPS documents. The teachers also highlighted that assessment activities should be prepared in such a way that the learners score good marks. Fomunyam (2013) emphasises the importance of teaching activities and posit that lesson delivery involves teaching activities, strategies, skills, and resources used by the teacher in the teaching and learning situation. This implies that relevant activities that are in line with the aims of oral assessment are important for successful and meaningful oral assessment. This further states that oral assessment depends on activities that are engaging in order to support learners' interest and age levels. For Chun-Mei (2011) learning activities are the experiences that learners need to do so that they attain particular behavioural competences.

The following quotes reiterate the findings on the assessment activities for assessing orals.

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Mrs Nodlula stated:

I use different activities to conduct oral assessment for oral presentation. I ask learners to conduct a research on a topic of their choice. Learners will present the topic and others will ask questions and the teacher will finally provide marks.

Similarly, Miss Thipe and Mr Lunga explained the following:

I assess learners orally through formation of smaller groups of 2 - 5 where each group is given board marker and a chart so that they write down facts or ideas after brainstorming on a given topic, for example pre-reading skills.

Concurring with Mr Cele, Mrs Nodlula stated:

To ensure that our learners do well and score good marks during oral assessment, I mix activities according to the abilities of learners. Learners are grouped and a topic on role-play is given for preparation and they finally do it and I allocate marks.

The teachers believed that using different activities gave learners freedom to choose which activities were relevant to them. This practice is corroborated by Jansen (2009) who claim that teachers need to design activities that meet learners' needs. This affirms that when teachers use a variety of activities, the learners stand a good chance to do well in oral assessment. This further reiterates that when learners are given opportunities to choose activities that they understand, it will increase their levels of confidence in engaging in oral assessment activities and minimise anxiety. In their concluding statements, the teachers revealed that they were using collaborative activities for oral assessment. They indicated that they assessed learners on discussion or debate activities on given topics and that such activities were either formal or informal. When an activity was completed, constructive feedback was provided to the learners.

Oral presentations other than discussion or debate were also given. For example, a topic was given and learners were expected to prepare and present it orally. The teachers further indicated that the learners were divided into smaller groups and a situation or

scenario was given and they were asked to role-play in front of the classroom and marks were

allocated. Cohen and Manion (2013) concurs that learners are too often in a passive role as they are told to remain quiet and learn through listening. However, there is little motivation for such passive 'learning' as learners should participate actively in learning activities and express themselves during class discussions or debate. (Cohen et al., 2013) advocates that a noisy classroom is needed where learners participate in active roles through debating and similar communicative roles. This suggests that when teachers give learners activities based on discussions or debates, new ideas are obtained because learners work together and also learn from one another. This further affirms that debates allow learners to critically analyse one another's ideas and this enhances their communication skills.

In role-play, participants assume a specific role, enter a fake scenario and behave as they are expected in a particular character role in front of the rest of the class (Yin, 2009). This indicates that a teacher may use a variety of topics for role-play, for informal oral activities, or for oral assessment. Teachers may form groups of 2 - 5 learners and give them an interview activity, where one learner is an interviewee and the others act as panel members. The second activity can be based on role playing, for example a telephone call where one learner becomes a caller and the other one the receiver.

Teachers play different roles during teaching, learning and assessment of learners. In the next section, the multiple teacher roles are discussed.

4.2.5 Multiple teacher roles

Multiple roles such as facilitator, instructor and mentor influence teachers' experiences of conducting oral assessment. In their responses, the teachers indicated that they started an oral activity by providing an explanation of the oral task that the learners should engage in. They did this by following a three-stage guideline namely prior, actual and post oral activities. In this context the teachers played the role of facilitators which means that they employed the desired learner-centred approach to teaching and learning Goddard and Melville (2001) states that educators who use a leaner–centred model when assessing orals view learning as a non-linear multi-dimensional

phenomenon that occurs rationally within a social context Wright (2011) articulates that the use of learner-centred pedagogy favours a democratic approach towards assessment.

The teachers stated that for oral assessment tasks such as a job interview they would divide their learners into smaller groups that were easy to control. The learners were then allowed to choose different topics to prepare for presentation. In this context the teachers were fulfilling the role of facilitators because they were engaging learners in the learning process (i.e., active learning). Marshall (1996) contend that successful learners are enthusiastically involved in their own learning by monitoring their thinking, thinking about their tasks and the assessment outcomes, and assuming responsibility on their own. This confirms that when the teachers adopted the role of facilitation, the learners were given the liberty to explore more skills with relation to a given task.

Moreover, when the teachers were controlling and managing groups of learners, they were acting as class mangers which is a teacher-centred approach. The role of the teacher in such an approach is to provide classroom instructions and facilitate learners' interaction (Korthagen, 2004). This suggests that when the teachers were providing instructions for oral topics, they were playing a role that was teacher centred.

Finally, the teachers indicated that they were assessing orals by providing instructions about what needed to be completed. This was important and was done for testing reading aloud, which is part of oral assessment. The teachers further stated that they were doing this by asking learners to volunteer to read for the class and the teachers would then ask questions based on the reading. The teachers provided instructions about what the learners needed to observe while reading which would prepare them for formal oral assessment tasks. Additionally, the teachers indicated that clear definitions based on what learners were going to be assessed on were provided, for example the features of pre-reading skills and this was done to assist their learners.

Zaharias, Vasslopoulou, and Poulymenakou (2002) assert that learners learn best when they engage with a topic. In this way they seek knowledge of oral communication skills which they will need during the oral presentation. This means that when the teachers separated the learners into manageable groups in order to prepare them for oral assessment, they engaged in a leaner-centred approach. When the learners were working in groups, they got the opportunity to brainstorm so that they would come up with ideas to assist them during their oral presentations for assessment.

The following quotes reiterate the findings on the role of the teacher when assessing orals.

Miss Thipe stated:

I start by explaining what they are going to be assessed on and this is done in three stages, the prior stage, the actual stage and post stage. In the prior stage I tell the learners what I expect from them as presenters. In the actual stage the learners are presenting and in the post stage we discuss what went well and the efforts and challenges.

Mrs Nodlula said the following:

It depends upon the type of oral assessment to be conducted; for example, when I want to assess them on job interviews, I ask them to form groups from 2 - 5. I monitor them when they prepare for presentation. I then circulate notes with different topics so that they can choose.

In addition, Miss Cele indicated the following:

I first provide them with clear a definition of what they are going to be assessed on. For example, when they are going to be assessed on reading skills, I explain the features of pre-reading in order to assist them.

