

**EXPERIENCES OF GRADE 12 EFAL TEACHERS' ASSESSMENT OF
LITERATURE SET-WORKS IN LIMPOPO SECONDARY SCHOOLS**

by

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THESIS

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DECLARATION

I declare that THE EXPERIENCES OF GRADE TWELVE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS ON ASSESSMENT OF LITERATURE SET-WORKS IN LIMPOPO SECONDARY SCHOOLS is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

.....

.....

Full names

Date

DEDICATION

To all my mothers: *Emily Tsiri, Sara Emsley, Mme Mma Mbhele, Cathrine Tigele and Machoene Thabitha Mashilo*

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Working on this thesis was undoubtedly the most exciting but debilitating undertaking I have ever executed. Although the task was daunting, there are people than I can cite who positively contributed to the completion of the study.

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ABSTRACT

South Africa has embarked on the official inclusion of school-based assessment in all subjects for transforming once-off pen and paper testing to redress the past rigid, norm-referenced, unreliable and non-transparent discriminative educational assessment in schools. The introduction does not only aim at offering constant constructive feedback to learners to improve performance, but it also assists teachers to diagnose, facilitate and improve on their assessment methods, to report learner performance to relevant stakeholders like parents, schools, districts and lastly national departments of education and to inform teaching and more assessments. Over and above it forms 25% of the total mark for all subjects in further education and training including Grade 12.

There is compelling empirical evidence that school-based assessment positively influences the performance of learners in large scale assessments. In spite of its significance, the school-based assessment of literature set-works has received scant attention in secondary schools. Despite the local and international interest and implementation of school-based assessment nowadays, its administration in South Africa schools still remains a challenge.

This study therefore followed an interpretive qualitative approach to respond to the question: What are the experiences of English first additional language teachers in assessment of literature set-works in secondary schools in Limpopo province? The teacher self-efficacy theory guided this study. It was not only used to substantially explain the stature of a literature teacher, but also to generate strategies to promote teacher flexibility and application of assessment practices in English first additional language. The theoretical and practical implications of self-efficacy theory are discussed in terms of their relevance to both the literature teacher and school-based assessment expectations.

Multiple qualitative data collection methods of focus group interviews, open-ended questionnaires, documents and field notes were employed to strengthen

findings in a natural setting. Respondents were selected through the purposive sampling. Five districts of Limpopo province were sampled for this study: four focus group interviews were conducted, 139 open-ended questionnaires were returned and documents relevant to answering the research question were analysed.

Data were transcribed and then analysed by the Tesch (1990) method (as in Creswell 1994) of qualitative data analysis and constant comparison method.

Teachers operating in the assessment of English first additional language have acknowledged the importance of school-based assessment, moderation and literature set-works, however they still feel literature assessment in schools does not receive the attention it deserves. The qualitative data revealed that teachers face various challenges in the implementation of school-based assessment of literature set-works. Most teachers through their responses still face challenges of time, resources and curriculum advisory support, inability to design their own literature set-works tasks, learner illiteracy and lack of teacher efficacy. Moreover, teachers are keenly dependent on previously written question papers. Findings have further shown that teachers suffer the pressures of authorities who impose extra assessment work on them and the selected literature prescribed works that stay for too long in the curriculum – these comprise the programme of assessment. These findings, although they may not be generalised, might contribute to prospect future research and educational change in assessment of literature set-works in schools.

Various recommendations have been made for educational stakeholders in further research prospects and future improvement on assessment of literature set-works in schools emphasizing the independence of English literature set-works.

KEY CONCEPTS: assessment, school-based assessment, literature, moderation, teacher efficacy

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LIST OF ABBREVIATIONS AND ACRONYMS

AFT	American Federation of Teachers
AIDS	Acquired immune deficiency syndrome
ANC	African National Congress
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement
CAQDA	Computer Assisted Qualitative Data Analysis
CASS	Continuous Assessment
DA	Democratic Alliance
DBE	Department of Basic Education
DOE	Department of Education
DVD	Digital versatile disc <i>or</i> digital video disc
EFAL	English First Additional Language
ELT	English Language Teaching
eNCA	eNews Channel Africa
FET	Further Education and Training
GDE	Guidelines for Outcomes based assessment
GDR	German Democratic Republic
GET	General Education and Training
GFETQAA	General and Further Education and Training Quality Assurance Act
HIV	Human Immune Deficiency Virus
HOD	Heads of Department
HSRC	Human Science Research Council
IEB	Independent Examination Board
IQMS	Integrated Quality Management System
ISPTFETD	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
LOLT	Language of Learning and Teaching
MTTN	Ministerial Task Team on National Senior Certificate
NCME	National Council on Measurement in Education
NCS	National Curriculum Statement
NEA	National Education Association
NEEDU	National Education Evaluation and Development Unit

