

**EXPLORING EFAL TEACHERS' IMPLEMENTATION OF AUTHENTIC
ASSESSMENT IN SELECTED RAMMOLUTSI SECONDARY SCHOOLS**

by

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DECLARATION

I, Keabetswe Gabriel Tlhabanelo (student number 2012193138), declare that the dissertation "Exploring EFAL Teachers' Implementation of Authentic Assessment in Selected Rammolutsi Secondary Schools" submitted for the qualification of Masters in Education at the University of the Free State is my own independent work. All the references that I have used have been indicated and acknowledged by means of complete references. I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.



DATE

.....
K.G. Tlhabanelo (Mr)

SIGNED

DEDICATION

In dedicating this study to my late mother, Emily Selloane Tlhabanelo, is a token of my appreciation (1968-2013). I will always love you.

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First and foremost, I call out to the Almighty God for His spiritual inspiration that enabled me to complete my Master's degree and to the Roman Catholic Church for always being there for me with her sacred Sacraments.

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ABSTRACT

This study explored how EFAL teachers from Rammolutsi secondary schools in Fezile Dabi district employed authentic assessment. Purposive sampling was used in this qualitative case study of six EFAL teachers. Open-ended semi-structured interviews with six teachers were employed to generate data. Thematic analysis was undertaken to determine themes and subthemes. The findings reveal that EFAL secondary school teachers experience numerous problems when implementing authentic assessment due to a lack of guidelines. This study provided some insights into the preparations and use of authentic assessment as part of their teaching and learning process. Guided by the conceptual framework according to Hargreaves, Earl and Schimdt (2002), the study's findings reveal that AA significantly increased teachers' academic achievement and attitude toward educational measurement. Additionally, it is an approach that can serve to forge cooperation between theory and practice, which is a major problem in the field of teacher training in South Africa. Based on these findings, AA procedures can be integrated into teacher education as much as possible. Seminars, workshops, and courses can be organised to help teachers understand and use AA. Future research on it for other levels of education is possible. Future research could look into learners' viewpoints to see how AA aids their learning. Studies on the effects of AA on various dependent variables are possible.

Keywords: Authentic Assessment; English First Additional Language; Teachers

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LIST OF ABBREVIATIONS/ACRONYMS

AA	Authentic Assessment
AAR	Alternative Assessment Reform
AoL	Assessment of learning
CAPS	Curriculum Assessment Policy Statement
CF	Corrective Feedback
DBE	Department of Basic Education
DoE	Department of Education
EFAL	English First Additional Language
ERM	External Review Team
ESL	English Second Language
FAL	First Additional Language
FSDoE	Free State Department of Education
HL	Home Language
HOTS	Higher Order Thinking Skills
L2	Second Language
LER	Learner Educator Ratio
LoLT	Language of Learning and Teaching
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
SLA	Second Language Acquisition
SMT	School Management Team

TA

Thematic Analysis

WCF

Written Corrective Feedback

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 BACKGROUND OF THE STUDY

According to recent studies (Al-Zoubi, 2021; Zhang, 2020), higher education is under societal scrutiny in terms of the expected competencies of trained teachers. The emphasis on rote memorising of factual and procedural knowledge increasingly fails to equip learners for real-world tasks and to meet the needs of employment. Too much emphasis on correct responses has resulted in learners' low involvement in class. As a result, learners continue to acquire knowledge passively. These difficulties necessitate a change away from passive learning and toward more complicated, comprehensive, and involved learning. It should be mentioned that the field of education is actively pursuing improvements, in the same way as assessment is an essential component of the educational process. Authentic Assessment (AA) provides information on how learners master skills and knowledge. AA methodologies and technologies are increasingly being used in English First Language (EFL) classes. This could be owing to the advantages that this type of assessment holds for both educators and learners. The authentic assessment (AA) methodologies and tools examine learners' abilities to utilise English in real-life scenarios by simulating real-world communication contexts and situations outside of the classroom. AA is a diagnostic technique that is used continually over time. Furthermore, AA is learner centred. This increases learners' engagement in their learning and offers them a sense of control over their own learning (Richards & Renandya, 2002). Too much pursuit of accurate responses has inevitably resulted in the learners' limited engagement in class.

As a result, learners will increasingly passively acquire knowledge. These difficulties necessitate a mind shift away from passive learning and toward active learning. Assessment provides information on how learners master skills and knowledge. Brown, Bull and Pendlebury (1997) state that "if you want to improve student learning, modify the techniques of assessment". Consequently, a range of alternative

assessments has emerged, with AA becoming increasingly widespread and popular in the educational sphere.

In this regard, many school districts began to respond to the expectation of finding alternative assessment methods. There may still be substantial hurdles and corresponding techniques used throughout deployment. It is recognised that adequate conceptualisation of the principles of authenticity and the characteristics of AA are required to guide and develop a task design and assessment model. Apart from that, there are two more critical criteria derived from South Africa's previous experience with regard to the transition to AA. Firstly, without substantial support from the educational environment, transformation will be considerably difficult. Secondly, teachers' conceptions of AA are also required. The emphasis is on their acceptance and even professional skill of conducting AA (Fauzi, 2020:2).

1.2 STATEMENT OF THE PROBLEM

The section above portrays a picture of an apparent lack of content knowledge among the teachers of what AA entails and its implementation in teaching EFAL. Another factor is that teachers remain elusive from using AA as they find them impractical, unclear and complicated. In addition to that, teachers seem to shy away from using AA as they seemingly find them impractical, unclear and complicated. The situation is further exacerbated by untimely feedback provided by teachers in overcrowded classrooms. The study highlighted the need to use AA in the teaching and learning environment in order to enhance learning.

1.3 AIM AND OBJECTIVES OF THE STUDY

The main research question is formulated in this way:

How do the EFAL teachers in the secondary schools of Rammolutsi in the Fezile Dabi district implement authentic assessment?

1.3.1 Subsidiary research questions

1. How can authentic assessment be conceptualised in the South African context?
2. What challenges do EFAL teachers in Rammolutsi secondary schools in the FezileDabi district face when implementing authentic assessment?
3. How do EFAL teachers in Rammolutsi secondary schools in the FezileDabi district presently implement authentic assessments?
4. What suggestions can be advanced to promote the implementation of authentic assessments in EFAL classrooms?

1.3.2 Research aim

The aim of this study was to explore how South African secondary school teachers in Rammolutsi in the Fezile Dabi district use authentic assessment in teaching EFAL.

1.3.3 Research objectives

1. To conceptualise authentic assessments in the South African context.
2. To identify the challenges faced by EFAL teachers in Rammolutsi secondary schools in the Fezile Dabi district when implementing authentic assessments.
3. To determine how teachers in Rammolutsi secondary schools in the Fezile Dabi district use authentic assessments in teaching EFAL.
4. To propose new and recommended strategies for implementing authentic assessment in the teaching of EFAL.

1.4 CONCEPTUAL FRAMEWORK

This study explored the challenges pertaining to the use of AA and its impact on teaching and learning. Hargreaves, Earl and Schmidt's model (2002) was adopted as the conceptual framework, which emphasise evaluation procedures and how those procedures influence teachers' assessments methods.

1.5 RESEARCH DESIGN AND METHODOLOGY

A qualitative research approach was used to collect data, which entails describing and analysing current events, conditions, or situations in terms of how humans make sense of the world (Moleong, 2014:7). Flick (2014:542) adds that qualitative researchers are interested in examining “subjective meaning or the social production of topics, events, or practices through the collection of non-standardised data and the analysis of texts and images rather than numbers and statistics. The advantage of utilising a qualitative technique in my study was that it was useful in generating a dense and rich account of how the teachers in Rammolutsi secondary schools in the Fezile Dabi district feel and what they experience when they implement AA.

1.5.1 Sampling

Six EFAL secondary school teachers from Rammolutsi, Fezile Dabi District, were selected to take part in the study because of their knowledge and experience in teaching the subject. Hancock and Algozinne (2017:29) define sampling as “a relatively small number of persons chosen from the population for the purposes of examination; such individuals are referred to as ‘participants’ in the context of a study”. This is significant because, in qualitative research, participants are selected based on certain experiences or characteristics that may lead to a deeper understanding of the phenomena being examined. Purposive sampling was used to select the participants for this study because it is flexible and purposeful, offering rich information on the topic under study (Hennink, 2011).

1.5.2 Data collection methods

Semi-structured interviews were employed in this study to collect data from participants by means of interviews to collect data from the Rammolutsi secondary schools EFAL teachers with regard to their behaviours and experiences in implementing AA. Fisher (2012:69) states that interviews are often used to gather primary data from individuals regarding their practices, beliefs and also their opinions. With regards to personal interviews, an advantage of having direct contact

between the interviewees and the interviewer exists. The latter helps in eradicating non-responsive rates by using prompts. By the use of semi-structured interviews, the researcher thrived to gather teachers' knowledge of authentic assessment, how it can be conceptualised in the South African context and what suggestions can be advanced to promote the implementation of authentic assessments in the EFAL classrooms. However, it necessitated that an interviewer develops the skills essential to carry out an interview successfully (DeJoy, Wilson, Vandenberg, McGrath-Higgins & Griffin-Blake, 2010).

1.5.3 Data analysis

Data was analysed thematically as the researcher detected and interpreted emerging patterns of meaning (themes) while being consistent with the data obtained (Braun & Clarke, 2017; Alhojailan & Ibrahim, 2012:45). Thematic analysis (TA) was appropriate since it offered simple and methodical techniques for generating codes and themes from qualitative data led by the research question. The goal of TA is to discover and analyse essential elements of the data, led by the research question, rather than simply describe the data content. Furthermore, Alhojailan and Ibrahim (2012:45) state that successful qualitative research must be able to develop interpretations while being consistent with the data obtained. Keeping this in mind, TA can detect and identify, for example, characteristics or variables that influence any issue generated by the participants. As a result, the interpretations of the six EFAL teachers from Rammolutsi secondary schools, who participated in the study, were important in providing relevant explanations for their behaviours, activities, and ideas in using AA in the teaching and learning environments. When the study's goal is to understand any individual's existing practices, TA may be appropriate. In the context of this study, TA was utilised to better understand the teachers' use of authentic assessment in EFAL classes. TA produces and presents the data more effectively and accurately by gathering data using diverse instruments (e.g., interviews on one research) with participants in different contexts (Braun & Clarke, 2017).

1.6 SIGNIFICANCE OF THE STUDY

The importance of the study lies in the hope of developing critical and reflective teachers, who will be able to design creative classroom assessment tasks to enhance learning and mastery of 21st-century competencies. The findings will benefit not only the teachers from the schools where the research was done, but also the teachers from the surrounding secondary schools of Rammolutsi in the Fezile Dabi district. It is hoped that teachers will also be aware that AA demonstrates the application of learners' specific abilities and judgment, and focuses more on problem-solving, comprehension, critical thinking, reasoning, and meta-cognition (Koh, 2017). It is believed that the research findings will benefit the Department of Education, policymakers, curriculum designers and other stakeholders to modify and/or adjust EFAL teaching and assessment in secondary schools.

1.7 LAYOUT OF THE CHAPTERS

The five chapters are divided in this way:

The first chapter provides the research problem and summarises the objective and aims, as well as the significance of the study. It also described the conceptual framework under which the study was conducted and the methodology used in this chapter.

The second chapter reviews existing literature on the rationale for teaching EFAL as a subject and how it links with the implementation of authentic assessment. It presents the conceptual framework that will guide the research. It reviews the literature. It also explores some of the existing literature that was deemed relevant to this study.

The current study's research design is described in chapter three. It includes a section on methodology, paradigmatic viewpoints, sampling, data-gathering devices and data analysis. The issue of ethics also received consideration.

Chapter four presents how data was analysed and what findings were reached as well as the themes that were developed as a product of the analysis of data.

Chapter five discusses the findings, conclusions and recommendations with regard to how EFAL teachers implement authentic assessment.

1.8 CONCLUSION

This chapter discussed the rationale and the background of the study, the statement of the problem, and the research questions, which integrated the objectives and significance of the study. It also provided a brief discussion of the research question and the research methodology used to answer the research question. Additionally, it touched on the theoretical framework of the study, which is responsible for defining and presenting some of the relevant concepts applied to authentic assessment. After providing the study's background information in Chapter 1, the following section, Chapter 2, focuses on the literature review that is relevant to the current study to position the study within the context of similar research studies by enriching and validating it.

CHAPTER TWO

AUTHENTIC ASSESSMENT IN TEACHING EFAL

2.1 INTRODUCTION

This chapter provides discussions on key concepts such as AA and EFAL and other concepts related to them in terms of how they manifest in the teaching and learning environment. The focus also falls on their rationale and challenges related to using AA in the teaching of EFAL. In addition, feedback, as a critical aspect in assessment, is discussed. There is a discussion on the theory of Social Constructivism, as it guides the study.

2.2 UNDERSTANDING AUTHENTIC ASSESSMENT

The concept 'authentic assessment' (AA) is receiving much interest in the education field. Authenticity is an important feature of assessment design that promotes learning. Klu, Wornyo and Motlhaka (2018:3) define authentic learning as learning by solving real-world problems. According to Wiggins (1989), authentic assessment is an approach to evaluating students' learning that calls for them to use the information and skills needed to complete a task in a real-world setting or a simulacrum of a real-world setting. In support of the latter statement, Swaffield (2013) maintains that AA allows learners to take part in the evaluation process. This type of assessment places them in the context of real-world tasks, which can put learners in a thinking frame of mind and inspire them to reflect on themselves. As a result, learners' roles change from being consumers of knowledge to being creators of knowledge. According to Keeling's theory (2013), authentic assessment can give learners a nearly real-life experience where they can hone abilities like critical thinking and interpersonal communication.

There is evidence that AA improves learning, problem-solving skills, autonomy, motivation, self-regulation, and meta-cognition, features highly associated with employability (Herrera-Seda, Bruna, Bruna, & Bloxham, 2017). The goal of AA, according to Koh (2017), is to offer learners with abundant opportunities to engage in

authentic tasks in order to build, utilise and extend their knowledge and higher-order thinking skills. According to Ortega and Minchala (2017), incorporating AA into EFAL teaching and learning increases the likelihood of teachers obtaining a more holistic picture of what their learners know and can perform over the course of teaching. Based on Ortega and Minchala (2017), assessments must be suitable, authentic and transparent, which necessitates learners to be aware of the evaluation criteria ahead of time. When teachers assess learners' progress, it is suggested that they utilise assessment approaches that best match the current learning scenario (Ortega & Minchala, 2017).

Minchala and Ortega (2017:19) discovered that teachers avoid employing AA in their teaching because they view the use of these assessments to be a difficult and confusing process. According to Anderson (2020:17), teachers still lack understanding about how to implement and use AA in their classrooms. As per Saputri, Nurkamto and Wahyuni (2018:3), authentic evaluations are necessary for the teaching and learning process because they help learners become more engaged and enthusiastic, which enhances their ability to learn more in the future. However, Julius (2017) revealed that in South Africa, teachers employ authentic assessments in a hurry for the sake of compliance and to show their individual subject advisors that the work has been completed, but they do not follow the necessary approach. In her study, Julius (2017:5) indicates that teachers' concept of authentic assessment is not always utilised in their English language teaching due to a variety of reasons. Large classes, limited teaching time, and the administrative burden are among the issues. She further remarked that this contradicts the Curriculum and Assessment Policy Statement (CAPS) recommendations because teachers are not able to provide the necessary scaffolding in order that learners can acquire the self-regulation abilities required to become autonomous (DBE, 2011).

Similarly, an earlier study by Moya and O'Malley (1994) revealed that AA continues to be a dilemma in actual classroom practice. On the same issue, Brown (2010) also recognised variables that contribute to the problem, such as the perceived unlikeliest and inaccuracy of AA methods, teachers' and learners' lack of familiarity with this type of evaluation and the significant amount of time and money that must be

invested. Murphy, Fox, Freeman and Hughes (2017) add to the scenario issues such as resistance from institutional authorities and stakeholders, a lack of motivation and funding, and documented degrees of subjectivity in how these evaluations are carried out. It is against this background that the researcher has embarked on this study to propose creative methods and techniques for how teachers can use AA more appropriately and effectively.

2.2.1 Using AA in teaching EFAL

CAPS for EFAL in South Africa indicates the necessity to apply AA in the learning environment, consistent with global trends (DBE, 2011). According to Al-Zoubi (2021) and Zhang (2020), assessing learners through authentic assessments should play a vital role in English Second Language (ESL). In South African public schools, English is predominantly taught at two levels, namely, Home Language (HL) and First Additional Language (FAL).