Good education is about teaching learners how to think and act responsibly. Therefore, teachers' roles are significant in confirming that teaching and learning take place according to the CAPS curriculum. According to Wang and Collard (2009) teaching should not focus on knowledge transmission, but rather it should be about learners actively building their own ideas. This takes place through communication between the teacher and the learner, particularly for assessment purposes where both roles are employed. Rata and Taylor (2015) assert that when a teacher acts as facilitator, everyday knowledge, which originates from their opinions, is encouraged for learning. Irwin (2001) assert that when a teacher acts as facilitator, everyday knowledge, which originates from their opinions, is encouraged for learning. This suggests that when teachers play a facilitating role, they help learners during oral assessment by

encouraging them to conduct the assessment activity to the best of their abilities (Lawal & Underwood, 2014).

However, absence of resources plays a vital role in successful oral assessment, and for this reason it is discussed in the next section.

4.2.6 Lack of resources for oral assessment

The findings also indicated that the issue of resources had a huge impact on teachers' practices of conducting oral assessment. The following are examples of resources that teachers may use for oral assessment: posters, wall charts, textbooks, magazines, newspapers, and the Internet, which is particularly applicable in contemporary classrooms. It was found that the teachers participating in this study predominantly used textbooks and wall charts for orals. Being aware of the wealth of other resources that could be used, the teachers indicated that the resources available to then were insufficient, and therefore they sometimes asked parents to donate old newspapers and magazines. The learners used these resources to cut out pictures and articles to support their presentation of various topics. For example, when the presentation topic was about crime, different pictures related to crime would be circulated for oral assessment preparation.

Brown (2009) postulates that resources are teaching materials that are used in preparation for a lesson and to bring the subject content alive. In short, without assessment resources teachers struggle to achieve the oral assessment content rationale which is required by CAPS. For (Khoza, 2012, p. 75) "learning resources communicate learning and helps learning to occur". This suggests that it is highly improbable for oral assessment to be conducted without the availability of resources that support oral presentations.

The issue of overcrowded classrooms was also mentioned as a challenge as this hindered oral assessment because learners were sharing textbooks and photocopied notes and some ended up not getting an opportunity to read or present.

The following quotes reiterate the findings on the lack of resources for oral assessment.

Mrs Nodlula stated:

I divide my learners into manageable groups for example 2 - 5; I give each group a wall chart and a board marker. I ask them to choose a scriber and then I explain the purpose of the task. When the task is for group presentation, they get an opportunity to brainstorm and organise themselves. Our school is under resourced so I sometimes ask parents for donations.

Similarly, Miss Thipe said:

Since there is a limitation of resources in our school, oral assessment only takes place by using textbooks, which are not enough. I then think of other resources that can assist. I cut pictures from old newspapers or magazines and come out with the topic for presentation. If the topic is about crime, I will bring different pictures which are related to crime.

Corroborating these comments, Mr Lunga declared:

I use resources like wall charts, textbooks, board markers and I collect pictures from old newspapers and magazines. We have many learners in our classes and this makes it hard to conduct oral assessment when we have insufficient resources.

Likewise, Mr Cele indicated the following:

Learners need to be introduced to software resources, for example Microsoft PowerPoint so that they can create slides from the notes taken from their wall charts. This is not happening because we do not have those facilities. The use of PowerPoint creates creative skills and learners will enjoy participation in oral assessment.

Generally, the teachers' responses indicated that they were making copies from textbooks and circulated these among the learners in preparation for oral assessment. The most common resources were textbooks which were prescribed by the Department of Basic Education, newspapers, magazines and wall charts. Etherington (2012, p. 431) concurs that children learn better in classrooms that are well resourced with age-appropriate materials. A study by Bjorkman (2007) questioned dependence on textbooks as the main resource, quarrelling that their introduction fails to increase overall learner performance. They argue that learners who are academically strong tend to improve their performance levels with the use of textbooks, but those who are weak

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show no considerable gain. Similarly, Fleisch, Taylor, Toit, and Sapire (2010) argue that the introduction of textbooks does not have a positive impact on learner outcomes. Their findings show that most disadvantaged South African schools do not have enough sets of textbooks or workbooks. This shows that the textbook programme does not work well if teachers are not well oriented on how to use them (Phoshoko, 2015).

Mr Lunga asserted the following:

> *When I am preparing to assess learners on pre-reading skills, I make copies of a text I want to drill them on. I am doing this because of the shortage of text books.*

Resources are very important and they play a major role during oral assessment in grade 10 (Bacigalupo & Cachia, 2011). Therefore, a shortage of resources is likely to hinder progressive oral assessment practices that assist learners to score good marks and be fluent in English. Pepin, Gueudet, and Trouche (2013) corroborate this finding and posit that the curriculum demands the use of resources such as textbooks, stationery, wall charts, photocopiers, and audio-visual equipment. This suggests that in order for teachers to conduct oral assessment according to the requirements of the curriculum, resources need to be accessible. Amenyedzi, Lartey, and Dzomeku (2011) reveal that the majority of teachers in rural schools lack teaching facilities such as libraries, laboratories, and online resources.

In South African rural schools, teachers have reported that the available resource is usually a limited number of textbooks which are of uncertain quality and do not have content associated with the prescribed curriculum (Department of Basic Education, 2009). Teaching materials or resources should be used in planning a lesson that brings the subject content 'alive'. This implies that when there is a shortage of resources or when they are unavailable, teachers are challenged in planning for oral assessment. Generally, teachers' responses indicated that a shortage of resources was a problem, more especially in terms of English First Additional Language textbooks and wall charts.

The next theme focuses on how the teachers grouped their learners for oral assessment purposes. Their responses suggested that the shortage or unavailability of resources contributed to the challenges they experienced in conducting oral assessment.

4.2.7 Group work as teachers' preference for conducting oral assessment

The teachers' inputs suggested that they were facing multiple challenges in the implementation of the CAPS requirements as a result of a shortage of resources as well as overcrowded classrooms. The notes from the reflective activity and the focus group discussion revealed that school management teams (SMT) failed to provide a budgets for the allocation of urgent resources. For this reason, teachers reverted to cooperative learning; this would be done to promote sharing and learners got the opportunity to help one another. This is of course a desirable teaching and learning strategy in many circumstances, but the teachers revealed that there were advantages and disadvantages of grouping learners. The learners were grouped according to their abilities because it was impossible to conduct face-to-face or one-on-one oral assessments in huge classes. Preston (2007) contends that group work is a general teaching strategy where learners work interactively face-to-face without direct teacher supervision to achieve a common goal.