Some South African learners qualify to learn EFAL as a second language. The reason is that some learners do not necessarily have any knowledge of English when they start school in the Foundation Phase (DBE, 2011). Furthermore, it is recommended that the focus in the first few years of school is on strengthening learners' ability to understand and speak EFAL, particularly in terms of basic interpersonal communication skills. In Grades 2 and 3, for example, learners begin to construct literacy on an oral basis (DBE, 2011). From this perspective, EFAL is the first language a learner learns when they arrive at school or the second language after their native language. In reality, EFAL is one of the key subjects in South Africa, aimed at developing the four basic language skills (DBE, 2011).

2.3 WHAT IS ENGLISH FIRST ADDITIONAL LANGUAGE?

CAPS (DBE, 2011) defines Home Language (HL) as the first language learned by learners, while FAL is the language learned in addition to one's HL. Therefore, EFAL, similar to other FALs, is presented as a level 2 language. This level presupposes that Foundation Phase learners, who are non-English speakers, begin

school without any prior knowledge of English. At the Foundation Phase, the emphasis is on developing learners' basic interpersonal communication skills (DBE, 2011). Malebese (2019:5) claims that EFAL is introduced in the Intermediate Phase in Grade 4 as the language of learning and teaching (LoLT). At Intermediate and Senior Phases, the majority of learners learn through English with greater emphasis on developing the learners' thinking and reasoning skills in addition to other language skills. National Education Policy Investigation (NEPI) Report on language supports the notion that a language acquired or mastered after some proficiency in a first language is not usually employed in the learner's home, but it is in the larger society in which the learner resides (Zano, 2019).

For the majority of learners in South African schools, EFAL remains the medium through which they attain literacy in school and English remains the major language of access to education. This happens in spite of the fact few people speak English as their first language (Lemmer & Van Wyk, 2010, as cited in Olifant, Cekiso, & Rautenbach, 2019).

2.3.1 The rationale for teaching EFAL as a subject

Language and learning are inextricably linked to the point that knowledge cannot be produced without using language. EFAL is essential in education since it can create possibilities to open doors to employment opportunities and encourage economic equity (Zano, 2019). Teaching EFAL is as important as teaching other subjects and serves as a foundation for learning other school subjects. Teaching EFAL helps in establishing the worth of English for its speakers and of those speakers of other languages as well as maintaining its socio-cultural value and communicating their identity, culture, legacy and cognitive value. Makhwathana (2015) posits that being proficient in English can provide learners with a significant advantage in school and at work, boosting the child's chances of success in life. Being consistent with Alexander (2013 as cited in Zano, 2019), there is an assertion that the economic value of a language refers to the amount to which it makes it simpler to find a job and engage in labour market output and for social transformation.

2.4 CHALLENGES RELATED TO TEACHING EFAL

The EFAL teachers, like other teachers, face many challenges, which sadly lead to poor academic performance. One of the challenges that teachers face is the learners' inability to listen and discriminate between sounds and to pronounce words and speak fluently. This challenge retards the learners' progress in developing basic language skills and in acquiring fluency and accuracy. When this happens, learners become apprehensive and develop low self-esteem (Malebese, 2019; Makhwathana, 2015). According to Fesi and Mncube (2021), inadequately trained teachers in dysfunctional schools also contribute significantly to the challenges with teaching EFAL.

Despite a fairly progressive Language in Education Policy, Shinga and Pillay (2021) note that EFAL teachers become anxious when using code-switching in order to scaffold learning, in fear that they may be violating the official language policy and what the curriculum specialists or the DBE present to them as best classroom practice. For example, studies by Chaudron (1988) and Wong-Fillmore (1985) (cited in Shinga & Pillay, 2021) portray code-switching as a barrier to successful learning. They argue that it encourages reliance on code-switching, thus reducing learners' exposure to English and hindering their familiarity with English and its terminology. According to Shinga and Pillay (2021:1), code-switching is thought to negatively influence learners' communication skills in English and to allow learners to make mistakes without even realising it. Furthermore, the use of code-switching in the teaching of EFAL has been shown to reduce learners' motivation to learn English and to cause learners to fail to guess and infer in their new linguistic settings.

2.5 UNDERSTANDING ASSESSMENT

In teaching EFAL, teachers need to be well conversant with how they assess the learners. Assessment is an important component in teaching and learning. Sukenti, Tambak and Charlina (2020:4) define assessment as a process of gaining information about the learners' performance in order to determine their strengths and weaknesses. The information obtained helps teachers and learners to plan how to improve performance. Assessment must be fair and objective. Teachers must

conduct assessments that have clear criteria and are carried out in the right conditions and with the right instruments, so that learners' achievements can be shown as they are. Teachers must utilise several classroom assessment approaches to evaluate the learners' performance or focus on quality evaluation. Quality education is one of the most difficult parts of schooling to examine. Since assessment is an essential part of any learning process, Gipps (1994, cited in Alsaadi, 2021) has demonstrated that it supports teaching and learning, provides information about learners, teachers, and schools, and acts as a selection and certifying device as an accountability procedure.

When EFAL teachers use novel assessment approaches in teaching, there are possibilities of curriculum adjustment and of teaching methodologies (Alsaadi, 2021). This confirms the statement by Bashir, Karim and Akram (2020) that assessment requires a considerable percentage of a teacher's professional time and energy to support and improve learning.

2.6 TYPES OF ASSESSMENT

The next section discusses the two main types of assessments, namely, formative and summative and how they impact on the teaching of EFAL.

2.6.1 Formative assessment

Teaching EFAL requires teachers to make use of formative assessment, by virtue of being a component of the instructional process (Garrison & Ehringhaus, 2011). This type of assessment is defined as a combination of teacher evaluation feedback, self-assessment, and peer assessment that can be collected and used to alter learners' present learning methods and topics (Tien, Ahn, Luong, Ngoc & Vuong, 2020). Furthermore, the authors argue that formative assessment is continuous assessment, reviews, and observations in the classroom. According to Fisher and Frey (2007, as cited in Tien et al., 2020), EFAL teachers employ formative assessment to ensure that learners actively participate in all class activities to help them meet their learning objectives depending on various types of feedback. It is

often assumed that learners' abilities can be demonstrated during the learning process, allowing both teachers and students to change their activities to achieve the goals depending on feedback. EFAL teachers must consider the importance of formative assessment as critical, especially as it encourages learners to demonstrate their natural abilities and to govern their learning process in order to achieve higher levels of performance (Tien et al., 2020). When EFAL teachers employ formative assessment, it enhances learners' understanding of the content presented in class and can thus point to areas of improvement. Consequently, formative assessments help EFAL teachers to create interventions that help learners learn better (Bashir et al., 2020). In this case, formative assessment is a means of providing learners with feedback and meaningful information about their level of understanding of the content knowledge they learned and thus allowing them to forecast the outcome and guide their efforts, leading to self-regulated learning (Vicente, Escuder, Puig, & López, 2021).

Although formative assessment procedures can take many forms, there are several key differences between them and summative assessment. According to Bashir et al. (2020), one distinction of formative assessment is "practice" in terms of providing ample opportunities for learners to practice.

2.6.2 Summative assessment

The teachers must take cognisance of the importance of summative assessment in teaching EFAL. Summative assessments are defined as "cumulative evaluations that aim to capture what a learner has learned, or the quality of the learning, and judge performance against specified standards" (Saeed, Tahir & Latif, 2018:117). Contrary to formative assessment, EFAL teachers can conduct summative assessments at the end of the term in the form of examinations and formal tests (Dixson & Worrell, 2016).

According to Vicente et al. (2021:4), summative assessments are confirmations of learners' performance based on what they learned throughout the term. Table 2.1 below summarises the difference between Formative and Summative Assessment (Teaching Excellence, 2020).

Table 2.1: Differences between Formative and Summative Assessment

Formative vs. Summative Assessment

Formative Assessment	Summative assessment
monitors student learning	evaluates student learning
a process of assessment	a product of assessment
takes place during learning	takes place after learning
used by students and teachers	used by teachers
not graded (or low stakes)	always graded

It is important that EFAL teachers are fully conversant with the two types of assessments. This information is crucial in planning the teaching and learning activities of the learning and in planning for assessment throughout the year.

2.6.3 Assessment for Learning

EFAL teachers need to be knowledgeable about Assessment for Learning (AfL). Similar to formative assessment, AfL seems to be focused on classroom strategies and techniques that are associated with classroom learning (Black & Wiliam, 1998). These authors' influential work identifies two sequenced actions that could make evaluation practices "formative"; that is, learners need awareness of the gap in current capabilities relative to the desired goal and need to take action to close the gap. Similarly, AfL and formative assessments techniques imply:

- (a) choice of tasks that align with goals and has the potential to reveal gaps;
- (b) open-ended teacher-learner conversations;
- (c) use of deep-thinking questions;
- (d) judicious use of testing;
- (e) quality of feedback; and
- (f) involving the learner in assessment through peer and self-assessment.

According to Brown (2019:2), AfL seeks to ensure that learners learn by:

- (a) involving them in the processes of defining goals;

- (b) participating in open-ended tasks;
- (c) evaluating their own and their peers' work; and
- (d) giving topeers and receiving from peers and teacher feedback intended to improve their learning.

Nonetheless, in general practice, the teacher, informed by the curriculum, sets the criteria, engineers discussions and activities and provides feedback.

Evidently, it can be seen that AfL is a set of pedagogical practices for teaching. It is predicated on the active role learners play in understanding criteria and targets, giving each other feedback and making progress toward greater learning. As recognising the qualities of work is difficult, learners need insights from others; individuals are often too close to their own work to be able to consider its strengths or weaknesses properly. AfL has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning (DBE, 2011).

In applying AfL, it is easy to get learners to actively engage in the process of recognising features of work and how they relate to criteria and standards is an important learning objective in itself (Tai, 2018). This involves getting learners to be involved in educational activities that mimic assessment, without the consequences normally associated with evaluation, which is a valuable curricular activity. Brown (2019) also maintains that the active involvement of learners in AfL requires them to be robustly honest about their own weaknesses and strongly supportive of others. This means they need to be incredibly mature and psychologically robust to handle peer feedback or tell the truth about themselves.

Brown (2019) further states that AfL depends on teachers having the ability to understand curriculum and pedagogy (which ought to be the case if well-trained and working within their field of expertise. AfL requires teachers to design appropriate tasks, elicit good information, and respond to it appropriately all within seconds. It also requires teachers to be sensitive to what learners are doing and thinking and are capable of guiding and responding to that with minimal error.

2.7 WORLDVIEW PERSPECTIVES OF AUTHENTIC ASSESSMENT

Section 2.1 of this chapter provided a detailed discussion on AA. In this section, a discussion on how AA manifest globally is provided by using two illustrative cases of two specific countries, namely, Singapore and Ghana.

2.7.1 Singapore as an illustrative case

It seems as if Singapore teachers have long adopted AfL since they encourage teachers to actively participate in examining its curriculum and assessment framework to produce the best strategy. The “Thinking Schools, Learning Nation” (TSLN) initiative was introduced by Singapore’s Ministry of Education (2000) in 1997 with the goal of developing thoughtful and devoted citizens who will help Singapore remain prosperous and vibrant in the future. It is thought that Singapore’s strategy is intended to achieve the transition from conventional evaluation to AA. During the implementation, there will unavoidably be considerable challenges and corresponding techniques used. It is recognised that a model for task design and assessment cannot be created without a sufficient comprehension of the principles of authenticity and the traits of genuine evaluation. Other than that, Singapore’s historical experience with the switch to AA has led to the conclusion of two other crucial criteria.

First of all, the transition will be considerably hard without the strong support of the educational environment. Next, teachers’ perceptions of AA are crucial to a certain extent. The emphasis is on their acceptance and even their professional capacity to undertake honest appraisal. The pressing challenge in the educational field and the requirement for the switch from traditional assessment (TA) to AA in the context of Singapore were the study’s opening themes (Zhang, 2021). The TSLN policy rollout and some reflections on the implementation process were also presented. Following that, it offered a thorough analysis of AA and Singapore’s educational environment. The study highlighted teachers’ contributions to the efficient implementation of AA in the discussion section, introduced portfolios as the representative techniques of AA, and emphasised teachers’ role in terms of the smooth carrying out of AA.

2.7.1.1 Singapore's education context

Singapore's educational system was undergoing a thorough and significant transformation around the turn of the new century. Singapore's Ministry of Education made the point that the country's educational system is dedicated to fostering and forming lifelong learners, creative thinkers, and strong communicators. The External Review Team (ERM) stressed the importance of fostering learners' ability in the following three areas: High-level communication abilities, collaborative skills, and the capacity to search, assess, analyse, and apply new knowledge and information are the first three requirements. At the start of the twenty-first century, Singapore presented its vision for school reform in its new educational strategy, TSLN. The three primary areas where Singapore assessments are changing are the emphasis on the course assignment (coursework), the emphasis on oral communication, and the change in project types (Butakor & Caesar, 2021).

2.7.1.2 Emphasis on the course task

In using AA in teaching and learning, Singapore teachers show a preference for Formative Assessment. In contrast to conventional paper-and-pencil exams, in course assignments, the teachers give learners the chance to show how their knowledge and skills may be utilised to solve issues. Teachers can assess learners from the course assignments based on both the operation's procedure and the outcomes attained by the learners. Under the guidance of the teacher, learners must select one of the provided subjects for the project work and produce a written or oral report within eight months. While the oral report emphasises the clarity and fluency of each presenter's delivery as well as the acceptance of the audience, the written report prioritises the data from the learners. The teachers encourage learners to work as a team to complete project tasks and integrate knowledge from several subject areas. When finishing the project work, it is anticipated that learners' cognitive level, collaborative capacity, and communication skills will grow. Aspects of the evaluation that are given special preference include the outcome and progress of tasks, as well as individual contributions and teamwork. This is more in line with the

prescription of the South African National Curriculum Statement, which guides how teaching and learning must happen (Butakor & Caesar, 2021).

2.7.1.3 Transformation of project types

The Singapore National Education Examination emphasise three project categories, which are frequently utilised, namely, resource-based projects, case study projects, and contextual writing projects. Learners are encouraged to express their own thoughts based on the information provided in resource-based project tests. While doing so, it provides the assistance learners need to employ background knowledge to confirm their interpretation, assessment, and analysis of the resource materials. Case study gradually replaces other options as a favoured method of instruction to make topic learning more relevant and entertaining. To make learning more participatory, learners are instructed to focus on one case from real life during the case study. When learners investigate actual cases, it is said to help learners build their capacity to generate, develop, and assess their own opinions. Writing in context focuses on how learners can effectively assess pertinent topics in a certain circumstance. The lengthier writing assignments provide learners more time to study, consider the provided information in light of the surrounding circumstances, or refine their arguments (Butakor & Caesar, 2021).

2.7.1.4 Implementation of Authentic Assessment in Singapore

The teachers in Singapore were becoming more knowledgeable and understanding of the notions of AA as it is continuously introduced throughout the world. As a result, several useful approaches have been developed from the concept. The most common and well-known system in Singapore is called the portfolio, whose inception is largely owed to Singapore's advanced file management expertise in other fields. The implementation picture can be generally described using the portfolio as an example of the representative technique of authentic assessment in Singapore (Butakor & Caesar, 2021).

2.7.2 Ghana as an illustrative case

Ghana, as one of the African countries, provides wider perspectives into how AA is used in the teaching and learning process. In their research, Butakor and Ceasar (2021) examined how Ghana's secondary school learners performed in relation to authentic assessment methodologies. The findings confirmed that the teachers use AA methods such as student portfolios, project work, rubrics, observations, self and peer assessment, story retelling, and demonstrations. Following on these findings, Mabry (1999) asserts that educators must align assessment procedures with the goals or expected results. In using a combination of those AA methods, the teachers gained a holistic picture of their learners' performance and achievement as they used a variety of assessment methods and techniques and peer assessment, which are continual and formative and involve predetermined norms and criteria (Weber, 199).

In their research, Butakor and Ceasar (2021) discovered that there are several obstacles that prevent teachers using AA procedures, despite the fact that JHS teachers in the Tema Metropolis apply a variety of them. Some of the obstacles included enhancing learners' confidence in oral presentations, applying few AA methods as a result of overcrowding in the classrooms and limited time and resources in managing the performance tasks. These results confirm that using AA takes time and effort (Crusan, 2015).

Ghana's case in relation to using AA validates that it is useful in developing the learners' capabilities and skills by involving them in their own assessment process. In such a case, learners are responsible for their own learning and this enhances the will to perform better (Dörnyei & Ushioda, 2011). The study conducted by Brookhart and Durkin (2003) confirms the benefits of using AA as it increases learners' academic performance.

2.8 PORTFOLIOS AS A METHOD OF ASSESSMENT

There are various assessment methods and procedures that teachers, specifically EFAL teachers in this study, can employ to discover and analyse data regarding learner levels and competency; however, the portfolios are prominent.

2.8.1 Portfolios

EFAL teachers must use portfolios as one of their assessment tools. The portfolio is a compilation of evidence to demonstrate learners' performance and achievements (Bagheri & Ghaffari, 2017). The goal of the portfolio in language teaching is to provide samples of how learners perform in oral and written activities as a demonstration of communicative proficiency in the target language (Wolf, 1989 as cited in Al-Naibi, Al Hatali, & Al Hadhrami, 2019). Brown (2019) states that there are three core components of portfolio assessment, which are proof of learning, self-evaluation, and open criteria. Assessment in progress, which is synonymous with portfolio assessment, refers to evaluation that takes place as a learner completes assignments. Portfolio assessments provide several opportunities in terms of how learners can improve their performance since they allow learners to progress through the working-self-evaluating-reflecting-planning-revision cycles. In the process, learners get to know their strong and weak points.

2.8.1.1 Advantages' of portfolios

When EFAL teachers use portfolios as the assessment tool, they assist learners in improving teaching and learning and their role as assessors becomes clear (Al-Naibi et al., 2019). Portfolios enhance active participation in teaching and thus enriches teacher-learner involvement and create many opportunities for teachers to observe authentic language use and assess multiple tasks. Brown (2004), as referenced in (Al-Naibi et al., 2019:20), summarises the advantages of portfolio assessments, stating that they:

- arouse the learners' motivation and a sense of responsibility in order for them to take ownership of their learning;

- strengthen individual learning in support of the uniqueness of each learner, while recognising collaborative work with peers;
- validate the learners' work throughout the term and year;
- develop critical thinking, inculcate self-assessment, and engage in revision processes, and
- permit assessment of multiple dimensions of language teaching (Brown, 2004, as cited in Al-Naibi et al., 2019).

It is thus evident that EFAL teachers need to be familiar with the above advantages so that they can apply them to enhance how they use AA in the teaching and learning environment.

2.9 PERFORMANCE ASSESSMENT

In teaching EFAL, teachers should acquire substantial knowledge about performance assessment and how it relates to AA. Munif, Fauziati, and Marmanto (2019:519) define performance evaluation as a way to measure the knowledge and abilities that learners have learned. They believe that it provides more than one option for learners to demonstrate their content understanding and additional skill sets in the classroom. Qualities such as attitude, originality, transparency and teamwork spirit can be developed in EFAL classrooms, while applying AA and these qualities can benefit the learners when they enter the real world. Furthermore, Acar-Erdol and Yildizli (2018) emphasise that performance evaluation in the teaching of EFAL, has a substantial and direct influence on learning and motivation. It demonstrates what is truly learnt, what learners know, how they can demonstrate the depths of their learning and tendencies, and how successful the teacher is in using AA. It is intended to aid the teacher's decision-making processes in teaching and learning in a variety of ways, allowing accurate and relevant information to be acquired (McMillan, 2015, as cited in Acar-Erdol & Yildizli, 2018).

Ruiz-Primo and Shavelson (2013, as cited in Munif et al., 2019) developed a performance evaluation framework that includes the components of its assessment that are required for its implementation. They stated that performance evaluation

scoring should always be done before the assignments and assessments are created. According to the authors, three scoring systems are commonly employed by teachers to evaluate students' performance. Rubrics, checklists, and rating scales are the scoring systems (Munif et al., 2019). They emphasise that teachers should utilise AA to measure learners' progress and to inform them about relevant information that they can apply in real-world situations.

2.10 CLASSROOM ASSESSMENT TECHNIQUES

EFAL teachers who use AA can greatly benefit from using Classroom Assessment Techniques (CATs). According to Hanson and Florestano (2020), CATs allow teachers to rapidly and efficiently evaluate learning soon following the introduction or discussion of a concept. CATs can also assist teachers in determining learners' prior knowledge. Furthermore, the same writers state that CATs add meaning to teaching since they encourage learners to participate in their own learning actively and thus strengthen interaction between the teachers and the learners. In this case, the learners' voices are considered very important in the teaching and learning situation. A feedback loop between learners and teachers when CATs are used in the classrooms.

Some of the examples that can be used by EFAL teachers of CATs are a "one-minute paper". This technique encourages learners to write down answers to queries such as "What was the most essential thing you learned during this class?" or "Do you still have any questions about this?" (Simpson-Beck, 2011:89).

Further on, Simpson-Beck (2011:91) maintain that this type of technique is helpful in discovering how learners process and synthesise content presented to them. As a result, this method examines learner knowledge and provides the teacher with rapid feedback so that they can test the learners' comprehension of the content presented.

Although some CATs, such as the minute paper, may be considered summative in nature, Acar-Erdol and Yildizli (2018) argue that because of the immediate feedback and discourse that ensues, they become formative. They do, however, note that

CATs differ from examinations and other forms of learner evaluation in that they provide a timely chance for course improvement, with the goal of comprehending learners' learning and thereby increasing the teachers' effectiveness. Since this technique saves time better than the traditional evaluation methods such as essays or tests, it allows room to provide feedback (Walker, 2012:6). This technique encourages open dyadic communication and a positive rapport. CATs can be utilised in any size classroom, customise learning, and allow for peer-driven teaching and feedback.

2.11 LEARNER ASSESSMENT

In teaching EFAL, learner assessment is just as important as in teaching other subjects. Looney, Cumming, van Der Kleij and Harris (2017) define assessment as the process of determining what learners know and can do. With the acceptance of alternate assessment methodologies, classroom assessment has gained prominence, with a focus on learner learning. According to Özdemir-Yilmazer and Özkan (2017:326), classroom examinations and presentations provide learners with hands-on opportunities to practice and duplicate the learnt concepts and abilities. Furthermore, they claim that learner assessment improves learners' critical thinking because these assessments require the application of taught concepts in a variety of situations (Özdemir-Yilmazer & Özkan, 2017). The EFAL teachers can apply assessment techniques, such as question and answer sessions, group discussions, and group activities, for example, bringing learners together and fostering cooperation and coordination. These techniques are helpful in identifying the teachers' and the learners' strengths and weaknesses, as well as their learning styles, which leads to changes in instructional approach, medium of instruction, and alternative channels of teaching.

The critical role of learner assessment practices heightened the importance of teachers' assessment competencies. Assessment findings and instructional decisions are intimately related to teacher understanding and correct implementation of assessment strategies. As a result, EFAL teachers, like all other teachers, must be conversant with a wide range of essential assessment tools, principles, tactics,

and procedures. According to Hussain, Shaheen, Ahmad, and Islam (2019), teachers must be skilled in constructing assessment tools, developing rubrics, analysing outcomes, and using assessment data for instructional objectives. EFAL teachers need to take into cognisance that assessment quality and efficacy knowledge is regarded as part of “assessment literacy” (Stiggins, 1999), which has long been regarded as a crucial trait of effective teachers. Finally, learner involvement in assessment includes a variety of aspects, such as explaining learning objectives and assessment procedures to learners, providing descriptive feedback and using self- or peer-evaluation.

2.12 USING RUBRICS IN ASSESSMENT

EFAL teachers can make use of rubrics when assessing learners’ portfolios, written and oral presentations and essays. According to Goldberg (2014, cited in Vercellotti & McCormick, 2021), a rubric is a “scoring tool that defines elements of work at different levels of performance.” In support of what analytic rubrics are, Butakor and Ceasar (2021:8) describe a rubric as an assessment tool which is characterised by established evaluation criteria and competency levels intended to appraise how learners will achieve the stated criteria, which means that they are recommended as measures for assessing and grading learner performance (Vercellotti & McCormick, 2021). Analytic rubrics are aligned towards AA since they can be used authentically during the learning process to determine the quality of learning. According to Brookhart (2018:9), these rubrics can be used by teachers to describe many features that are ranked as good, better or best, based on descriptions of the degrees of how learners perform at a specific unit of content being assessed.

Since analytic rubrics can be assigned individual ratings in each category, they facilitate the process of providing learners with detailed feedback based on their performance in terms of competencies they still have to demonstrate improvement in (Brown, 2019). The feedback that EFAL teachers provide to the learners from the analytic rubrics indicates each learner’s strong and weak points (Vercellotti & McCormick, 2021). This is based on those parts, for example, where the teacher can comment on the learners’ strengths and faults, as well as a detailed description of

each criterion. It is, therefore, important that teachers teach their learners how to use this type of rubric, which can assist them in setting new learning objectives by showcasing their progress. In other words, adopting rubrics may make learners feel less worried about exams.

2.13 FEEDBACK

Feedback in the teaching of EFAL when using AA is critical. It is information about the learner's performance that they get from the teachers. Just as the sort of feedback supplied can vary, so can when and how frequently input is delivered (frequency). Magill and Anderson (2020:4) mention two types of feedback, namely, contemporaneous feedback and terminal feedback. Contemporaneous feedback is delivered during skill performance, whereas terminal feedback is provided after skill performance. Sakiroglu (2020) emphasises that feedback is a key component of language learning in both behavioural and cognitive theories of language learning. Finally, the author emphasises that feedback is viewed as a tool for enhancing learner motivation and delivering linguistic accuracy in both structural and communicative methods of language training.

2.13.1 Constructive feedback

Constructive feedback, contrary to ordinary assessment, is described as a process of providing learners with information regarding how they performed in a learning activity (Aires, 2008). When EFAL teachers give out constructive feedback, they inform the learner where and how they went right or wrong and they must also wrong is a way of letting a student know what is right and what is wrong and provide possible suggestions on how the learners can approach the various points raised (Radboud University, 2020). Since constructive feedback is informative, it implies that the teacher should not dictate to the learners but instead point out the direction the learners should take.

2.13.2 Types of constructive feedback

EFAL teachers must take cognisance of the types of constructive feedback, so that they are more focused when they give feedback to their learners.

Learners thrive and perform better when they receive *positive feedback*. Although it is easy to give *positive feedback*, it may lead to mistrust if it is given superfluously. *Negative feedback* does not fit into AA, so EFAL teachers must refrain from using it. Teachers can use *correcting feedback* when learners are not sure of how to approach a task. Motivating feedback is necessary to encourage learners to maintain good performance (Duffy, 2013). Table 2.2 summarises the types of Constructive Feedback.

Table 2.2: Types of Constructive Feedback

1	Positive Feedback	<ul style="list-style-type: none">• Can be seen as disingenuous• Often vague or superfluous• May cultivate mistrust
2	Negative Feedback	<ul style="list-style-type: none">• Can lead to conflict & personal attacks• Results in defensive language use• Creates anxiety and stress
3	Correcting Feedback	<ul style="list-style-type: none">• Guides its recipient back on-track• Corrects & explains past behavior• Suggests areas for improvement
4	Motivating Feedback	<ul style="list-style-type: none">• Reinforces areas of strength• Identifies areas for growth• Exhibits gratitude for previous work

2.13.3 Oral corrective feedback

Oral corrective can occur in class interaction only if the teacher makes a corrective move; that is, there is a formal error and the learner is given the opportunity to fix their mistake. Lichtman (2002:11) emphasises that corrective feedback (CF) is thought to provide chances for foreign language learning by allowing learners to

detect the gap between their expressions and the target language and develop more accurate utterances. Corrective feedback is essential in education since it reveals student faults, allowing them to eliminate such errors gradually over time. The target language abilities are gained through practice, and proper feedback is critical to accelerate the learning process and improve pronunciation (Alsolami, 2019:17). Based on Rahimi and Zhang (2015:34), the language acquisition process is characterised by errors in pronunciation and even spelling. In addition to learning the correct pronunciation of words in a specific language, Sheen (2010), as cited in (Sakiroglu, 2020:172), advocates that learners should also know how to spell the words correctly and how to interact effectively using the language. Oral corrective feedback is not normally evaluative; rather, it tries to emphasise a learner's faults and so prompt self-correction. Furthermore, Alsolami (2019, cited in Sakiroglu, 2020: 173) stated that oral feedback helps learners enhance their language skills. Oral corrective feedback promotes positive teacher-learner contact, which is critical in language courses.

The timing of correction is a key feature of the CF. In general, Sakiroglu (2020: 174) lists three correction-timing procedures. The first form suggests immediate intervention and should be used when a student makes an error involving the use of the main focal language feature that is also explicit (overt) enough for the learner to notice. The delayed CF technique involves practising the correction after the oral recast. One approach that requires instructors to leave correction until the end of fluency activities is delayed correction feedback. Finally, in the third kind, corrective feedback is delayed until the end of a class or even until the next meeting, which is known as post-delayed CF (Pawlak, 2013:78). In conclusion, Sakiroglu (2020:173) states that while correcting errors, teachers must assess whether the solution is pedagogically beneficial.

2.13.4 Written corrective feedback

Written corrective feedback (WCF), also known as error or grammar correction (Bitchener & Ferris, 2012), has been extensively studied and hotly debated over the past two decades in the fields of second language acquisition (SLA) and second language (L2) writing (Ene & Kosobucki, 2016). Substantial work has been done in

theoretical discussions, empirical studies and pedagogical investigations since Truscott's (1996) landmark article which claimed that error correction is ineffective in L2 writing and should be abandoned. Although findings on the effectiveness of WCF are so far inconclusive (e.g., Bitchener & Ferris, 2012; Lee, 2014; Mawlawi-Diab, 2010, 2011, 2015), it is clear that for WCF to be helpful in improving language accuracy, learners should respond or attend to the WCF. For L2 writing teachers, since providing WCF on learners' written work is a ubiquitous pedagogical practice, understanding how and to what extent learners respond to the WCF is important. It helps them to build links that connect the provision of WCF and its effects on learners' writing development. Teachers' pedagogical practices in providing WCF can be informed by a thorough understanding of learner engagement. Moreover, as the recipients of instructions, learners play a crucial role in their own learning achievements and hence should not be just passive receivers of WCF. Cognisant of the importance of learner engagement in investigating WCF, several recent studies have explored how average and more advanced English as a foreign language (EFL) learners engage with corrective feedback (e.g. Han & Hyland, 2015; Zhang, 2017).

Research findings from Zheng and Yu (2018:22) provided three major implications for enhancing learners' engagement with teacher WCF. Firstly, to make sure WCF is judiciously provided to learners, attention should be given to determining the explicitness of WCF. Teachers need to account for learners' language proficiency when determining how direct or indirect their WCF should be. Ferris (2011:16) believed that a higher level of explicitness in providing WCF can be more conducive to learners' cognitive engagement. Secondly, teachers should intentionally explain or clarify their feedback to their learners to reduce confusion and enhance their cognitive engagement. Zheng and Yu (2018:22) suggest that they can do this by increasing the written explanations accompanying their feedback, especially when the feedback is indirect.

Moreover, they recommend that teachers can also allow some time in class for learners to ask questions about WCF or create opportunities for one-on-one sessions, whether with those most in need of them or for small groups of learners

sharing a common error pattern that the rest of the class does not struggle with. Thirdly, their findings suggest that teachers should train them on how to respond to WCF affectively, cognitively and behaviourally. Through training, learners should be reminded that WCF is provided to their writing with the aim of helping them build awareness of error patterns and skills to self-edit, and eventually avoid these types of errors. This may be helpful for the students' affective and behavioural engagement (Zheng & Yu, 2018:23). Furthermore, their research findings suggested that teachers can also guide learners to work in pairs/groups to discuss the WCF received from their teachers. Different from peer feedback, this activity provides them with a chance to examine the received teacher WCF from different perspectives. In this way, learners with lower L2 proficiency can get scaffolding from learners with higher L2 proficiency and this scaffolding and peer sharing may enhance their cognitive, behavioural and affective engagement (Zheng & Yu, 2018:13).

2.14 CONCEPTUAL FRAMEWORK

This study explored and investigated how teachers implemented authentic assessment and how teaching and learning are influenced. As a result, it is essential to indicate how teachers' implementation of authentic assessment was interpreted. The study made use of the model according to Hargreaves et al. (2002). This model comprises four perspectives, namely, technological, cultural, political and lastly post-modern with the purpose of answering questions on teacher's assessment practices.