The duty of the teacher is to develop positive interdependence and individual accountability among group member (Tongco, 2007). Felder and Brent (2007) concurs, and asserts that cooperative learning involves learners working together to learn and to enjoy learning. This shows that grouping learners is the best strategy of forcing learners to be critical thinkers and to produce good oral assessment results. This further suggests that learners can achieve a common goal in oral activities as they collaboratively brainstorm ideas around given tasks. Coyne (1997) claim that for teachers to facilitate success, interaction among peer learners can be useful for oral assessment. This indicates that although group work is learner-centred, teachers need to provide instructions about how learners need to engage in a given task.

The following quotes reiterate the findings on the psychological factors that affect oral assessment.

Miss Thipe asserted the following:

> *I group my learners according to their abilities. I then circulate text which I have photocopied from their textbooks. I am doing this because I have 65 learners and the number of textbooks is far less.*

Similarly, Mr Lunga stated:

The challenges of limited resources are forcing me to group my learners. There are advantages and disadvantages of grouping learners. The school management I think is failing to come up with a good budget for resources.

Mrs Nodlula stated:

Grouping my learners allows them to get the opportunity to work together and share ideas which results in good oral assessment.

The findings indicated that the teachers preferred grouping their learners for oral assessment. They emphasised that they decided to group learners because of overcrowded classes which made it impossible for individual attention. Teachers also stated that they grouped their learners because this gave them the opportunity to share ideas on oral assessment. However, the teachers further highlighted that some learners were not participating fully in the group.

After discussing grouping as a method preferred by teachers for oral assessment, it is imperative to discuss psychological factors affecting oral assessment.

4.2.8 Psychological factors affecting oral assessment

The teachers' responses revealed that they believed that separating learners into groups did not always justify the aims and objectives of oral assessment. Oral assessment requires teachers to closely monitor learners who work in groups. This suggests that the overcrowded classrooms in which these teachers worked hindered them from paying individual attention to learners and this contributed to the challenges of oral assessment. The teachers were not capable of identifying learners who were sluggish and who withdrew from contributing to the group discussions; such learners were only identified during presentation time. The teachers were also faced with the challenge of the language barrier because orals had to be conducted in English and some learners were frightened to present in their additional language in front of their peers in fear of ridicule.

The teachers therefore generally felt that most of their students disliked oral assessment or they lacked the motivation and self-esteem to present with confidence. The situation

was more difficult because research has shown that anxiety is related to the speaking skill Coyne (1997) and attempting to speak a foreign language involves risk-taking. Data revealed that some learners were withdrawn and too introverted to share their ideas in a group during oral tasks and this hindered the oral assessment process. The teachers further stated that fear and anxiety contributed to the challenges the learners faced during oral presentations. Banning (2005) emphasise that anxiety is a mutual phenomenon of everyday life.

This implies that English First Additional Language learners who take part in oral activities may experience fear and anxiety which, in most cases, results in poor oral marks. Tongco (2007) concurs this finding and states that test-anxiety decreases attention, memory and concentration which leads to low academic performance. Ritchie and Lewis (2003) also argues that test-anxiety creates irrelevant thoughts, preoccupation, and decreases attention and concentration which in turn leads to some academic difficulties. This shows that learners who are affected by anxiety during oral assessment activities may find it difficult to participate when oral assessment activities are conducted.

Cubukcu (2008) assert that anxiety is not experienced when second language learners' converse with native speakers. He also explains that speaking is a problem in the classroom atmosphere where the teacher is present. Thornbury (2012) states that achieving oral skills in the second language classroom is not an easy task. However, MacIntyre, Noels, and Clément (1997) asserts that psychological factors associated with oral assessment occur when learners are faced with the following situations: making mistakes; losing expression, experiencing criticism; and shyness.

The following quotes further reiterate the findings on the psychological factors affecting oral assessment.

Mrs Nodlula commented:

> *I have noticed that some learners are lazy to think in order to contribute in the group; they spend time making noise and playing just to get the attention of others. Some are afraid to express themselves in English since is not their mother tongue.*

Similarly, Mr Cele shared the same views as Mr Lunga when he pointed out the following:

> *During oral assessment I have noticed that some learners who are struggling to speak English become emotional for no reason. Instead of presenting, some will be fiddling and sucking their thumbs.*

Corroborating Mr Lunga's reply, Mrs Nodlula stated:

> *What I have noticed is that laziness is associated with fear to attempt to do activities, for example oral presentation in front of peers. I also group my learners because I know this will bear good fruits, although it is impossible to attend to learners on an individual basis because of overcrowded classes.*

Miss Cele asserted the following:

The majority of learners choose to be passive since they are afraid that they can't share any ideas, for example when oral group work is given.

Likewise, Mr Lunga said:

> *The laziness and shyness is [sic] also a negative factor which is affecting oral assessment and a large number of learners in one class makes it problematic to assess orals.*

The teachers also stated that during presentation time some learners were showing signs of fear and it was believed that it was associated with anxiety. The teachers further stated that oral assessment was conducted in English, which is a foreign language to learners. Therefore, learners faced challenges when required to speak in front of others. The learners felt embarrassed to use simple or broken English and remain worried about pronunciation during oral activities. Abu- Rabia (2004, p. 713) define anxiety as "fear, panic, and worry and emotional feeling." He further states that "the foreign language learner who is characterised as having anxiety is usually worried, physically insecure, and unable to engage in situational learning". This suggests that learners with oral assessment anxiety do not perform to their level best because they experience nervousness.

Dobson (2012) confirm that most teachers who conduct oral assessment activities will have learners with academic or social anxiety. Social anxiety can also affect learners'

educational performance during oral assessment. If a learner has social anxiety, the learner might not be able to complete group tasks or might not feel comfortable asking for help in the class. Therefore, teaching learner's self-regulation can reduce nervousness and increase academic performance (Boekaerts & Cascallar, 2006). Many, learners with oral incapacities frequently face more anxiety compared to other learners who are more confident (Nelson & Harwood, 2011).