The model was suggested to try and understand the issues that counteract and disturb a teacher's assessment practices. Deliberately, its focus was not solely on known issues of the classroom but also deeply on the how and why. It encouraged the understanding of assessment as a reflection of values as well as epistemological beliefs about teaching and learning.

As mentioned above, the model comprises four perspectives and the first one emphasises the technological aspects of applying classroom assessment (Hargreaves et al., 2002:81). This premise focuses on the technical aspects such as availability of resources, time and issues of management. It further looks at teachers'

capabilities and expertise in developing as well as conducting classroom assessments. It indicates that teachers are hindered by these technical aspects in implementing their assessment practices as they are not familiar with the technological aspects pertaining to assessment.

The second perspective is focused on the cultural aspects and considers the integration and interpretation of assessment into the school's social and cultural context. This perspective considers assessment as an ongoing task infused with learning, with learners effectively taking part in the various levels of the assessment process (Hargreaves et al., 2002:81). This view involves partnerships from different parties such as learners, parents, community members and administrators. It is said that teachers favouring these views are normally employing various assessment techniques, methods and tools.

The third perspective is the political dimension. The focal point of this, according to Hargreaves et al. (2002:81), is on the "exercise and negation of power, authority and competing interests among groups". This idea is influenced by external forces and authority on evaluation towards classroom assessment, administration done by standardised tests and instructional preferences. It is highly likely that teachers who are politically affiliated are prone to conduct assessments as per the recommendations of external, standardised models.

Hargreaves et al. (2002:81) termed the last perspective view assessment from the environment of ambiguity that highlights the existing time in history simultaneously critiquing the credibility and trustworthiness of assessment practices and beliefs. The said notion can somehow push or force teachers to go against the successful implementation of assessment tools, methods and techniques in their classes. Therefore, this model entails a wide consideration pertaining to teacher's assessment practices, particularly focusing at the micro and macro communities.

It thus acknowledges a multifaceted analysis of the issues underpinning classroom assessment from a critical standpoint and incorporating related social, political and philosophical factors (Hargreaves et al., 2002). Moreover, it involves and

accommodates aspects from a local level, namely, the availability of resources as well as partnerships among the various stakeholders in the school milieu. Using various types of assessment, as was said in the discussion above and in relation to a point made by Davison (2007), is not only a technical innovation but also a highly conceptual one. The Hargreaves et al. (2002) model is suitable for the task of analysing such a shift because it is designed to examine innovations in education. The model is research-based, as highlighted in the research conducted among 29 Canadian teachers teaching different learning areas in grades 7-8 (Hargreaves et al., 2002:81). The existence of the four viewpoints was established and all of the teachers were found to be knowledgeable about and dedicated to implementing various techniques of classroom assessment (Hargreaves et al., 2002). However, doubts about the model's applicability in a teacher sample with a wider range of backgrounds, i.e., teachers who support classroom assessment differently, can be raised. The research methodology used in the aforementioned study also included a quantitative data collection technique. The existence of the four viewpoints, as described in the model, is one conclusion that should be taken into consideration. Another is if similar results would arise from a qualitative kind of data gathering and analysis. It's also possible to wonder whether the findings of the aforementioned study would hold true if teachers from a certain learning area were to work in a different setting or culture. Therefore, the goal of my study was to apply the Hargreaves et al. (2002) model in a different context in order to comprehend the problems that teachers have while conducting classroom assessments, how they resolve them, and how these problems affect efficient teaching and learning. Classroom assessment has received particular attention in educational contexts, and this has led to formal recognition of the crucial role that teachers play in the assessment process. As a result, discussions of teachers' assessment practices, perceptions, and expert knowledge in the area of assessment have been prompted (Inbar-Lourie & Donitsa-Schmidt, 2009). As a result, the main goal of this research is to shed insight into the factors that affect teachers' assessment practices, including whether those influences originate from the teachers' local context, their educational belief systems, or outside forces and considerations (Neesom, 2000; Davison, 2004).

2.15 CONCLUSION

This chapter provided an overview of the literature on AA, EFAL, and other related ideas as they emerge in teaching and learning. A general discussion was shared about the challenges and rationale for employing AA in the teaching of EFAL. Feedback was also emphasised as a crucial part of assessment. Finally, the Hargreaves et al. (2002) model was discussed. The research approach will be discussed in the following chapter (3).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher provides a description of the research paradigm and approach. In addition to that, as a researcher, I present a detailed discussion of the research design. The other concepts related to the research design, such as selection of participants, data collection and analysis, receive attention.

3.2 RESEARCH PARADIGM

This research study explores how South African secondary school teachers at Rammolutsi in the Fezile Dabi district employ AA in teaching EFAL in their classrooms. In order to analyse this phenomenon and provide solutions to the stated problem, as the researcher in this study, I decided on a world view or philosophy that guided the investigation, which is qualitative interpretative research. Guba and Lincoln (1994) classified research paradigms into four categories, namely, positivism, post-positivism, constructivism, and critical theory. Saunders, Lewis and Thornhill (2009) identify positivism, initial realism, interpretivism, postmodernism, and pragmatism as other paradigms.

Since there is a link between research paradigm and methodology, a definition of the concept 'paradigm' is required in this context. A paradigm is defined as a "philosophical perspective that influences what should be studied, how it should be studied and how the study's results should be interpreted" (Okesina, 2020, cited in Ugwu, Ekere, & Onoh, 2021:117). The research paradigm, therefore, embraces the problem, which is investigated, the type of research questions being asked, how the research questions are structured and their order, how data is collected and lastly, how the researcher interprets and analyses the findings.

A paradigm includes several components, including ontology, epistemology, methodology, and methods (Alharahsheh & Pius, 2020). Alharahsheh and Pius (2020:40) affirm that *ontology* deals with the reality of the world in accordance with how people live in that reality and make sense of it by pointing to existing types of information that can be found. The same authors are of the opinion that *epistemology* deals with how a researcher seeks to uncover knowledge, which provides a lens through which the researcher views the world. The strategy or plan of action that justifies the use of specific procedures is known as a methodology (Crotty, 1998). Dammak (2022) claims that inquiry methodologies reflect the researchers' beliefs about the nature of reality and knowledge.

3.2.1 Interpretive paradigm

According to Ritchie, Lewis and Ormston (2014), the interpretive paradigm emphasises the components of knowing about the social world and understanding the topic under study. In support of the latter, Gunbayi and Sorm (2018) assert that interpretive theorists regard the world as an emergent social process formed by the persons involved, and the universe of human affairs is cohesive, orderly, and interconnected. This paradigm means that reality is multi-layered and complex and, as such, it describes the world of individual awareness and subjectivity (Christiansen, Bertram, Land, Dampster & James, 2010). It pivots on understanding the meanings constructed by the participants to their contexts and the new meanings they construct as they engage with the world around them (Alharahsheh & Pius, 2020). Evidently, when participants communicate and listen to one another, they uncover their significant and rich experiences. Therefore, adopting the interpretive paradigm meant that I focused on understanding and interpreting the participants' thoughts and their lived experiences. In the case of this study, this paradigm meant engaging with the secondary school teachers and determining how they understand and how they use AA in teaching EFAL.

Since it gains its strength from personal contributions and takes into account various aspects, adopting the interpretive paradigm helps researchers to generate rich data

(Alharahsheh& Pius,2020:42). This implies that the research paradigm is well-defined by how it generates data and interprets the results.

3.3 RESEARCH APPROACH

A research approach outlines a structure which entails plans and procedures pertinent to the research problem, the research questions, methods of data collection, analysis and interpretation relevant to a study (Tomaszewski, Zarestky & Gonzalez, 2020). When researchers decide on a qualitative research approach, it means that they are going to be involved in an intensive process of answering questions about people and their lives (Lincoln & Guba, 1985). In the case of my study, the people are the EFAL teachers using AA in their teaching.

According to Alharahsheh and Pius (2020:40), qualitative research is rooted in the interpretivist/constructivist paradigm, which involves an interpretative, naturalistic approach to its subject matter. It concerns itself with the meaning and process of something that cannot be quantified or measured. Qualitative research provides a detailed understanding of a phenomenon based on those who have experienced it, with less generalisation. As per Asenahabi (2019), qualitative research requires researchers to be engaged in exploring and comprehending the meaning that participants attach to their social world or human situation. In so doing, the researcher will be in a better position to understand the underlying issues underlying as they analyse them within the context of the participants and the value they assign to them (Denzin& Lincoln, 2005:30; Merriam,2009:20).

The interpretive paradigm followed and employed in this study is consistent with qualitative research since it is embedded in the interpretive approach to understanding how people experience their social reality (Mohajan, 2018). It is for this reason that the study adopted qualitative research in order to make meaning of EFAL secondary teachers' experiences of implementing AA in secondary schools.

3.3.1 Case study

Mfinanga, Mrosso and Bishibura (2019) describe a case study as a thorough investigation of a single individual, a group of people, or a unit that is intended to generalise across several units. Outlining the actions followed while employing a case study technique allows the researcher to narrow down a complicated and broad topic or phenomenon into a manageable research issue(s). In employing a case study, I was provided with an opportunity to answer the research questions “why” and “how,” as well as offering necessary in-depth explanations of assessing EFAL in secondary schools by using AA (Yin, 2003) and assisted in expanding my understanding of the selected EFAL teachers function on a daily basis in teaching and assessing their learners. Since a case study can be employed in a variety of settings, it allowed the researcher to use a semi-structured interview. As per Mncube, Thaanyane, and Mabunda (2013:40), employing a case study allows the researcher to spend more time with participants, ensuring the researcher obtains valuable information. The case study provided me with first-hand knowledge from six participants who had prior experience assessing EFAL in secondary schools. According to Coetzee (2009:19), a case study provides insightful learning about the specific topic being researched. A case study allows the researcher to understand better the reactions of individuals or groups to a given scenario. Because it is impossible to generalise from a single case, a case study cannot be utilised to offer general conclusions about the phenomenon (Denzin & Lincoln, 2011:23). Three schools were utilised as case studies in order to explore teachers’ use of authentic assessment in secondary schools. A case study has its own limitations that a researcher needs to consider. Case studies provided the opinion of a single case to generalise about the population, in this case, selected Rammolutsi secondary schools. This means that because the case study was based on a smaller sample size, involving only six teachers, and the results of this research could not be generalised, but would instead generate rich information. However, case studies are criticised for relying on the researchers’ interpretation, which may result in diverse readings of the same situation (Asenahabi, 2019). The same goes for data gathering and analysis processes, which are also susceptible to researcher bias (Wabwoba &

Ikoha, 2011). They, like other non-experimental approaches, only recount what happened but do not explain why it happened.

Following the discussion above, the study explored a case study as a research design intended to provide a detailed description of how the selected teachers from Rammulotsi secondary schools teach and assess EFAL learners from an interpretivist perspective (Asenahabi, 2019). The kind of knowledge emanating from this enquiry is subjective rather than objective knowledge. I chose the case study because I wanted to explore how the teachers at Rammulotsi secondary schools use AA in the teaching of EFAL. In choosing a case study, I managed to enjoy the benefit of having an in-depth discussion with the selected teachers regarding how they conduct assessment in their classrooms. As Maree (2007) indicated about case studies, choosing a case study enabled me to perceive and understand how the selected EFAL teachers interact with one another in their particular situation and how they make meaning of teaching EFAL and the way they use AA in assessment practice. This afforded me the opportunity to have a complete (holistic) understanding of how the teachers conducted AA in selected Rammolutsi secondary schools.

3.4 SAMPLING

Christiansen and Bertram (2014) define sampling as the selection of individuals, places, events, or behaviours to be used in data generation. It is not feasible for researchers to directly engage with the entire population affected by the phenomenon of inquiry. So, in line with the latter notion, a careful and systemic selection of the sample was critical, which involved six teachers from Rammulotsi secondary schools, and also a careful consideration of the financial implications of minimising costs and time required to investigate the entire population. I chose the sample from persons who were easy to contact. As a result, I purposefully chose six teachers from three Rammulotsi secondary schools who were readily available to participate in the study. In my study, EFAL secondary teachers were selected for their professional capacity and extensive experience in teaching and assessing over

a number of years. The table below shows the demographic profile of the selected teachers.

Table 3.1: Teacher demographic profile at the selected school

	Qualifications	Major subject	Teaching experience	Experience in teaching English	Enrolled at University
TA	UDEP Foundation Phase	Language (English)	6 years	5 years	Enrolled for B.Ed. Hons.
TB	B.Ed. FET	Sesotho, Life Orientation, English	7 years	7 years	B.Ed. Hons. (Inclusive Education)
TC	ACE	English, Technology	6 years	6 years	No
TD	B.Ed. Intermediate Phase	Economics, Sesotho	6 years	2 years	No
TE	B.Ed FET	Sesotho. English	10 years	8 years	Yes M.Ed. Curriculum
TF	B.Ed FET	Geography, English	3 years	3 years	CUT

The table above indicates that the selected EFAL teachers at Rammulotsi secondary school are suitably qualified to teach EFAL.

3.4.1 Purposive sampling

According to Etikan and Babatope (2019:50), sampling can be thought of as a subset of a population. A sampled set of participants is representative of the population. Purposive sampling, according to the authors, could also be referred to as a judging or subjective sampling method. Similarly, Andrade (2021:87) emphasises that a purposive sample is one whose characteristics are defined for a purpose relevant to the investigation, which in the study is the EFAL secondary school teachers at Rammulotsi. As a researcher in this project, sampling was beneficial in contacting teachers who I believe could contribute to the study or issue of interest being investigated. For example, I purposely chose teachers because of their specialised function in order to have a thorough insight into their authentic

assessment practices, experiences, and knowledge tendencies. The benefits of this sampling technique are that it saves time and money. It makes it easier to limit the topics of interest (Etikan & Babatope, 2019).

In choosing a purposive sample, I was able to focus on a population of specific interest, make the sample homogeneous (when between-subject variance is decreased, statistical significance is more easily established), and eliminate subjects who are at risk of major adverse outcomes (Andrade, 2020:88). Secondary school EFAL teachers were chosen on purpose for this project because they teach and assess the subject, and so their experiences are required. Then, it was easy for me to include selected teachers as participants who have prior experience in assessing EFAL and were freely accessible for interviews to tap into their knowledge.

3.5 DATA GENERATION METHODS

The word 'methods' in data generation methods refers to "the collection of techniques employed in educational research to acquire data that will be used as the foundation for inference and interpretation" (Cohen et al., 2003). Data generation, according to Goldkuhl (2019), includes activities such as looking for, focusing on, noting, selecting, extracting, and recording data. Semi-structured interviews were used to collect data for this study. Mfinanga et al. (2019:55) note that when doing a qualitative case study, the researcher must be able to ask excellent questions, listen and accurately understand the answers. The approaches utilised for data generation are discussed in the following paragraphs.

3.5.1 Semi-structured interviews

According to McGrath, Palmgren and Liljedahl (2019), the qualitative interview is one of the data-collection instruments that may be used to answer a variety of research questions. Furthermore, the authors argue that qualitative research interviews are preferred when the researcher seeks to comprehend the interviewee's subjective perspective of a problem rather than producing generalisable understandings of large groups of people. Engaging participants in interviews allow the researcher to be involved and converse with the participants in an effective and relaxed manner.

When conducting the interviews, I acknowledged the interviewees' experience and knowledge, which made the sharing of ideas and analysis of the phenomenon more relatable. As such, Reeves et al. (2015) (as referenced in McGrath et al., 2019) indicate that a qualitative interview creates a platform for the participants to have a voice on matters that directly and to share their knowledge and skills. Likewise, McGrath et al. (2019) emphasise that qualitative interviews can be unstructured or organised. An unstructured or semi-structured interview guide may have simply one or a few planned questions that allow the interviewer to delve into concerns raised by the interviewee. The interview guide I used in my study consisted of a few prepared questions (Appendix F) that enabled greater in-depth information to be collected that is pertinent to EFAL teachers' experiences while conducting authentic assessment in secondary school classes. It was, therefore, critical for the researcher to adequately prepare for the interview before engaging the participants. This is consistent with Brinkmann's (2014) assertion of the necessity for thorough preparation on the part of the interviewer, which includes both intellectual and practical preparations. For example, McGrath et al. (2019) state that the location of the interview should be taken into account because it may alter data collecting.

As suggested by McGrath et al. (2019) about the location of the interview, I conducted the interviews at a time and location convenient for the respondents, in a pleasant atmosphere free of potential disturbances and noise. The interviews were conducted one-on-one in each teacher's office. As a result, I got complete stillness and gained extensive expertise from experienced teachers. Using one-on-one semi-structured interviews allowed me to acquire a true reflection with the participants' body language adding to the meanings acquired. This style of interview was appropriate for investigating how secondary school EFAL teachers teach and assess learners in their classrooms.

3.6 DATA ANALYSIS

Mezmir (2020:15) defines qualitative data analysis as "finding, evaluating, recognising, coding, mapping, exploring, and documenting patterns, trends, themes, and categories in raw data in order to comprehend and give their underlying

meanings.” Furthermore, the author asserts that qualitative data analysis is the means of classifying and interpreting data to make meaning of what is being represented in the data.

I used thematic analysis to collect data according to themes and subthemes (Moore & McCabe, 2005). Mezmir (2020:15) provides a detailed exposition of thematic analysis, which I choose to employ for data analysis. Thematic analysis is divided into phases, which allows the researcher to prepare and organise the data, transcribe it, become familiar with the data corpus, code it, produce categories and themes from underlying coded passages, and make the analysis process transparent. In order to make conclusions, I used raw data generated by participants and structured it into themes, looking for parallels and contrasts. I examined the data straight from the interview questions, selecting the most relevant information from the original sources. By explaining and analysing facts, examining differences and similarities, attempting to comprehend persons, and summarising the findings, I created meaning. I examined data in such a way that similarities and contrasts were combined. I drew conclusions at the end of each session.

3.7 ISSUES OF TRUSTWORTHINESS

Trustworthiness is concerned with how the researcher validates that the study’s findings are important and of high quality (Guba & Lincoln, 1994). According to Wahyuni (2012), the trustworthiness of a research study entails credibility, transferability, dependability, and confirmability. Transferability, according to Kyngäs, Mikkonen and Kääriäinen (2020:46), describes the extent to which research findings are transferrable to various domains and situations. Transferability requires the researchers to be transparent in reporting the study process and findings so that the reader/audience may determine whether the findings are applicable in other circumstances. Being transparent in writing the results of the study means that the researcher has successfully answered the relating to how and to what extent the findings are transferable to other settings (Kyngäset al., 2020). In my study, I ensured the goal of the study was clear to all participants. In maintaining transferability, I kept the study’s findings safe so that they are available to be applied

in other contexts (Stahl & King, 2020). All participants supplied sufficient details about the surroundings, and the findings may be useful to teachers who teach EFAL.

Dependability deals with the assessment of the quality of the integrated processes of data gathering, data analysis, and theory creation, such as conceptual structures or theoretical models throughout time and under changing situations (Kyngäs et al., 2020; Elo, 2014). Additionally, dependability validates the consistency and loyalty from when the time researcher started with the inquiry to data collection and analysis. Furthermore, dependability is defined as data reliability throughout time and under varied conditions. Dependability is crucial in providing accurate information in the study, which allows the researcher to use direct quotations, which are used to allow readers to assess the findings. After data collection and transcription were completed, the data was given to participants to confirm if the results were a true reflection of what was recorded during interviews.

Confirmability measures how strongly the collected data confirms the conclusions of the study (Kyngäs et al., 2020). Confirmability is the means of analysing the data to ensure whether conclusions emanate entirely from the data received from respondents or whether the results reflect part of the researcher's bias, motivation, or other interests. Confirmability requires the reader to analyse the data to ensure that the results and the author's interpretations are accurate. In this study, I made certain that all participants were asked the same set of questions. The study is unbiased in the sense that I accepted the participants' responses as they were, without any judgements.

Credibility is a crucial factor that must be taken into consideration. Stahl and King (2020:26) define credibility as a "construction on the part of the reporter(s) and future reader(s)." According to the authors, credibility is one approach that encourages multiple triangulation procedures. Triangulation is the use of multiple sources of information or procedures from the field to generate recognised patterns repeatedly. Recognising comparable outcomes repeatedly across multiple data sources is not the same as replicability in an empirical investigation. According to Kyngäs et al. (2020:42), credibility is concerned with whether the research conclusions represent a credible, conceptual interpretation of the original facts. In other words, this criterion

analyses whether or not readers of the research trust what the authors are saying. Credibility is made up of two parts, namely, conducting the research in such a way that readers will believe the results presented and taking steps to demonstrate credibility in research reports.

3.8 ETHICAL ISSUES

Arifin (2018:30) believe that ethics deals with respecting the rights of others and emphasises respect for human dignity. Furthermore, ethics are vital in research because it requires human experiences; hence, human rights must not be abused. As a result, I gained permission from the University (Appendix A) and the Department of Education (Appendix B). I could not start with the empirical investigation without the permission letters. Before beginning the research, I waited for a response. I also requested permission from each principal whose school was the research site (Appendix C). I requested each participant individually for permission to participate in the research project and they agreed to participate in the study (Appendix D). I then shared with all the participants my intentions for embarking on the study, which was to explore the experiences of the teachers in using AA in the teaching of EFAL in their classrooms. Consent letters were drafted and given to participants (Appendix E). I also asked them to fill in and sign the consent letters with the option of withdrawing at any time during the research. Participants were told that there was no wrong or right answer. Because the participants were notified that their real identities would not be used, anonymity and confidentiality were also ensured. They were promised that fictional names would be used to protect their identities. I guaranteed all of the participants that the research data would be kept secure and destroyed after five (5) years. The research was carried out by fully educating participants about the research program. Participants were informed that they would not be compensated for their participation in this study. Participants were asked questions and their responses were recorded; a copy of their interviews on tape will be made available to them if they wish to listen to it.

Credibility in the present study was attained from teachers teaching and implementing authentic assessment in EFAL about their everyday experiences. I

used different methods to obtain more data. Triangulation is gathering data from a number of different sources (Cohen, Manion & Morrison, 2011). To address credibility, I used a technique to generate rich data from each participant, which is the semi-structured interview. Wahyuni (2012:4) argues that credibility deals with the accuracy of data. Credibility was enriched by using participants who are teaching EFAL. To uphold the credibility of the study, I chose participants from three schools with different numbers of years in the teaching profession to get different experiences of their implementation of authentic assessment of EFAL. I requested permission to record the participants and used an audio-tape to make sure that I obtained the correct data. I ensured that all of the above ethics were followed.

3.9 SUMMARY OF CHAPTER

In this chapter, I explained the research paradigm, which is the interpretive paradigm, as well as the qualitative research approach. I went over the case study research design in greater detail, as well as sampling, data generation methodologies, data analysis, issues of trustworthiness, and ethical considerations.

The next chapter focuses on analysing the data generated above using the mentioned methods and approaches.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

This chapter presents the data that were collected and analysed from semi-structured interviews held at the three secondary schools in Rammolutsi, Fezile Dabi District in the Free State. A discussion on how participants responded to the open-ended questions is provided to capture the meaning the teachers attach to teaching and assessing EFAL in their classrooms. A detailed discussion is provided on the themes and subthemes which emerged from interpreting the data, as guided by the research question and sub-research question. The primary research question is:

How do the EFAL teachers in South African secondary schools implement authentic assessment?

The sub-research refined the main research question as follows:

1. How can AA be conceptualised in the South African context?
2. How do EFAL teachers presently implement authentic assessment in their lessons?
3. What challenges are EFAL teachers facing when implementing authentic assessment?
4. What suggestions can be advanced to promote the implementation of authentic assessments in the EFAL classroom?

The data presented were guided by interview questions (Appendix F), which were then transcribed into themes. Findings from the study highlight four themes, namely, 1. Conceptualisation of AA; 2. Alignment of assessment activities with CAPS for AA; 3. Challenges in implementing AA; and 4. Educator training.

The following discussion is on the information that was developed into themes and sub-themes. For ethical reasons, the names used in this study are pseudonyms.

The following table presents the themes and sub-themes that emerged from the data collected from the interviews and lesson observations:

Table 4.1: Research themes and sub-themes

Research questions	Themes	Sub-themes
1. How can AA be conceptualised in the SA context?	Theme 1 Conceptualising AA	<ul style="list-style-type: none"> • Knowledge about AA. • Meaning in real-life situations • Values of assessment
2. How do EFAL teachers presently implement AA in their lessons?	Theme 2 Alignment of assessment activities with CAPS	<ul style="list-style-type: none"> • Activities guided by CAPS policy • Use of rubrics to mark • Assessment tools. • Feedback
3. What challenges are EFAL teachers facing when implementing authentic assessment?	Theme 3 Challenges in implementing AA	<ul style="list-style-type: none"> • Over-crowded classrooms • Lack of learning and teaching support material (LTSM) • Learner discipline • Time limit • Lack of training and support from the School Management Team (SMT)
4. What suggestions can be advanced to promote the implementation of AA in the EFAL classroom?	Theme 4 Educator training	<ul style="list-style-type: none"> • Incorporation of AA forms through curriculum planning • Workshops and seminars • AA should be included in textbooks

4.2 EMERGING THEMES AND SUB-THEMES

This section discusses the themes and sub-themes that emerged as the results of the interpretation and meaning-making from the insights which pointed to how the participants understand AA in the teaching of EFAL in secondary schools of the Rammolutsi Fezile Dabi district. The insights

emerging from data analysis were considered in terms of finding alignment between the content knowledge of AA and EFAL as expounded in chapter 2 and the empirical knowledge from what and how the teachers use AA in teaching EFAL to secondary school learners. It was also important to determine how the theoretical knowledge in Chapter 2 affirms or negates the empirical knowledge that emerged from data analysis. The next section discusses the themes.

4.3 THEME 1: CONCEPTUALISING AUTHENTIC ASSESSMENT

This theme was revealed when the participants were requested to provide an understanding of what AA is in addressing the secondary research question: *“What is authentic assessment and how can it be conceptualised in the South African context?”*

The following sub-themes emerged following the participants’ responses and are discussed in the section below.

4.3.1 Knowledge about authentic assessment

When the participants were asked the question, *“What is authentic assessment?”* they responded differently. One participant confirmed that he does not know what AA is. This is how he responded:

Teacher A: *“I honestly do not know what authentic assessment is”.*

A few participants had a little understanding of what AA means and could provide examples, as shown in their responses below. In response to this question, some of the participants had the following to say:

Teacher B: *“I have no idea what authentic assessment it”.*

Teacher C: *“I have never heard of authentic assessment in my life”.*

Teacher A's response above provides evidence that some participants do not know what AA is all about and what it entails. This is a worrisome situation because teachers might be assessing without sound content knowledge of how to assess learners accurately and appropriately. According to the response given by Teacher A, it is evident that the gap still exists in terms of understanding and using AA. This notion is supported by Aziz, Yusoff and Yaakob (2020), who are of the view that other experienced teachers still have little knowledge of what AA means, which should have been part of their daily assessment practices.

4.3.2 Different meanings of AA

The following section expounds on different meanings of AA as understood by participants and how they benefit from using it. Herein are their different explanations:

Teacher B: *“Authentic assessment provides learners a chance to apply what they have learned and allow learners to construct meaning about what they have been taught”.*

Teacher C: *“An authentic assessment is an assessment which tends to be real, understandable and easy to follow as it is well managed”.*

Teacher D: *“This is a type of assessment that helps learners to be independent and give them the ability to solve real-life problems.”*

Teacher B, C and D's responses, to some extent, match the meaning entailed in AA and its prescripts. Teachers held the same idea that AA is knowledge-based and rooted in knowledge application. They are correct; it's about what the learners can do with what they have learnt in their different contexts (Brown, 2019, Qianqian, 2021). The three participants' responses are closely related, meaning they all emphasise that learners need to enact their acquired skills in real-life situations. Simply, they all mean that learners must be active

role players by solving real-life problems. Although the above responses by teachers are embedded in the application of knowledge by learners, they say less about how assessments should be planned and managed. Teachers do not mention the techniques they follow and use in conducting AA. The implication might be because their understanding of AA is different as well as the implementation thereof. The following definition by Zaim and Arsyad (2020) justifies the knowledge that the teachers should have with regard to AA:

“a process of gathering information by teachers about learners’ progress and learning achievement, which is done through various techniques. This kind of assessment can express, to prove, or to show precisely what the learning objectives have been completely overcome and achieved”.

A number of theories related to AA from various researchers (such as Arie, 2005; Gulikers, Bastiaens, and Kirschner, 2004; Lombardi, 2008, cited in Mardjuki, 2018) point to the fact it is a serious matter than some teachers still lack knowledge of AA.

Flowing from Huang and Jiang (2020), it is revealed that teachers sometimes perceive engaging with AA as risky because they must have great cognitive flexibility to monitor, challenge, and guide learners towards problem solutions during the process. This is an indication that not all teachers are unaware of what AA is. Teachers still reveal that they have insufficient knowledge regarding AA altogether. Even though participants held different explanations regarding AA and conceptualisation thereof, they all agreed that it is about teaching and assessing learners to be best problem solvers in real-life situations.

4.3.3 Developing higher order skills

The discussion on teacher’s conceptualisation of authentic assessment above has led to another sub-theme called ‘developing higher order skills’. Five

participants mentioned that the importance of authentic assessment is to help and equip learners with problems solving skills in real life situations. In responding to the interview question, “*What is the value of AA?*”. One of the participants said the following:

Teacher B: *“I find authentic assessment to be crucial because it helps learners to think out of the box. It further helps them to be independent thinkers. For example, the types of essays I give them help them to think for themselves”.*

In support of the teacher’s assessment practices, Al-Zoubi (2019) affirms that AA

“...develops learners’ ability to think critically, which helps them to process, critique, and analyze information and it documents the link between learning and teaching”.

The author goes on to say that teachers can assess their learners’ learning processes in a real-world manner by using authentic assessment methods and strategies, and they can give them a variety of learning possibilities. The majority of authentic assessment strategies call on learners to demonstrate higher levels of critical thinking, creativity, and problem-solving. It can be said that appropriate assessment methods are understood by teachers to increase higher order thinking skills (HOTS). The above mentioned signify that the role of teachers’ skills affects the learners’ ability in HOTS.

Teacher C: *“Authentic assessment fairly gives learners the urge to get work done very effectively. When grading informal activities, I normally let them mark each other”.*

The insight emerging from the previous statement is that teachers are becoming more aware of AA and its purposes. This may be a result of the advantages both teachers and learners can gain from this AA. The use of English beyond the classroom is measured through AA strategies and tools, which imitate real-world communication contexts and situations. Furthermore,

AA is a diagnostic technique that is used continually over time as opposed to only at the conclusion of a course or year. AA is also learner-centred (Al-Zoubi, 2019).

Teacher E: *“Authentic assessment aided my learners to be able to solve problems for themselves. It has given them the ability to make meaning out of what they have learned and apply it in their day-to-day lives”.*

Teacher F: *“It affords learners an opportunity to apply knowledge in real-life situations”*

The two aforementioned responses reveal how teachers use AA and what their learners gain from it. It is important to realise that teachers are aware that AA is the evaluation of learners' performance that determines whether or not they can apply what they have learned to real-world situations. It also gives learners the opportunity to be creative and deal with the rapid changes that occur during the learning process.

4.3.4 Values of AA

After asking the teachers about the benefits of AA in the interviews, the values of AA emerged as a third sub-theme. It appeared that they used AA for a similar purpose and their responses were as follows:

Teacher A: *“Assessing learners authentically is very critical. I cannot teach without assessing my learners. I value assessment as a guiding tool to check progress in teaching and learning”.*

Teacher C: *“Teaching without infusing authentic assessment has no meaning. I teach and assess after every lesson. This helps me detect where my learners are in terms of my goals. This also helps one to reflect upon my assessment practices”.*

The responses mentioned above bring up two crucial concerns in relation to AA. The first was about tracking the development of the learner through AA and the second was about reflective teaching. The two concerns are significant in accordance with AA's guiding principles. Ulker and Yildiz (2021:215) correlates with the assessment practices of the teachers in this way:

“authentic assessment provides the teacher with feedback about learners' progress, improves relationships between teachers, as well as showing how appropriately the learners have achieved the intended objectives and how effective the teaching has been in achieving its intended learning outcomes”.

In support of the teachers' assessment activities, the authors also contend that AA provides learners with useful feedback so they can compare their work to the standards expected of them. The idea is that teachers utilise assessment to track learner progress.