Teachers also believe that the language barrier presented by English as an additional language is a contributing factor towards poor oral assessment achievement. In general, learners' participation requires many forms of actions such as speaking, listening, reading, writing, and body language (Rafiq, Ghazal, & Farooqi, 2007). Because oral participation is the most observable behaviour in a classroom, studies in the field of language have focused on the (Tson, 2005). Therefore, enlarged emphasis has been placed on learners' interaction or oral participation in the classroom (Ellis, 1988; Long, 1981; Swain, 1985). Some researchers portray it as a valuable strategy used by teachers to mediate learning, particularly in situations where learners (Ferguson, 2009) of learning and teaching . This suggests that, because oral assessment was conducted in English in the classrooms in the study site where English was practically a foreign language to the learners, this had a great impact on their oral abilities and hence the oral assessment.

The time and space for oral assessments refer to the locations and time needed in order to conduct oral activities. The next section illuminates these themes.

4.2.9 Time and space for oral assessment

The findings revealed that the teachers were conducting orals by following their respective schools' timetables in which time was allocated for English lessons. The teachers revealed that they assessed orals during their 'free' periods in order to complete assessments on time. This was done in order to ensure that all learners were assessed because it was impossible to finish the whole class within an hour. The teachers also indicated that they were facing challenges when oral assessments had to be conducted after recess because the learners would be tired. They further stated that they were facing the challenge of learners who were 'bunking' classes (i.e., playing

truant) especially after recess, which hindered the progress of oral assessment opportunities.

Mrs Nodlula asserted the following:

I follow the timetable when I am conducting oral assessment and I assess learners in the classroom.

Similarly, Mr Cele mentioned the following:

I follow the timetable to do oral assessment. Sometimes when I am not busy I use my free periods because I want to complete all the activities as prescribed by CAPS.

Likewise, Mr Lunga, said:

Sometimes the timetable is a challenge, especially when oral assessment is to be conducted after break time, as the majority of learners don't come back after break. This has been reported to parents in the form of a letter but we are not getting any responses.

The findings revealed that teachers were conducting oral assessment using their classrooms. A case study which was conducted by Khoza (2013) revealed that location is about where teachers are assessing and time is about when teachers are assessing, such as orals. The study further outlined that teachers assess their learners on campus using face-to-face contact by following a timetable. The current study revealed that teachers wanted oral assessment to take place within the suggested CAPS time frame; in order to do this, they sacrificed their free periods.

The teachers also spoke with one voice during the focus group discussion that learners' bad behaviour, for example tardiness and absenteeism, was a serious problem and parents did not support teachers in this regard. This shows that learners may fail oral assessment if they refrain from attending classes. Barton, Drake, Perez, Louis, and George (2004) states the parents are essential partners in the education process and therefore they should work in collaboration with schools. Essentially, parents play a vital role and should motivate their children by for example ensuring that their oral assessment outcomes are achieved. Therefore, if parents ignore written communications about their children's tardy behaviour and fail to take their children to task, teachers'

hands become tied and their best efforts to ensure a quality education for all learners are thwarted.

The findings also discovered that the time allocated by CAPS for oral assessment is inadequate as the teachers stated that they were prevented from completing all the prescribed activities due to insufficient time, particularly when they had to deal with large classes. These dedicated teachers compensated for this challenge by conducting oral assessment sessions using the periods that are usually set aside to complete their administrative tasks Richardson and Molka (2009) reiterate that spending less time on oral assessment compromises assessment practice. This suggests that the time allocations for subjects as entrenched in the CAPS document should be reviewed so that language teachers have sufficient time to comply with all curriculum requirements, particularly in the context of large classes where individual assessment of some oral activities is required. If you agree, just delete green and blue.

4.2.10 Teachers' oral assessment practices

The data based on the teachers' experiences of oral assessment indicated that they were assessing orals by following the CAPS document. The teachers indicated that they used a variety of assessment methods, for example formative assessment (also known as assessment for learning), and summative assessment and that they thus complied with the requirement for continuous assessment (Danilova, Uvarina, Sagitdinova, Amrenova, & Starkova, 2015). The teachers also highlighted that they wanted to assess both knowledge and levels of understanding even when learners were given simple topics to present. This was done particularly for informal assessment purposes when no marks were awarded. The teachers emphasised that informal assessment was done in order to prepare learners for formal assessment activities. They further indicated that classroom tasks and homework were also given whereby learners were asked to read a story at home in order to be assessed based on retelling the story in the form of a presentation. The teachers alleged that learners were given topics to research as homework so that they could summarize them for formal and informal oral assessment.

Mrs Nodlula, corroborating what Mrs Nodlula and Miss Thipe had said, stated the following:

> *When I want to check their level of understanding, I give them a simple topic and ask them to present. This has nothing to do with mark allocation; in other words, this is an informal assessment. Informal assessment will assist them to prepare themselves thoroughly.*

Likewise, Mr Lunga mentioned the following:

> *I give them classroom tasks as well as homework activities; for example, I want them to research about a topic or I want them to read a story at home, and when they come I ask them to summarize it and there are no marks allocated. This is an informal assessment practice.*

Similarly, Mr Cele stated:

> *Learners are given daily activities as well as homework not for promotional reasons but to check if they are ready for formal assessment which will be recorded and this is done by following CAPS. This is an example of formal assessment and marks obtained will appear on the report.*

Juwah (2004) emphasises that formative assessment can be carried out by peers as well as teachers. This is authenticated by Black and Wiliam (1998) when they assert that formative assessment incorporates all those activities assumed by teachers and/or by learners that provide evidence to be used as feedback. This feedback is used to modify the teaching and learning activities in which they are engaged (Schalkwyk, 2010). During the reflective activity and the group discussion, the teachers asserted that they assessed orals according to CAPS requirements which are that teachers should conduct two oral assessments per term in all four terms and only three summative oral assessments that count for marks.

Fuchs, Fuchs, and Stecker (2010) assert that formative assessment should be directed at individual learners' level because it measures how a particular learner is progressing in the instructional program and identifies where support may be needed within the curriculum. This indicates that formative assessment assists teachers in improving learners' achievement potential. Because formative assessment occurs at classroom level, it can reveal how many learners experience challenges in for example oral assessment. Therefore, when teachers discover that there are a number of learners who

are experiencing problems with a particular oral activity, perhaps the teacher needs to change the assessment methods and topics.