4.4 THEME 2: HOW TEACHERS PRESENTLY IMPLEMENT AA

In answering a research question concerning how teachers presently implement AA, the following sub-themes emerged.

4.4.1 Activities guided by CAPS policy

In answering the following interview question: *'How do you ensure that activities are authentic?'* One of the participants shared the following view:

Teacher A: *“I instruct learners to do a role play. This role play consists of 4 learners in which they dramatise an interview session. The three act as a panel that ask questions while the other as an interviewee. It helps them to*

use language effectively since they will need these skills after their school careers. This kind of activity is prescribed in the CAPS policy”.

The insight emerging from the data above indicates that Teacher A uses interviews in order to assess and enhance the learner’s speaking skills. Learners are given an opportunity to be active in terms of communicating their ideas through role-playing an interview session. In support of the response, Bano, Zowghi, Ferrari, Spoletini and Donati (2018) acknowledge the importance for teachers to prepare learners for interviews in terms of guiding them on how to compose the right questions and making rapport with the interview. In this way, teachers emphasise the authenticity in the use of interviews as assessments.

The data indicates that some teachers make learners summarise texts. Teacher B’s assertion underneath explains how they go on about implementing the assessment.

Teacher B: *“I give them a summary activity. This kind of activity is prescribed in the CAPS policy. Teaching learners to summarise affords them to be better speakers in all situations of life. It’s a lifelong lesson”.*

Teacher B chose to teach learners how to write a summary. The CAPS reinforces the importance of this activity because it enables and equips learners with the necessary skills towards communicative competence (DoE, 2011). Learners have to follow clear instructions, that is, to read the extract and summarise it in their own words without losing focus and presenting to the whole class. However, the activity was not authentic in nature; it only allowed the learners to recall the rules of summarising, not necessarily how to apply summarising in real-life situations. It appeared to be an ordinary lesson. Assessment can only be authentic if the teachers plan well, that is, developing the activity that will afford learners the ability and competencies of using communication skills in real life and not just recalling the rules of a summary.

The data, as shown underneath, highlights teacher’s use of portfolios. It elaborates how and why teachers make use of portfolios as forms of assessment.

Teacher C: *“I use portfolios. Portfolios enable my learners to keep [a] record of their growth throughout the year”.*

Teacher C’s response indicates that she uses portfolios as an indication of how she uses AA. This is in line with the use and advantages of portfolios (cf: 2.6.1) as discussed in the literature review. This notion is supported by Butakor and Ceasar (2021), who state that the main advantage of a learner portfolio assessment is to promote a dialogue between the teacher and learners about their work.

Teacher D: *“While assessing the writing skill, I teach learners different types of letters, their characteristics, format and when they are applicable to use. Later, I choose one type and give them as homework”.*

As mentioned above, it surfaces that participants prefer to assess learners’ writing skills using transactional texts such as letters. Nevertheless, participants did not emphasise in what way their assessments are authentic or how they had planned to make them authentic. They appear to be just ordinary forms of assessments. Even though the researcher had probed them during the interviews on how they ensure authenticity, participants appeared to lack clear understanding.

Teacher E: *“I teach and give my learners different types of essay. They write essays once a month and I mark it. Sometimes I advise them to write it at home and discuss with their parents.”*

In line with the DBE (2011), there are different types of essays that teachers give to learners to choose from. The types of essays are also assigned to learners to answer in their paper 3 examination in the FET phase. The fact that teachers give learners essays indicates that they are conscious of the benefits and values of these types of assessments. Osman, Sarudin, Janan and Omar (2019:1399) mention that teachers should use authentic learning by using challenging assignments to compel learners to engage in higher-order thinking, such as analysing, synthesising, designing, manipulating, and making an assessment.

Teacher F: *“I ensure that I teach how diary entries are formulated and then give them as class activity then mark at the end of the lesson. I teach and communicate with them well in advance before I could give them assessments”.*

Data from above illustrates the use of diary entries by teachers as their forms of assessments. Even though participants are in line with the prescripts and recommendations of CAPS, they had not mentioned how they intend to make the assessments authentic for the benefit of the learners. It appears that they assess because they need to. Hargreaves et al. (2002:77) argue that there should be active partnerships between teachers, learners, and their parents in discussions about assessments and learner progress. The overall meaning herein implies that teachers, learners and parents must communicate about the assessments.

Looking at the data above, it is surfacing that teachers mostly focus on assessing writing skills. This implies that other crucial skills in EFAL are either ignored or teachers are just not interested in addressing and enhancing them. Resultantly, teachers are not doing any justice in terms of how they should teach and assess all other aspects pertaining to the subject. A serious threat has been posed to learner needs.

4.4.2 Assessment tools

Assessment tools emerged as another subtheme, which highlights the materials teachers use to mark or grade learner performance. As discussed in the literature review (cf:2.9.1), assessment tools are important in guiding teachers to score learner achievement and improvement. In answering the following interview question, *“Which assessment methods, tools and techniques do you use?”* Teachers indicated the use of a rubric:

Teacher D: *“When I assess an oral activity, unprepared speech or prepared speech, the best way to assess this skill is through the use of a rubric”.*

Teacher F: *“In ensuring that assessments are authentic, I make use of a rubric. One cannot mark transactional texts without a rubric”.*

The data above from the two participants portrays a picture that teachers are still using rubrics to guide them while scoring learner performance. What is unique between Teacher D and F's responses is that they both use rubrics to assess different skills and activities. It becomes clear that they use them for different reasons to maintain authenticity in assessment. It is in line with Butakor and Caesar's (2021:1953) assertion that rubrics are an integral component of authentic assessment strategies.

4.4.3 Feedback

Extensive literature on feedback has been discussed in chapter 2 (cf:2.10.1). This sub-theme emanated after I asked participants the following question. "How do you record the results of assessment of learners' performance?"

Teacher E: *"Although we give learners feedback after formal and informal assessments, it is not always timely because of contextual factors in schools".*

Evidently, as deduced from the quote above, the issue of late feedback to learners derails the teacher from achieving the objectives of the assessment. Seemingly, if the aimed objectives were authentic in nature, it could possibly mean that there is no hope for the learner who failed the assessment. Huang and Jiang (2020:3) acknowledge that late feedback is bad as it impedes and deprives of learners the ability to learn.

Teacher A: *"I try by all means to give learners different forms of feedback. Sometimes I do it orally, then written, depending on the nature of activities."*

Teacher A does not provide specifics in terms of the nature of activities, but if the planned activities were authentic in nature, then feedback that focuses on that

aspect would be considered effective, but if the activities are not authentic, then feedback would be just ordinary (cf:2.15.1).

Flowing from the teacher's response, it emerges that feedback plays a crucial role in a learner's progress towards language learning. It is very important to give learners timely feedback after they have been assessed. The above statements from the two participants point out that even though teachers offer learners feedback, it is not always timely and as a result, it may not be effective and constructive because they do not specify which aspects were really authentic in the assessment. Even though the researcher had probed further, the participants mentioned that issues such a lot of daily administration had deterred them from providing timely feedback. In support of the teachers' claims, Dawson, Carless and Lee (2021:287) purport that "effective feedback processes are only feasible if learners are able to obtain, understand and make use of feedback.

Based on the responses given by participants, it is clear that teachers are not entirely aligning themselves with the principles of corrective and authentic feedback as discussed in (cf:2.10.1).

Participants also spoke about the challenges that they experienced in assessment of learners. In the sections that follow, I discuss these challenges.

4.5 CHALLENGES TEACHERS FACE WHEN IMPLEMENTING AA

This section expounds on the challenges faced by teachers while implementing AA. Emanating from the issue of challenges, six sub-themes were evident: Overcrowded classrooms, poor learner attendance, lack of sufficient teaching and learning material as well as learner discipline. The sub-themes emerged when participants were asked the following question: *What challenges are the EFAL teachers facing when implementing AA?*

4.5.1 Over-crowded classrooms

Overcrowding in classrooms emerged as a sub-theme and it is discussed in the section below. Participants highlighted their frustrations and challenges by stating the following:

Teacher C: *“Attempting to assess is difficult. Large number of learners in classrooms makes it difficult”.*

Teacher D: *“I feel like we are not doing justice when assessing. We have close to 50 learners in a class which makes the situation worse. The moment you reach half of the class you have already lost focus on what you are marking”.*

Analysing the two responses above, the interpretation is that teachers' assessment practices are hindered by a common factor which is overcrowding in classrooms. Overcrowded classes have become one of the most serious problems faced by schools and teachers, especially in language education (Moghal, Kazi& Bukhari,2019:1). With that said, researchers like West and Meier (2020:2) stipulate that overcrowding is one factor which leads to poor performance and grade repletion due to a shortage of teachers and poor school infrastructure. This is in agreement with Ntsala (2021:70), who asserts that the challenge in an overcrowded classroom is that the teacher may feel overwhelmed and ultimately end up avoiding essential assessment requirements. The situation is worsened by other factors such as lack of space, fresh air and high levels of noise that disrupts the class and the teacher to assess appropriately (Van Wyk, 2008:143).

The situation explained above is against the proponents of Learner Educator Ration (LER), which are 1:30, as explained by West and Meier (2020).Having said all these, teachers can't afford to do anything about the situation.

4.5.2 Lack of sufficient resources (LTSM)

This sub- theme was also raised by participants in their interviews as an impediment to their duties as teachers.

Teacher A: *“Learners have to share textbooks where they get their activities. At least three learners a book”.*

Teacher B: *“There’s a shortage of textbooks in my school. A contributing factor to this situation is because of poor retrieval system happening at the end of the year”.*

In cognisance of the fact that the location of schools where this research was conducted is rural, Khumalo and Mji (2014) support the teachers’ claims that “the lack of infrastructure and facilities as indicated has had a bad effect on learning and teaching in the rural areas of South Africa”. A resultant effect of this bad situation is that inequalities are deeply rooted in the education system, and rural schools reflect this more than any other. As a result, rural schools fail to meet national goals in terms of providing unfettered access to quality education. Ultimately, teachers may be unable to implement AA successfully. It is evident that poor infrastructure in schools posed a hindrance towards teachers implementing authentic assessment successfully. Khumalo and Mji (2014) acknowledge that scarcity of resources contributes negatively to learning and teaching within the classroom. They also mention that resource-constrained schools are likely to perform poor academically.

4.5.3 Learner discipline

Participants revealed in the interviews that a number of learners disturbed their lessons and that had a negative impact on the learners being taught and made the teacher lose focus. Teachers had the following to say:

Teacher C: *“A group of learners normally bunk school, are disruptive during my lessons and they do not want to do anything productive”.*

Teacher B: *“Disruptive behaviour is seen mostly from the learners who do not want to work and fail to submit given assessments”.*

Flowing from the above quote, it is clear that learner misconduct emanates as a problem towards teachers implementing authentic assessment. Aldrupa, Klusmanna, Lüdtkea, Göllner and Trautweind (2018) support the notion that learner misbehaviour, including disturbances, disrespect, and disciplinary problems, is widely considered to be the most influential stressor. This is also in line with what is stated under overcrowded classrooms. “Many teachers indicated that managing overcrowded classrooms is complex in general, in particular managing discipline.”

There is no doubt that learners who have missed out on AA will not progress significantly.

4.5.4 Poor learner attendance

Poor learner attendance emerged as a sub-theme and was discussed as follows:

Teacher C: *“Some learners come to school casually. Sometimes once a week, the following week twice. The trend is very bad”.*

Teacher D: *“The issue of poor attendance by learners is worrisome. One cannot assess those who have been away for weeks due to time constraints”.*

Teacher F: *“The community is vastly poor. Other parents have opted their children to go work in the farms during school time. It is very hard [to] keep track of their assessment at the end of the year”.*

The participants revealed that learner attendance is very poor mostly because some children are forced to work on farms, and they are not encouraged to attend school. Learners who do attend school often find the curriculum is not relevant to their lives and that their learning is not supported at home. Moreover, teachers’ assessment

practices are severely affected by poor learner attendance. Therefore, a true reflection of teachers' understanding of assessments is not revealed due to poor attendance.

4.5.5 Time limits

The issue of teaching for long hours has emerged as a sub-theme and is discussed as follows:

Teacher C: *“It gets harder sometimes to administer AA as periods are short and one end up not following the correct steps of assessment due to time limits”.*

What is emerging from the abovementioned data is that teachers are hindered by time constraints to administer AA successfully. It is for this reason that Aziz et al. (2020) highlights that AA implementation requires more time, energy and intellectual resources. It is apparent that the issue of time contributes negatively to teachers' assessment practices.

4.5.6 Lack of support and training from SMT

Participants report that they do not get sufficient support and training from their SMTs, hence they are unable to implement AA successfully. Underneath is the explanation from a participant:

Teacher D: *“We do not get required support and training from our school managing teams”.*

Unfortunately, teachers face several challenges when seeking to implement AA in teaching EFAL. This concern is raised by Aziz et al. (2020) as they state that one such challenge is the lack of training and lack of support from school administration groups. Ultimately, SMTs appear as contributing factors towards poor implementation of AA in EFAL classrooms.

4.6 EDUCATOR TRAINING

This section presents suggestions expressed by EFAL teachers regarding the advancement and promotion of the implementation of AA in the EFAL classroom. Three sub-themes emerged when participants were asked the following question: *What suggestions can be advanced to promote the implementation of authentic assessments in the EFAL classroom?*

4.6.1 Incorporation of AA forms through curriculum planning

The necessity for effective preparation and instruction, particularly for implementing AA, was stated by the teachers as follows:

Teacher A: *“I believe it is important for authentic assessment to be included in curriculum planning”.*

The teacher’s response confirms that more time is needed to comprehend how to incorporate a variety of AA activities in the classroom, which is another crucial necessity. Teachers also mentioned that they require training in defining the standards required to assess learners' work. This sentiment is shared by Singhet al. (2022:719), who maintain that teachers who choose to introduce and implement AA must have both theoretical knowledge and the primary motivation driving their choice, such as transformative and responsive instruction, clear marking standards, and strategies for encouraging more informative feedback so that students can take the necessary steps to improve their work. However, as indicated earlier on, there were some participants had no idea of what AA is and felt that it should be included in curriculum planning.

4.6.2 Workshops and seminars

The participants expressed a strong desire to learn more about AA. They said they and the learners would benefit from the workshops and seminars the DBE organised to prepare them for AA:

Teacher B: *“It would be of paramount significance if teachers were to be given lessons through workshops and seminars about authentic assessment to keep us abreast with current alternative assessment methods. I am interested”.*

In support of the quote above, Charoenchai, Phuseeorn, and Phengsawat (2015) approve the notion of AA teacher development and training, which entails goal-setting, instructional strategies, consulting with colleagues, and facilitation. Additionally, according to the authors, training should provide teachers with the knowledge and methods needed to conduct authentic assessments as well as consultation and facilitation to help teachers learn from their own evaluations. This is significant in the sense that the call for training comes from the participants.

4.6.3 Inclusion of authentic activities in textbooks

Participants raised the issue of textbooks as a necessity in using AA to teach EFAL in their classrooms. One participant responded as follows:

Teacher C: *“Forms of authentic assessments must be included in the textbooks that we use on [a] daily basis.”*

The insight that emerged from this response is the assertion that practical and easily understandable forms of authentic assessment must be included in learner textbooks. It is clear that participants believe that through the inclusion of these activities and assessments in learner textbooks, AA will be easily applied and implemented successfully.

In reflection, although textbooks are essential teaching and assessment tools for communicating curriculum content, not every textbook serves the same purpose or contains the same information. One factor that might affect learning outcomes and the application of AA is the choice of the appropriate textbook (Risma, Rahmayani & Handayani, 2019). They are set up to support particular curriculum visions (Okeeffe, 2013). Juwita, Ilmiyati and Maladona (2017) assert that as the textbook is crucial to raising educational standards, it must be in line with the

curriculum. The need for textbooks that genuinely provide examples of AA activities and how to implement them is emphasised by the participants.

4.7 CONCLUSION

In this chapter, I presented teachers' experiences of conducting and implementing authentic assessment to answer my research question: How do the EFAL teachers in South African secondary schools implement authentic assessment? The analysis from the semi-structured interviews revealed four themes: conceptualisation of authentic assessment, activities guided by CAPS policy, challenges in implementing AA and lastly, educator training.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, LIMITATIONS, VALUE OF THE STUDY AND CONCLUSION

5.1 INTRODUCTION

It is in this final chapter (5) that I present a summary of the findings that emerged during the analysis and interpretation of data generated from EFAL teachers who use AA in teaching the subject and in how their responses shed light on the concept of AA and EFAL. The literature study in chapter 2 and the Model of Alternative Assessment Reform (AAR) as the conceptual framework enabled me to arrive at the findings and in accordance with the prescripts of research design and methodology as outlined in chapter 3. Therefore, this chapter summarises the conclusion and implications of the study.