Mrs Nodlula stated:

> *I normally pair my learners and give them class work to do for oral communication. These activities are not recorded; they are done to improve their level of understanding orals.*

Corroborating what Mrs Nodlula had said, Miss Thipe indicated the following:

> *When I want to check their level of understanding, I give them simple topics and ask them to present. This has nothing to do with mark allocation; in other words, this is an informal assessment. Informal assessment will assist them to prepare themselves thoroughly.*

Likewise, Mr Lunga declared:

> *I give them classroom tasks as well as homework activities; for example, when I want them to research about a topic or I want them to read a story at home and when they come I ask them to summarise and there are no marks allocated.*

In the reflective activity responses, the semi-structured interviews and the focus group discussion, the teachers divulged that formal assessment was used in order to rank or test the knowledge of their learners. The teachers revealed that they conducted two oral activities per term and marks were allocated for those tasks as guided by CAPS. For oral assessment marks grades 10 & 11, CAPS requires THREE TASKS for marks: 1 activity (listening comprehension- 10 marks) in Term 1 (TASK 1), a prepared speech activity (20 marks) in term 2 (TASK 5), and a reading/conversation activity (20 marks) in term 3 (TASK 8) for formal or summative assessment for a total of 50 marks.

The activities may vary but the mark allocation requirements are correct as I gave them from CAPS composite mark sheet. If the teachers had stated that they assessed orals for marks for two oral activities per term, they may have done so in order to put themselves in a favourable light as they did not want to compromise themselves. After each activity, learners as well as their parents need to be notified about their performance. Research conducted by (Knight, 2002) suggests that summative assessment practices in secondary schools remain dominated by the measurement of learning outcomes. This is

supported by the study conducted by Evans (2011) on teachers, in which he asserts that assessment and field placement of learners are carried out by educators who are officially referred to as examiners.

The teachers gave their learners oral and written feedback against a checklist of pre-listed competencies. At the end of each oral assessment, the learners were awarded marks (Chetcuti & Buhagiar, 2014). What constitutes a pass or fail mark for an oral activity? In my experience pass or fail marks only apply at the end of the academic year when a learner has to achieve above a certain % for ALL English components in order to be promoted to the next grade. A child may get 0 out of 20 for the listening test but may still pass English at the end of the term or year. Cubric (2007) emphasises that formative assessment provides the information needed to regulate teaching and learning as they are taking place by informing teachers and learners about learners' understanding (or lack thereof) and teacher effectiveness at a point when timely adjustments can be made. Stiggins (2007) also concurs that formative assessment enhances learning.

The teachers indicated that they used formative oral assessment to allocate marks which were recorded for each term. They also pointed out that oral assessment was a practical test and that marks would be allocated from Term 1 to Term 3 as part of the continuous assessment (CASS) process. For promotion purposes, these marks were further added as a component to the written papers (Paper 1, Paper 2 and Paper 3) and the final year mark for EFAL would appear on a learner's report.

During the semi-structured interviews, the teachers stated that they conducted oral assessments by being guided by the CAPS document which specifies what and when to assess. This suggests that the CAPS curriculum is prescriptive because teachers do not have the autonomy to assess orals according to their knowledge and experience. This view is supported Ozturk (2011) by who posits that the professional independence of teachers should allow them to enhance assessment activities.

4.3 Chapter Summary

The intention of this chapter was to explore teachers' experiences of conducting EFAL oral assessment in grade 10. The findings that were presented in this chapter were arranged according to the themes that emerged from the data that were generated by a

reflective activity, one-on-one semi-structured interviews, and a focus group discussion. The chapter provided reasons for employing the chosen qualitative approach, research paradigm, research methodology and sampling methods. The data collection instruments and the data analysis processes were illuminated in this chapter. Moreover, the ethical considerations and the challenges and limitations that impacted the research inquiry were discussed (Bissessar, 2015).

The following chapter will present a summary of the findings and the recommendations that emerged from this research enquiry.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the report of the research enquiry by presenting a summary of the findings. The significance of the findings and recommendations based on the participating teachers' experiences of conducting EFAL oral assessments in grade 10

are offered. The chapter is concluded with recommendations for possible future research enquiries as well as general improvements of oral assessment strategies in EFAL.

5.2 Summary of the Study

The intention of the study was to explore teachers' experiences of conducting EFAL oral assessments in grade 10 in two township high schools. The study attempted to understand how teachers conducted oral assessment and what particular drivers motivated them to conduct activities for oral assessment. The study was outlined in five chapters that incorporated, amongst others, the background to the study, a review of related literature, information regarding the research methodology, and a discussion and evaluation of the findings pertaining to the data that had been generated.

5.2.1 Chapter one

This chapter introduced the study on teachers' experiences of conducting oral assessment in grade 10. The background of the study, the statement of the problem, the rationale for the study, and objectives of the study were presented. The aim of the study as well as the key research questions underpinning the study were highlighted. The last part of the chapter presented a concise overview of each chapter for the entire study. The chapter concluded by providing a summary of the all the chapters in the study.

The objectives of the study were outlined in section 1.6 as follows:

- To explore teachers' experiences of conducting EFAL oral assessment according to CAPS requirements in grade 10;

- To understand how grade 10 teachers assess EFAL orals in grade 10;

- To understand why teachers, have particular experiences of assessing EFAL orals in grade 10.

The objectives of the study were followed by the key research questions found in section 1.7. The study sought to answer the following questions:

- What are teachers' experiences of conducting EFAL oral assessment in grade 10?

- How do teachers conduct oral assessment?

- Why do grade 10 teachers have particular experiences of conducting oral assessment in grade 10?

5.2.2 Chapter two

This chapter provided an account of the views of different scholars nationally and internationally and outlined critical issues around teachers' experiences of oral assessment. In addition, the curricular spider web was elucidated as the conceptual framework that underpinned the study.

5.2.3 Chapter three

This chapter discussed, explained and justified the research design that had been selected for the study. A qualitative research design and a case study methodology were employed in the study. Data generation methods and the research paradigm used in the study were outlined. The data generation methods, which comprised a reflective activity, one-on-one semi- structured interviews and a focus group discussion were discussed. Additionally, sampling, ethical issues and the limitations of the study were examined.

5.2.4 Chapter four

This chapter presented and deliberated on the research findings based on the data that were generated from the participants in relation to the research topic. The researcher used literature from national and international sources as well as concepts from the curricular spider web as a conceptual framework to analyse the data and to evaluate the findings.

5.2.5 Chapter five

The findings of the study were discussed with reference to the concepts of the curricular spider web as the conceptual framework that underpinned the enquiry. The research questions pertaining to teachers' experiences of conducting EFAL oral assessment in grade10 were presented.

5.3 Rationale

Based on the reflections of the teachers pertaining to the rationale for oral assessment, it was revealed that they assessed orals using a 'synergy' of rationales. However, the teachers were challenged as they were uncertain of the rationale for oral assessment. This means that they were not aware that the rationale for oral assessment comprises three categories. This shortcoming was illuminated when some teachers failed to respond meaningfully to societal rationale as well as content reasons for conducting orals. With reference to content rationale, the teachers were expected to reveal how their knowledge, qualification and experience assisted them in conducting oral assessment; instead, they referred to the content to be followed when assessing orals. It seemed that the teachers were unsure of the rationale for assessing orals and how it impacted their oral assessment practices. The next section discusses the goals for oral assessment.

5. 4 Goals

The findings revealed that the teachers lacked understanding of oral assessment goals as they showed varying degrees of understanding these goals (aims, objectives and outcomes). For instance, instead of explaining the goals for oral assessment, they mentioned some learning outcomes of oral activities. This lack of understanding the goals of oral assessment seems to suggest that the teachers would fail to conduct orals according to assessment requirements, because when teachers fail to understand oral assessment goals, it means they lack grounded knowledge of assessment which may negatively impact the achievement of oral assessment goals. Moreover, if teachers are unsure of assessment goals, it suggests that they will also fail to inform their learners about the learning outcomes they need to acquire and this may result in poor oral assessment results.

The following theme discusses the content for assessing orals.

5.5 Oral Assessment Content

The findings revealed that the teachers were assessing orals by using content as prescribed by the CAPS curriculum. This was a clear indication that the teachers knew what they were expected to assess when conducting oral activities. Content knowledge includes knowledge of oral assessment, knowledge of the subject (i.e., English), and knowledge of its structures. It was also found that in order to conduct oral assessment appropriately, teachers need to assess prior knowledge by using baseline assessment.

The findings suggest that teachers should follow policy documents that determine what content to use and when (i.e., at what frequency) to assess oral activities. Therefore, it may be concluded that these assessment practices were unbiased and did not disadvantage the learners.

The following theme discusses activities for conducting oral assessment.

5.6 Activities for Conducting Oral Assessment

The findings revealed that the participating teachers used various activities but limited resources to conduct oral assessment. They used textbooks, newspapers and magazines. They further stated that learners were assessed on activities based on pre-reading skills, prepared and unprepared speech and role-play as well as various presentation skills such as voice projection, tone and pronunciation as prescribed by the CAPS document. The teachers also highlighted that assessment activities should be prepared in such a way that learners score good marks. The participants suggested that using a variety of activities for both formative and summative assessment purposes improved their oral assessment practice and produced excellent results. By listening to the participants, it became clear that they enjoyed using a variety of activities because this practice enhanced their oral assessment strategies.

The next section discusses the theme of teacher roles in assessing orals.

5.7 Multiple Teacher Roles

Based on the responses, it was revealed that teachers employed different teacher roles as they adopted a teacher-centred approach as well as learner-centred assessment methods. They employed these roles by following three stages for teaching and learning, namely the prior, actual and post stage of oral assessment presentations. For oral assessment tasks such as job interviews, they divided their learners into smaller groups which were easy to control. Therefore, it may be concluded that using multiple teacher roles is effective as an oral assessment strategy as it may assist learners with different oral capabilities. This suggests that when teachers act as facilitators of oral assessment, they promote self-learning, help learners to develop critical thinking skills, and promote the retention of knowledge that leads to self- actualization. When teachers act as instructors they provide guidance to learners and this assists them to take firm decisions.

The following theme that emerged was lack of resources for conducting oral assessment. The section below presents a discussion on this theme.

5.8 Lack of Resources for Oral Assessment

The findings indicated that the issue of resources had a huge impact on teachers' practices of conducting oral assessment. All the teachers were aware of the importance of using resources for oral activities but they were restricted in terms of their access to resources, predominantly by budgetary constraints. They used posters, wall charts, textbooks, magazines and newspapers to support and motivate their learners in terms of oral activities. Because resources were insufficient in the schools where they taught, they sometimes asked parents to donate old newspapers or magazines. The learners would use these resources to cut out pictures to augment their oral presentations. The frustration that was expressed by the teachers indicated that lack of resources hindered the progress of oral assessment to the extent that they had to ask for donations. Another theme that emerged related to the way in which learners were grouped for oral presentations and assessment, which is discussed in the next section.

5.9 Grouping Learners for Oral Assessment

The teachers indicated that they preferred grouping their learners for oral activities, mainly because of overcrowded classrooms which made it impossible for individual attention. A more positive reason for grouping was that this gave the learners the opportunity to share ideas on the oral task that they needed to perform. However, the teachers highlighted their frustration that some learners simply did not participate fully in the group. This seems to suggest that grouping learners for oral assessment has both challenges and positive results. Group work allows for discussions and the development of critical thinking and this makes learners learn more and remember what they have learnt. Generally, group work benefits learners because they are sometimes grouped based on mixed ability levels, which supports those learners who learn from peers.

The following theme that emerged was the psychological factors that affect oral participation and assessment, and it is discussed in the next section.

5.10 Psychological Factors Affecting Oral Assessment

The findings suggest that psychological factors were some of the most debilitating factors that learners were faced with during oral activities. The fact that oral assessment was conducted in English created frustration which resulted in learners' dislike of oral assessment or a lack of motivation and self-esteem to engage in oral activities. Because oral assessment is an essential part of a learners' promotion marks for EFAL, this finding suggests that teachers need to engage in tactful and creative strategies to encourage and motivate their learners to participate fully in oral activities. This seems to suggest that psychological factors were the result of many factors learners were faced with.

Time and space for oral activities emerged as another theme, which is discussed in the following section.

5.11 Time and Space as Factors Impacting Oral Assessment

The participating teachers conducted oral activities by following their respective schools' classroom timetables. The findings clearly revealed that the time allocated in the CAPS document for orals was insufficient because the teachers revealed that they assessed orals during their free periods in order to complete the assessment in time and to ensure that all learners were assessed because it was not easy to finish the whole class within an hour. The teachers also argued that that it was challenging to conduct oral activities after break time because learners were tired, or simply skipped class. This means that they faced the challenge of truancy, especially after break which hindered progress in terms oral improvement.

These findings have far-reaching implications not only for teachers, but particularly for policy developers and other role players, specifically parents. The time allocation for languages such as EFAL as entrenched in policy is clearly insufficient, particularly in schools where large classes and cramped space are the norm. The norm time for EFAL should therefore be addressed as a matter of urgency. Moreover, parents should take responsibility for the absenteeism of their children and should take them to task if they skip or miss classes unnecessarily.