The aim of this study was to explore EFAL teachers' implementation of authentic assessment in three Rammolutsi secondary schools. The main issue that the study explored was the phenomenon of authentic assessment, teachers' understanding thereof, implementation as well as the challenges they encounter while implementing it. To address the issue highlighted by this study, the following primary research question needed to be answered: *"How do the EFAL teachers in South African secondary schools implement authentic assessment?"* Guided by the model suggested by Hargreaves et al. (2002) on teachers' assessment practices, this study enabled the researcher to put the theory into practice by exploring how teachers assess in three secondary schools.

Chapter 1 of the study presented the background information and stated the research problem, outlined the main aim and objectives, as well as the significance and limitations of the study. Furthermore, it presented the literature review regarding AA in teaching EFAL and the conceptual framework within which the study was undertaken. In chapter 2, the study reviewed literature and other research studies considered relevant to how secondary school teachers teach EFAL and apply AA in their assessing their learners in order to place the investigation within the context of

existing similar literature for greater validity. Chapter 3 presented the methodology and the research design that guided the study, including the philosophical underpinnings that informed the empirical decisions. It presented the study area, sample size, data collection procedures and instruments as well as data analysis procedures. In chapter 4, the findings and discussions of the study (according to the research objectives and questions) were presented. This final chapter presents the summary of findings in line with the objectives. The chapter draws conclusions, provides implications and suggests some recommendations with regards to the findings and lastly, suggestions for further research. The discussions are done according to the order of the research questions.

5.2 THEME 1: UNDERSTANDING AUTHENTIC ASSESSMENT

As mentioned in the previous chapter (cf; 4.1.1.3), the teacher's conceptualisation of AA involves teachers with no knowledge at all about this alternative assessment.

Conclusions

It is noted that some teachers reported having no knowledge of AA or experience with it. The aforementioned finding suggests that other teachers in schools lack awareness of AA, its principles and how to execute it successfully. Given that AA is designed to promote lifelong learning and the practical application of competencies, the existing arrangement is detrimental to both teachers and learners. The inference is that the teachers' assessment practices are either flawed or have a negative impact on learners understanding if they are not fully aware of AA. The implication is that they are typically performing assessments just out of habit rather than imparting the true AA principles, which aim to provide learners with problem-solving skills in real-life contexts.

Recommendations

Since some teachers emphasised that they are unaware of what AA is and what it entails, as was discussed in chapter 4(cf:4.3.1), it suggests that teachers still need

additional training in conducting and implementing AA. DBE could provide teachers with training through short courses or seminars in order to realise the significance of AA as a means to holistic development and functioning in the cognitive, affective, and psychomotor domains (Kristiawan & Elnanda, 2017). Eventually, teachers will be able to conduct the proper assessments once they have been provided with the necessary information and applications of AA. In line with the recommendation, Rose and Erhivwode (2021) support that workshops, seminars and courses be frequently arranged for EFAL teachers to inform them of the most recent techniques for AA. To guide new/student teachers toward AA, universities and colleges of education may need to advance their teacher training programs. By doing this, teachers will have an understanding of the many assessment methods and instruments that can be used.

5.1.1 Understanding AA

The insights emerging showed that some teachers have sufficient knowledge or the idea of AA (cf: 4.1.1.4). The teachers suggested that they interpret AA's benefits in the way that it enables learners to assess what they have learned and apply it to their own experiences. They concurred that learners can utilise their creativity to demonstrate what they have learnt because they are not required to memorise information for an examination.

Conclusions

The findings point to the realisation that the majority of teachers, according to the study, concur that AA blends teaching, learning, and evaluation activities. In other words, it is a continuous process that stresses both the learning process and the learning output. Additionally, the outcome demonstrated that teachers are cognisant of the significance of AA in order to provide adequate and clear information about learners' competency. Additionally, the majority of teachers agree that this form of evaluation is carried out through a variety of assessment methods as well as through relevant assignments and activities that really take place in the classroom.

Recommendations

Since teachers have displayed a positive attitude towards AA, they should be encouraged to assess and evaluate their learners' English language abilities and competences, using AA in their language classrooms to improve their learning. Consequently, learners should not only be exposed to traditional methods of assessment but also to AAs.

5.3 THEME 2: ALIGNMENT OF AA WITH CAPS

One of the insights that emerged revealed that teachers are guided by CAPS (2011) policy to assess authentically in order to make use and implement authentic activities, such as portfolios, interviews, essays, diary entries and letters (cf:4.3.1).

These are all in harmony with the AAR model that guides the study in the sense that learners are active and challenged contributors to their own learning (Hargreaves et al.,2002).

The sections that follow discuss the findings and make recommendations.

5.3.1 Interview through role play

Based on the qualitative results (cf: 4.3.1), it was found that teachers use interviews as role plays to assess different skills, such as listening and speaking. The activity infuses both skills.

Conclusions

The study revealed how teachers perceive such assessments to be used through some meaningful tasks in order to connect learning activities with learners' real lives. Furthermore, it implied that teachers assess not only the final product, but also the process of completing it. However, it is sad to realise that teachers did not mention how they ensured authenticity in the creation of activities for the benefit of the learners. As a result, this may turn out to be an ordinary activity.

Recommendations

The study recommends that the school implement a model of AA improvement of speaking skills based on the needs of teachers and curriculum needs. The scoring rubric used to assess learners' progress may include five indicators: task completion, fluency, pronunciation, vocabulary and grammar.

It is also recommended that teachers develop and use scoring rubrics for such assessments to ensure authenticity. This requires providing learners with a copy of a rubric. Teachers can use the scoring rubrics, along with the AA models, to assess learners' speaking skills. In general, scoring rubrics include components such as pronunciation, fluency, vocabulary, grammar, and comprehension. Each component includes a description of the level of achievement that the learner may have attained, allowing the teacher to determine where the learners stand in the assessment (Zaim & Refnaldi, 2020). Clear grading rubrics will transform a subjective measurement into an objective measurement.

5.3.2 Summary writing

Findings presented in chapter 4 (cf:4.3.1) indicate that teachers give learners texts to summarise, highlighting that these activities afford learners the opportunity to become competent language users in all spheres of life.

Conclusions

Based on the point above, it can be concluded that teachers only make use of the activity to summarise so that learners can recall the rules thereof. The nature of this activity only affords learners the chance to recall information instead of applying it in real-life contexts.

Recommendations

The study recommends that teachers should assess learners in three ways during the writing process: attitude, knowledge, and skill that are relevant to the real situation. As a result, when learners participate in various AA tasks, the teacher should be concerned about their attitudes. They may want more encouragement or other hands-on activities for each step, which may excite them more in a writing class.

5.3.3 Portfolios

Findings illustrate that teachers make use of portfolios as a form of assessment.

Conclusions

The findings of the study imply that some teachers are still upholding this useful assessment practice. The usage of portfolios, according to teachers, permits and assures that learners maintain records of their development throughout the course of the year. The study's conclusions also suggested that a portfolio may be utilised as a grading tool. Teachers can observe learners' learning processes while conducting classroom assessments, which can then be used for assessment purposes. Teachers must have a greater comprehension of this portfolio assessment.

Recommendations

The findings of this study reveal different understandings towards the uses of portfolios. Others maintain that they use them for learners to keep a record of their development, while others state that it is an effective feedback tool. In this case, there is a need for future educational researchers to identify whether there should be any differences in using portfolios. This study has revealed that there are different perspectives on the applications of portfolios. Some participants mention it's a useful tool for providing feedback, while others claim it's used by learners to keep track of their improvement. Future studies in education must determine whether other

approaches to utilising portfolios are necessary in this situation. Since the current study concentrated on teachers, the study goes on to suggest that studies be conducted on learners' perspectives on the use of portfolios.

5.3.4 Essay and diary entries

Data indicates that teachers prefer to assess learners' writing skills through essays and diary entries.

Conclusions

Teachers appeared to be uncertain after the researcher had probed further on what entails authenticity in preparing these assessment tasks. It is evident that participants' knowledge about planning, managing and implementing AA is lacking.

Recommendations

The study recommends teachers follow guidelines recommended by the CAPS (2011) to make use of other assessments in assessing other crucial language skills.

5.3.5 Assessment tools

The findings indicate that the teachers' knowledge regarding assessment tools is insufficient. All the teachers in the study mentioned that they only use assessment tools such as rubrics.

Conclusions

It is clear that the teachers are only comfortable with using e of assessment tools as rubrics. This implies that teachers have no knowledge about other forms of rubrics or either has seen the need to use others (cf:2.13.1).

Recommendations

The study recommends that teachers employ strong analytical rubrics in an EFAL classroom in the manner indicated by Vercellotti and McCormick (2021).

Step1: Categories: Determine the categories that reflect the distinct competencies/skills of the stated learning objectives.

Step 2: Levels of performance: Describe the required levels of performance in each context-appropriate category.

Step 3: Pre-Use Review: Examine the rubric for validity (e.g., categories are linked with the assessment's stated learning objectives), reliability (e.g., performances can be scored consistently with the descriptions), practicability (e.g., the rubric is simple to use), and the benefits of adopting the rubric.

Step 4: Post-Use Evaluation: Check that the scores are meaningful and based on the descriptions, that the categories are independent, that the descriptions are appropriate for the level, and that the rubric is simple to apply. While difficult, the effort to thoroughly develop a rubric for a language evaluation enhances grading uniformity and transparency. Analytic rubrics are a strong tool for open-ended activities that can be used to help teachers evaluate their own teaching, document evidence of learner development, and provide feedback to students.

5.4 THEME 3: Challenges in implementing AA

Theme 3 developed into several sub-themes.

5.4.1 Overcrowding

The findings in this study regarding overcrowding corroborate with other studies conducted on overcrowding. The finding applies to many public secondary schools, where overcrowded classrooms greatly influence learners' unfavourable

learning behaviours while also having a detrimental impact on teachers' ability to assess their classes effectively. This creates a chaotic environment for both teachers and students (Olayeye & Ajayi, 2017).

Conclusions

Insights emerging from the interpretation of data point to unbalanced teacher-learner ratios. These unhealthy ratios lead to negative classroom management by subject teachers, which has exacerbated poor learner participation in the classroom. As a result, teachers are unable to assess learners effectively.

Recommendations

The study recommends that schools use participatory strategies to keep learners in small groups in class. This could make teaching, supervising, and monitoring AA easier. The study also takes cognisance of Ntsala's (2021) advice that when assessing in overcrowded classrooms, teachers must give learners short activities of no more than five sentences to avoid the inability to assess. This also allows the teacher to provide fast feedback to learners, resulting in more exposure to activities. Furthermore, it is recommended that schools employ assistant teachers in order to tackle common discipline issues in classrooms and to divide the class in half to lessen the burden (West & Meier, 2020).

5.4.2 Lack of sufficient resources

This finding resonates well with the Alternative Assessment Reform (AAR) model of Hargreaves et al. (2002). The *technological perspective* of the AAR model touches on classroom assessment relating to technical aspects such as availability of resources, time and issues of management. True to this model, this study revealed that teachers in large classrooms had numerous obstacles, including a lack of teaching and learning materials as well as teacher shortages. These problems result in an increased teaching load, which accelerated poor learner performance and eventually hampered their assessment practices. According to the findings of this study, participants regarded resources and the availability of supporting infrastructure as

critical to ensuring that the learning, teaching, and assessment setting performs optimally.

Conclusions

It is apparent that resource constraints in schools prevent teachers from successfully implementing AA. It is noted that a lack of teaching and learning materials, such as textbooks, from which learners are meant to obtain their assessment activities poses a significant threat to assessment and learning. Therefore, it appears that curriculum difficulties are almost completely overtaken by the more immediate demand for resources for effective learning and assessments.

Recommendations

The study recommends that the government provides proper and enough school infrastructure (Davidoff & Lazarus, 2002). In this regard, when classrooms, labs, and libraries are established, they should not be just halls but rather lead to beneficial learning experiences. It is recommended that such classrooms, laboratories, and libraries provide a setting where learning is relevant, creative, and energetic for learners and, more significantly, for teachers to be able to apply authentic assessments.

5.4.3 Learner discipline

Learner discipline is related to the AAR model. Teachers mentioned that a lack of learner discipline is a serious issue in secondary schools (cf: 4.4.3). The findings include the notion that the disruptive behaviour of learners adversely disrupts teachers' assessment processes. They claimed that they fail to assess other learners authentically when they skip school, are disruptive in class, and do not complete assigned tests.

Conclusions

Learners' lack of discipline reflects *post-modern perspectives* of the AAR model classroom reform as a dynamic and ever-changing phenomenon due to its complex, diverse and uncertain nature (House, 1981 as cited in Hargreaves et al., 2002). This model sheds some on the underlying dynamics of teachers' lack of classroom management and learner discipline management abilities, which leads to the disempowerment of the teachers to exercise their authority over the learners, and unwillingness to discipline learners (cf 2: 2.16). This AAR model also helps to rationalise why learners display a lack of discipline as a result of peer pressure in the classroom. In secondary schools, the leader-follower dynamic is prevalent. According to Jinot (2018), the impact is frequently negative and learners copy their peers' bad behaviour in an effort to avoid being excluded from the group. As a result, their education is disrupted, and teachers are unable to assess them.

Recommendations

The Department of Education and Human Resources, Scientific Research, and Tertiary Education should decentralise control of school disciplinary rules and practices. This would provide teachers and the school principal more authority to maintain learner discipline, which would reduce inappropriate behaviour and free up teachers to continue their assessment practices.

5.4.4 Poor learner attendance

Teachers said that a major obstacle to their assessment procedures is absenteeism. They hinted that some learners return to class after a few weeks, while others occasionally work on farms at their parents' request because of their living conditions. This behaviour can be explained within the context of the AAR model from the *post-modern perspective*, which emphasises teaching, learning and assessment as a dynamic and ever-changing phenomenon due to its complex, diverse and uncertain nature (House, 1981 as cited in Hargreaves et al., 2002). It also emphasises the ever-changing nature of the learners, who have evolved in

terms of their way of thinking, their behaviour and actions and the diverse demands from their cultural and socio-economic backgrounds.

Conclusions

Regardful of the AAR model and reflecting on its four perspectives, it is noted that poor attendance may be associated with low literacy, learners being withdrawn from class to work on the farms, causing them to fall behind and some learners in child-headed families or having been victims of some pandemics and disaster of global warming. In such cases, an intervention designed to improve learners' competencies is a necessity. The fact that fewer learners are actually attending class is especially troubling because it translates into decreased learning and performance. The impact of learners not participating in class has numerous far-reaching consequences, including low morale among both learners and teachers.

Recommendations

SMT members should be responsible for fostering a learning environment where learners want to be in class and gain clear benefits. To be successful, this value must be demonstrated and promoted without the use of "motivators" that are viewed as punishing in nature. One of an SMT member's roles is to understand what motivates learners and to improve teaching practices to encourage effective learning. In order for authentic assessments to be successful, Stoner and Fincham (2012:1) urge that schools identify places where value can be restored in the classroom and a sense of "community of learners" maintained.

5.4.5 Lack of support and training from SMT

One of the findings articulates teacher satisfaction as critical for improved teaching performance and assessments. This notion can also be understood from the *political perspective* of the AAR model in terms of power play between the teachers and the School Management Teams (SMTs). When it came to SMT assistance, the results showed that teachers were dissatisfied with their personal development and

monitoring. Teachers were also frustrated by a lack of assistance from their SMT when it comes to implementing authentic assessment. The SMT only emphasises summative assessment, like end-of-year examinations.

Conclusions

It is evident that teachers are not getting enough support from their supervisors. This situation is worsened throughout the year because seemingly there is no monitoring of the assessment of teachers. As a result, teachers are generally assessing without following the prescripts of authentic assessment.

Recommendations

The study recommends that the DBE structures relevant to assessments train the SMT, particularly those in the languages department as well as the teachers.

5.4.6 Educator training

The findings (cf: 4.5.1.1-4.5.1.3) reveal teachers' lack of theoretical knowledge pertaining to AA and the primary motivation in implementing AA.