The following section discusses teachers' oral assessment practices.

5.12   Teacher' Oral Assessment Practices

The findings indicated that the teachers were assessing orals by following the guidelines as contained in the CAPS document. Based on their training and experience, the teachers indicated that they used a variety of assessment methods, for example baseline assessment, formative assessment (also known as assessment for learning), and summative assessment as components of continuous assessment (Jowah, 2014). The teachers also highlighted that they wanted to assess knowledge and levels of understanding, which implies that they were familiar with the elements of Bloom's taxonomy. Informal (formative) assessment was used often without marks being awarded. The teachers emphasised that informal assessment was done in order to prepare learners for formal assessment tasks, which is a sound educational principle. They further indicated that classroom tasks and homework tasks were used to support oral activities, for example retelling of stories read at home in the form of a class presentation. The teachers also gave children topics for homework to research and summarises for formal and informal assessment. Conducting orals by following the guidelines in the EFAL policy document suggests that the teachers' oral assessment strategies were in line with curriculum requirements.

5.13 Suggestions for Further Research

Grounded on the overall findings of the study, the following suggestions are offered for further research:

- The literature review revealed a gap in the exploration of teachers' experiences of assessing orals, particularly in rural areas. Further research should be conducted in these areas with specific reference to investigations into the provision of resources and materials for the support of educational progress.

- The current study was unique in that it was conducted on oral assessment in a township setting. Moreover, three methods of data generation were used, namely a reflective activity, one-on-one semi-structured interviews, and group discussion. However, various other methods may be employed for data collection, such as observations and document analysis. By employing the latter method, for example, qualitative results of the impact of oral assessment on learners' potential for progression or retention could be investigated in order to augment qualitative data on this issue.

- There is a need for follow-up research to explore teachers' experiences of conducting oral assessment in grade 10 or other grades with specific attention to curriculum changes and or shortcomings.

5.14   Recommendations

5.14.1 Recommendation 1

The teachers were uncertain of the rationale to be used for oral assessment, as they used a 'synergy' of rationales. It is recommended that subject specialists ensure that cluster meetings as well as workshops are organised on a regular basis in order to improve teachers' oral assessment practices.

5.14.2 Recommendation 2

Teachers lacked understanding of oral assessment goals and they showed varying degrees of understanding oral assessment. For instance, instead of explaining goals for oral assessment, they mentioned learning outcomes for conducting oral assessment. Failing to differentiate between goals and learning outcomes of oral assessment suggests that the teachers would face challenges in conducting oral activities that address the learners' needs. It is therefore recommended that Heads of Department for EFAL visit classes when oral assessment is conducted to ensure that these challenges are addressed.

5.14.3 Recommendation 3

The teachers indicated that they used content rationale to assess orals, which implies that they knew which content to follow when conducting oral activities for assessment. Grounded knowledge, or content knowledge for oral assessment, indicates that the teachers were able to align content with the goals for oral assessment. It is suggested that officials from the Department of Basic Education maintain this through regular teacher development programs.

5.14.4 Recommendation 4

The teachers used multiple of roles when they conducted oral assessment. Their roles ranged from being facilitators to instructors and mentors. This was made possible by following the guidelines in the CAPS document. It is assumed that when teachers employ these multiple roles during oral activities, the needs of all the learners will be

accommodated. Therefore, it is recommended that all teachers be informed through workshops and similar in-service training sessions of the multiple roles of teachers, as this can produce good results.

5.14.5 Recommendation 5

The findings revealed that the lack of resources had a significant impact on teachers' practices of conducting oral assessment. It is important that resources be made available because a lack thereof makes it difficult for teachers to conduct oral assessment. The school management team (SMT) and the finance committee should ensure that resources are made available to teachers in time. They should buy these resources towards the end of each year to avoid unnecessary delays in January.

5.14.6 Recommendation 6

The teachers were faced with multiple challenges in their efforts to implement the requirements for the oral curriculum, and these multiple problems were shortages of resources and overcrowded classes. This resulted in teachers grouping their learners or not finishing oral activities and assessment during allocated lesson hours. Therefore, before admitting new learners, the school management team should take into consideration the issue of floor space as well as the number of teachers within the school. Another recommendation that relates to this issue is that policy makers review the norm time for languages as a matter of urgency.

5.14.7 Recommendation 7

The findings revealed that grouping learners did ensure just and fair oral assessment practices in all instances. Most importantly, individual attention to learners was hindered because of overcrowded classes. Conducting orals in English was a challenge because learners showed negative psychological behaviours such as fear and anxiety and they often skipped classes. The learners should therefore be informed about the importance or oral assessment and they should be motivated in terms of how they can benefit from oral activities.

5.14.8 Recommendation 8

The teachers indicated that they were assessing orals in time slots that were made available by following their respective school timetables. They further stated that they

sometimes sacrificed their free periods to assess orals. Therefore, the time allocated for languages should take into consideration the time required for oral assessment and should therefore be revisited when the school timetable is compiled. Of necessity, policy directed norm times for all subjects need to be adhered to, which implies that additional time for language orals should be applied based on innovative decisions by the school management team.

I considered this recommendation in terms of policy directed norm times for ALL subjects from which schools may not deviate. School management teams are visited by Department officials who check that the school timetable is in line with norm times. (They did this at our school). So a school may not just add time to a subject… Clever strategies may be employed, but it will always affect the time for other subjects.

5.14.9 Recommendation 9

The findings revealed that teachers were assessing orals through obtaining guidance from CAPS policy documents. A diversity of assessment approaches were used to assess orals.

Teachers should be encouraged to use different assessment methods during oral assessment practices.

5.15 Chapter Summary

The chapter presented a detailed outline of the study and offered conclusions and recommendations. After drawing conclusion from the findings which were linked to the critical research questions, recommendations were made. Suggestions for further research were also presented. It is believed that the recommendations offered in light of the study findings have elucidated the various areas that can be utilised and implemented to improve oral practices in EFAL. It is finally argued that, because this study illuminated a comprehensive understanding of teachers' experiences of conducting oral assessments in EFAL in grade 10, policy makers and educational experts will take the recommendations on board for the benefit of the many learners whose future is in their hands.

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Annexure A

> PO Box 23
>
> Port Edward
>
> 4295
>
> 27 May 2015

The Principal

Velaphi Secondary School

Private Bag X 445

Kwa Mashu

4360

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT STUDY IN YOUR SCHOOL.

My name is Nokuthula Purity Baleni. I am a Curriculum MED candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in learning about *Exploring Teachers' Experiences of Conducting Oral Assessment in Grade 10 in the Curriculum and Assessment Policy Statement.*

I have chosen the school for convenience in generating data and I anticipate the following participants to form a sample for this study: four teachers who are teaching English FAL Grade 10 in your school in order to conduct my study.

I will ensure minimal use of time, about thirty minutes for the interviews during break or after school because I do not want to disturb the school functionality. I will also ask for permission to utilize a Tape recorder when interviewing participants. Names of the teachers will not be mentioned to any of the data generated. In this way pseudonyms for all the participants and for the school will be used, and will under no circumstances be revealed without your permission. There will be no benefits that the participants may receive as part of their participation in this research. Participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves. There will be no information given by participants that can be used against them, and the generated data will be used for the purposes of this research only. Data will be stored in secure storage and will be destroyed after five years.

I would like to assure you that information gathered will be treated with utmost confidentiality. I am bound by ethical standard of conducting research not to reveal any information gathered, furthermore the dignity, privacy and interest of the participants will be respected.

Thank you for considering my request.

I can be contacted at:

Email: mathulie@webmail.co.za

Cell: 0731488099

My supervisor is Makhosazana Shoba who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: Shobam@ukzn.ac.za   Phone number: +27312603688.

Discipline Co-ordinator is Dr. LR Maharajh,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) 0312602470 (Cell) 0822022524, Email: narsiahi@ukzn.ac.za.

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I……………………………………………………………………. (Full names of principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I desire.

SIGNATURE OF THE PRINCIPAL   DATE

……………………………………   …………………………………

Annexure B (Participant Letter)

<div align="right">

Curriculum Studies, School of Education, College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus

27 May 2015

</div>

Dear Participant

<div align="center">

INFORMED CONSENT LETTER

</div>

My name is Nokuthula Purity Baleni and I am a Masters student at the School of Education, University of Kwa Zulu Natal Edgewood Campus in South Africa. I plan to undertake a study titled: ***Teachers experiences towards oral assessments in English First Additional language (FAL) in a school in Durban Pinetown district.*** I hereby request permission to

conduct a study at Velaphi Secondary School. The participants will be teachers from the above mentioned school. They will be required to participate in semi structured interviews (one to one), reflective activity and focus group semi structured interviews that are expected to last between 60 and 120 minutes in approximately two sessions.

.Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;

My supervisor is Miss M Shoba who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: (Tel) 031 2603688, Email: shobam@ukzn.ac.za

Discipline Co-ordinator is Dr. LR Maharajh,
Curriculum Studies, School of Education,
Edgewood College, University of KwaZulu-Natal
(Tel) 0312602470 (Cell) 0822022524, Email: maharajhlr@ukzn.ac.za

You may also contact the Research Office through:

Ms Phumelele Ximba

HSSREC Research Office,

Tel. 031 260 3587, Email: ximbap@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I……………………………………………………………………… (full names of
participant) hereby confirm that I understand the contents of this document and the
nature of the research project, and I consent to participating in the research project.
I understand that I am at liberty to withdraw from the project at any time, should I so
desire.

SIGNATURE OF PARTICIPANT   DATE

………………………………….   …………………………………

UNIVERSITY OF ™
KWAZULU-NATAL

**INYUVESI
YAKWAZULU-NATALI**

11 November 2016

Mrs Nokuthula Purity Baleni 210549765
School of Education
Edgewood Campus

Dear Mrs Baleni

Protocol reference number: HSS/1916/016M
Project Title: Exploring teachers' experiences of conducting oral assessment in English First Additional Language
(EFAL) in Curriculum and Policy Satement (CAPS) in Grade 10 from two schools in Pinetown District

Full Approval – Expedited Application
In response to your application received 4 November 2016, the Humanities & Social Sciences Research Ethics Committee
has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form,
Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through
the amendment /modification prior to its implementation. In case you have further queries, please quote the above
reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification
must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Makhosazane Shoba
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
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Enquiries: Nomangisi Ngubane	Tel: 033 392 1004	Ref.:2/4/8/474

Ms NP Baleni
PO Box 23
PORT EDWARD
4295

Dear Ms Baleni

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING GRADE TEN TEACHERS EXPERIENCES TOWARDS ORAL ASSESSMENTS IN INTENDED FAL CURRICULUM AT A SCHOOL IN DURBAN",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 20 July 2015 to 31 August 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Velaphi Secondary School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 14 July 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION
POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

Reflective Activity   **Anneture: E**

1. Why are they assessing orals?

   _____

   _____

2. Towards which goals are they assessing?

   _____

   _____

   _____

3. What are they assessing?

   _____

   _____

   _____

4. How are they assessing?

5. How is the teacher facilitating assessment?

6. With what are they assessing?

7. With whom are they assessing?

8. Where are they assessing?

   _____

   _____

9. When are they assessing?

10. How is their learning assessed?

    _____

    _____

1. What are teacher's experiences of assessing orals in grade 10?

2. Are those experiences good /bad? Why? Please elaborate.

3. What has been the difficult /easy aspects (if any), of assessing orals in grade 10.

4. As an English teacher towards which goals are you assessing orals?

5. How do teachers assess orals? Please elaborate.

6. What are the assessing aids (if any) do you use to assess orals.

7. With what are they assessing orals?

8. With whom are they assessing orals?

9. When and where are they assessing

10. Are there any challenges of assessing orals? Please elaborate.

Focus Group Interviews   **Annexure: G**

1. **Rationale for oral assessment**

   Why are you assessing orals in the CAPS?

2 **Aims, objectives and learning outcomes**

  Towards which goals are you assessing orals in the CAPS?

3.   **Oral assessment content**

   What content are you teaching in fractions in the CAPS?

4.   **Assessment activities for oral assessment**

   Which activities are you using to assess orals in CAPS?

5   **Teacher role during oral assessment**

   How do you facilitate oral assessment in the CAPS?)

6.   **Materials and resources for oral assessment**

   With what are you assessing orals in the CAPS?)

 7.   **Grouping learners for oral assessment**

   How do you group your learners when assessing orals in CAPS?)

8.   **Location for oral assessment**

   Where and when are you assessing orals in CAPS?)

  9. **Oral Assessment**

   How do you assess learners in orals in the CAPS?

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ANNEXURE H

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Turnitin Originality Report

Dissertation submission 2016   by Nokuthula Baleni

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