Conclusions

The findings confirm that teachers must include AA in their curriculum design. They claim that it would make sense for the term AA to appear regularly in their teaching and assessment materials. Teachers maintain at this point that it would be more significant to them and that they would gain a clear knowledge of this form of alternative assessment. Even though there are examples of AA exercises in their learners' textbooks, it is clear that participants are unsure how to make the assessments authentic. They assume that attending seminars and workshops for training will provide them with AA knowledge.

Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations with a view to improving and facilitating learning and assessment of English Language in schools:

- 1) Workshops and seminars as well as courses should be organised for EFAL teachers regularly to deepen their pedagogical content of AA.
- 2) Universities and faculties of education might need to modify their teacher training modules to orientate new/student teachers towards authentic assessment.
- 3) Textbook writers should use authentic assessment materials in the question section of their textbooks so as to encourage EFAL teachers to utilise authentic assessment in their classrooms.

5.5 LIMITATIONS OF THE STUDY

The study focused on exploring EFAL teachers' implementation of AA in selected Rammolutsi secondary schools in the Fezile Dabi District. This study was limited in its scope, given the relatively small sample size of only six participants (cf:3, 3.4). For this reason, the results of the study could not be generalised to all teachers in all secondary schools in the Fezile District. The study is further limited by the researcher's omission to take into account other issues. For example, the researcher did not explore learners' perceptions regarding AA and its benefits. The researcher could have also asked principals if they were aware of whether teachers are assessing authentically or not, as this could have yielded valuable and new insights. Lastly, one interview had to be done telephonically as the participant was absent from school.

5.6 VALUE OF THE STUDY

The study's primary purpose was to explore teachers' implementation of AA in secondary schools. The findings of the study presented a new perception of AA implementation in secondary schools. The recommendations suggested will further empower the Free State Department of Education (FSDoE), Senior District

Managers, curriculum advisors, circuit managers, principals, teachers and new researchers to plan, develop and implement authentic assessment according to the principles of AA. This will motivate the teachers to face the challenges they currently experience head-on in teaching and assessing all learners in all the subjects taught at the schools.

5.7 IMPLICATIONS FOR FUTURE RESEARCH

The study's findings reveal that AA significantly increased teachers' academic achievement and attitude toward educational measurement. Additionally, it is an approach that can serve to forge cooperation between theory and practice, which is a major problem in the field of teacher training in South Africa. Based on these findings, AA procedures can be integrated into teacher education as much as possible. Seminars, workshops, and courses can be organised to help teachers understand and use AA. Future research on it for other levels of education is possible. Future research could look into learners' viewpoints to see how AA aids their learning. Studies on the effects of AA on various dependent variables are possible.

5.8 CONCLUSION

This chapter presented the findings of the research study, which explored teachers' implementation of authentic assessment in selected Fezile Dabi secondary schools. This entailed the summary of the research findings, conclusions as well as recommendations. Lastly, the chapter outlined the implications, recommendations, limitations, and the value of the study.

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APPENDIX A: ETHICS APPROVAL



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

11-May-2022

Dear Mr Keabetswe Tlhabanelo

Application Approved

Research Project Title:

EXPLORING ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS' IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SELECTED RAMMOLUTSI SECONDARY SCHOOLS.

Ethical Clearance number:

UFS-HSD2021/1030/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Dr Adri
du
Plessis

Digitally signed
by Dr Adri du
Plessis
Date:
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9337
duplessisA@ufs.ac.za
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APPENDIX B: PERMISSION FROM DOE

Enquiries: M.Z. Thango
Ref: Research Permission: K.G. Tlhabanelo
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za



3541 Lekgotla Street
Maokeng
Kroonstad
9499

Dear Mr. K.G. Tlhabanelo

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: FEZILE DABI DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Fezile Dabi Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: Exploring English First Additional Language teachers' implementation of authentic assessment in selected Rammulotsi Secondary schools.

1. **List of schools involved:** Rehauhetswe Secondary School, Thabang Secondary School and Kgolakgano Secondary School.
2. **Target Population:** Six teachers teaching English FAL in grade 11 at the selected schools.
3. **Period of research:** From the date of signature of this letter until 30 September 2022. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 14/02/2022



Enquiries: M.Z. Thango
Ref: Notification of research: K.G. Tlhabanelo
Tel. 051 404 8808
Email: MZ.Thango@fseducation.gov.za

District Director
Fezile Dabi District

Dear Dr. Chuta

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN FEZILE DABI DISTRICT

This letter serves to inform you that Mr. K.G. Tlhabanelo has been granted permission to conduct research in the Fezile Dabi District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: Exploring English First Additional Language teachers' implementation of authentic assessment in selected Rammulotsi Secondary schools.

1. **List of schools involved:** Rehauhetswe Secondary School, Thabang Secondary School and Kgolakgano Secondary School.
2. **Target Population:** Six teachers teaching English FAL in grade 11 at the selected schools.
3. **Period of research:** From the date of signature of this letter until 30 September 2022. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** The findings and conclusions of the study may give insight into how teachers can become critical designers and reflective practitioners of classroom assessment tasks that support learning and mastery of competencies required in today's world. The findings may benefit the schools where the research will be conducted and possibly surrounding schools.
5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 14/02/2022

APPENDIX C: LETTER OF REQUEST TO PRINCIPALS

3541 Lekgotla Street
Maokeng
9499

28 June 2021

The Principal
Kgolakgano Secondary School
4166 Rammulotsi
Viljoenskroon
9520

Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a Master's student at the University of the Free State, interested in conducting research entitled **"EXPLORING EFAL TEACHERS' IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SELECTED RAMMOLUTSI SCHOOLS"**.

The aim of this research is to conceptualise authentic assessment in South Africa, to identify how teachers implement authentic assessment in their lessons, and identify the challenges faced by teachers when implementing authentic assessments. I intend to conduct this study in three secondary schools. I will work with two teachers from each school in the FET Phase. I will conduct semi-structured interviews as well as classroom observations. Data collected will be confidential and will only be used for the purpose of the study. I promise to abide by the principles of anonymity and confidentiality. Lesson observations and interviews will be conducted after school hours to avoid disrupting the smoothing running of teaching and learning.

For enquiries, contact my supervisor, Dr Ntsala at 0846541457 or email at NtsalaSA@ufs.ac.za

Yours truly,

Tlhabanelo KG (Mr)

APPENDIX D: POPIA CONSENT FORM

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE: August 2022

2022

TITLE OF THE RESEARCH PROJECT

EXPLORING ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS' IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SELECTED RAMMULOTSI SECONDARY SCHOOLS.

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Keabetswe Gabriel Tlhabanelo 2012193138 0788285950

[Click here to enter text.](#)

FACULTY AND DEPARTMENT:

*FACULTY OF EDUCATION
LANGUAGE EDUCATION AND SOCIAL SCIENCES*

STUDYLEADER(S) NAME AND CONTACT NUMBER:

*DR SEKANSE NTSALA
0846541457*

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of this study is to explore the South African EFAL secondary school teachers' use of authentic assessment.

WHO IS DOING THE RESEARCH?

I am Keabetswe Gabriel Tlhabanelo, works for the department of Education in the Free State in the Fezile Dabi District. I am interested in exploring and understanding how EFAL secondary school teachers use and implement authentic assessment in their teaching and learning situations. The study is triggered by the recent deterioration of poor performance in the subject.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Yes. The UFS ethics committee has granted ethical clearance.

Approval number: UFS-HSD2021/1030/22



WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Six EFAL teachers from public secondary schools in Rammolutsi in the Fezile Dabi District will be requested to participate in the research. You have been selected because of your long service, influence and experience in teaching the subject. The recruitment of participants will be purposive for this study as purposive recruitment is flexible and deliberate, providing rich information on the topic under study. This sampling technique is appropriate for this study because the teachers who will be selected are working in schools where EFAL is taught.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The study involves semi- structured interviews and lesson observations. The questions of the interview and lesson observation schedule will be attached at the end of the document for perusal. The expected length or duration for both the interview will be two hours. 1 hour for interview and another hour for lesson observation.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Being in this study is voluntary and there is no penalty for non participation. Participants are free and have a right to withdraw from the study at any time when they feel uncomfortable.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The subject's participation in the study will be kept confidential. The potential benefits of being in this study is that the findings of the study will be shared with the local schools to understand the necessity of authentic assessments and how they could be used to better the results of EFAL.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

The participants may lose valuable leisure time or time that was scheduled for other activities of their choice since they will be taking part in this study for those 2 hours. Loss of work time.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Your name will not be recorded, anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Only the transcriber of the data will have full access to it and confidentiality

will be maintained by signing confidentiality form. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Your anonymous data will be used for further purposes such as journal articles and conference presentations. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet my office for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payments will be received or any other form of incentives.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact <Keabetswe Tihabanelo> on <0788285950> or email keabetswegabriel@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact <Dr SA Ntsala contact details here, ntsalaSA@ufs.ac.za, 0846541467.

Thank you for taking the time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (participant's full names to be included), (the
"Participant")

confirm that I voluntarily agree to participate in the research study referred to as the

_____ (the "Study") in relation to

**EXPLORING ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS' IMPLEMENTATION OF
AUTHENTIC ASSESSMENT IN SELECTED RAMMULOTSI SECONDARY SCHOOLS**

and which Study is being conducted by

Keabetswe Gabriel Tlhabanelo

(insert the name of the researcher),(the "Researcher").

I, the undersigned Participant, further confirm that—

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to the recording of the *SEMI-STRUCTURED INTERVIEW*

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): Keabetswe Gabriel Tlhabanelo





Signature of Researcher: _____ Date: _____



APPENDIX E: TEACHER REQUEST FORM

3541 Lekgotla Street
Moakeng
9499

28 June 2021

Dear participant.

You are invited to participate in a research project aimed at exploring EFAL teachers' implementation of authentic assessment and the challenges they encounter in selected Rammolutsi secondary schools. Your input and feedback are therefore crucial to the study.

Your participation in this research endeavour entails semi-structured interviews and classroom observations. Your participation is completely voluntary. You will not be asked to reveal any information that will expose your identity. Should you declare yourself willing to participate in an individual interview, confidentiality and anonymity will be guaranteed and you may withdraw at any stage should you wish to do so.

If you are willing to participate in the research, please kindly sign this letter as a declaration of your consent, that is, you participate in this study willingly and that you understand that you may withdraw at any given time. Any information obtained from the conversations will solely be used for the purpose of this research.

Yours truly

Tlhabanelo K.G (Mr)

CONSENT

I agree to participate in the study titled **“EXPLORING EFAL TEACHERS’ IMPLEMENTATION OF AUTHENTIC ASESMENT IN SELECTED RAMMOLUTSI SECONDARY SCHOOLS”** as outlined in the consent letter.

Name:

Signature:

Date:

APPENDIX F: INTERVIEW SCHEDULE

Interview schedule (Classroom observations)

Life history questions

1. Did you get any assessment training? When? For how long? What was it like? Who conducted that training?

Authentic Assessment-related questions

- 1) What do you understand by authentic assessment?
- 2) How do you ensure that the assessment is authentic?
- 3) Which assessment methods, tools and techniques do you use?
- 4) What challenges are the EFAL teachers facing when implementing authentic assessment?
- 5) What factors hinder your assessment practices in your school?
- 6) How do you record the results of assessment of learners' performance?
- 7) Which assessment documents do you use?

APPENDIX G: TURNITIN REPORT

Dissertation Final

ORIGINALITY REPORT

4%	4%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	scholar.ufs.ac.za Internet Source	2%
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3	files.eric.ed.gov Internet Source	<1%
4	Submitted to University of the Free State Student Paper	<1%
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6	ijere.iaescore.com Internet Source	<1%
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8	Submitted to North West University Student Paper	<1%
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10	Rui Huang, Lianjiang Jiang. "Authentic assessment in Chinese secondary English classrooms: teachers' perception and practice", Educational Studies, 2020 Publication	<1 %
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18	Submitted to Universiti Teknologi MARA Student Paper	<1 %

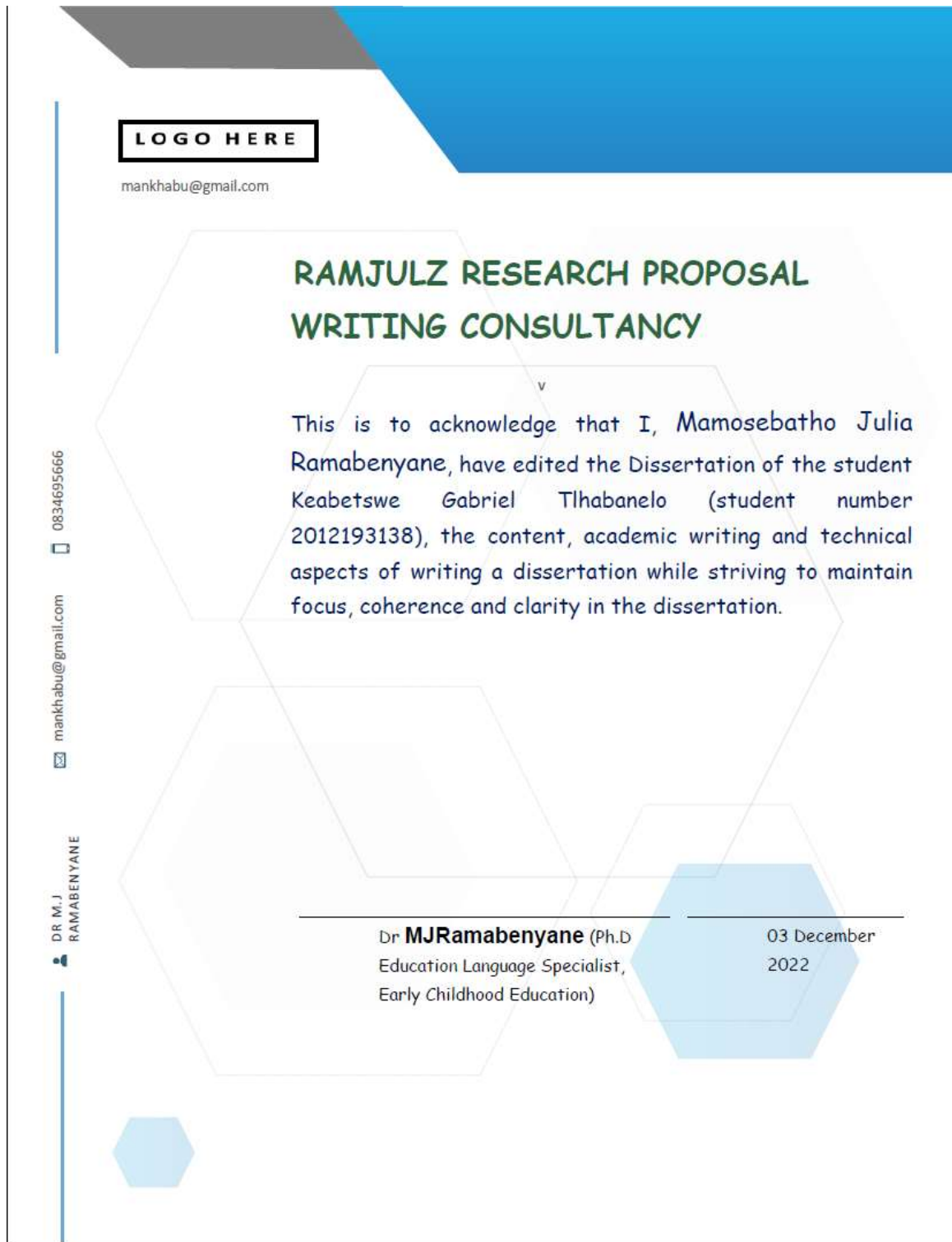
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APPENDIX H: EDITOR'S LETTER



The image shows a professional letter template with a blue and grey header, a central hexagonal graphic, and a vertical sidebar on the left containing contact information. The main text is centered within the hexagonal graphic.

LOGO HERE

mankhabu@gmail.com

RAMJULZ RESEARCH PROPOSAL WRITING CONSULTANCY

This is to acknowledge that I, Mamosebatho Julia Ramabenyane, have edited the Dissertation of the student Keabetswe Gabriel Tlhabanelo (student number 2012193138), the content, academic writing and technical aspects of writing a dissertation while striving to maintain focus, coherence and clarity in the dissertation.

Dr **MJRamabenyane** (Ph.D
Education Language Specialist,
Early Childhood Education)

03 December
2022

0834695666

mankhabu@gmail.com

DR M.J
RAMABENYANE