NPA	National Protocol for Assessment
NPPPPR	National Policy Pertaining to Programme and Promotion Requirements
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBA	Outcomes -based Assessment
OBE	Outcomes-based Education
OECD	Organization for Economic Co-operation and Development
PAT	Practical Assessment Task
PED	Provincial Education Department
POA	Programme of Assessment
RNCS	Revised National Curriculum Statement
SA	South Africa
SAFCERT	South African Certification Council
SAQA	South African Qualifications Framework
SAS	Statistical Analysis System
SBA	School-based Assessment
SETA	Skills Education Training Authorities in South Africa
SMT	School Management Team
SPSS	Statistical Package for the Social Sciences
SSC	Short Service Course

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This study was conducted to investigate the experiences of Grade 12 teachers in assessment of EFAL literature set-works in their respective secondary schools in Limpopo Province. The realisation of teaching and assessment goals in every subject is determined by both execution of policies and teachers competencies in content, methodologies and attainment of learning outcomes. Changes in assessment theories and practices have globally become commonplace in many education systems calling for more authentic alternative ways of assessing learning. This accentuates assessment to become integral to teaching and learning processes (Le Grange & Beets, 2005). It is not always feasible to attain the stipulated outcomes in teaching and assessment in South Africa however. The complexity of teaching, learning and assessment issues in South Africa dates back to the resistance to curriculum change which escalated until 1976, when Afrikaans was proposed as a parallel medium of instruction with English. That was one of the keystones to multiple radical educational reforms in South Africa. Before 1994 assessment was considered unfair, unreliable, biased, inauthentic and not transparent because it was rigid, norm-referenced, written once-off and run along bureaucratic lines.

The post-apartheid transformations in teaching and assessment include the introduction of Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) and Curriculum and Assessment Policy Statement (CAPS). Most researchers (Vandeyar & Killen, 2003, 2006; Balfour, 2005; Schlebusch & Thobedi, 2005 & Poliah, 2006) confirm that those reforms were introduced with the attempt to redress the

previous educational inequalities. According to Kotze (2002:76), during the process of educational reform in South Africa, substantial emphasis was placed on issues, but less emphasis on causes. Assessment should be viewed as both an instrument and an agent for reform. It is conceded that teaching, learning and assessment are inextricably interwoven aspects and as such if one of them becomes defective, all processes are prone to disaster.

Curriculum 2005 was consequently implemented in South Africa at the beginning of 1998 and the implementation gaps prompted its review in 2000. When the new approach was introduced it claimed to be outcomes-based which brought with it many suggestions for changes to assessment practices by some of its defining principles (Vandeyar & Killen, 2003). As such the Outcomes-based Education challenges resulted in another review in 2009 to RNCS, which was revised to the NCS Grades R-12 replacing the subject statements, learning programme guidelines and subject assessment guidelines with the CAPS.

Vandeyar and Killen (2003:123-125) point out that before the introduction of Outcomes-based education (OBE) in South Africa assessment was characterised by pen-and-paper where the final examination was written at the end of the year. Assessment criteria were rarely made explicit to learners beforehand; it was largely summative and naturally judgemental.

Up until 2001, performance testing of learners was based on a single written examination at the end of Grade 12. It was realised that learners' achievement could not be properly assessed on the basis of the limited information obtained from an examination or test only, so continuous assessment (CASS) or school-based assessment (SBA) was introduced as a solution to shift from the once-off examination-dominated assessment to a continuous one.

The rationale for the introduction of CASS at Grade 12 is based on the following:

- (a) Learners will be assessed using different and appropriate assessment methodologies and those will provide a more valid assessment of learners' performance;

- (b) Assessment will take place in an authentic context;
- (c) Assessment will feed back immediately into the learning process, thus promoting the formative role of assessment;
- (d) Provide opportunities that are impossible in a once-off external examination;
- (e) A variety of skills are able to be assessed by internal assessment which otherwise could not be considered for year-end assessment purposes;
- (f) Assessment is on-going and therefore learners are compelled to work consistently, and this will contribute to reinstating the culture of teaching and learning;
- (g) And judgment of learners' performance (summative assessment) will now be carried out by the teacher who works intimately with the learner (Gauteng Department of Education guidelines for OBE in the GET and FET bands, August 2000 in Nduna-Watson ([Sa]).

Additionally, the results of informal daily assessment are useful to both the learner and the teacher as they give an indication of the learner's progress, although they do not count towards the SBA-mark. The formal assessment programme for SBA on the other hand, comprises a set of prescribed assessment tasks and the results achieved in these tasks constitute the SBA mark of 25% of the learner's final mark for the subject in Further Education and Training (FET) phase, for example, in Grade 12, the grade in which this study is based.

The implementation of SBA is currently the core responsibility of the curriculum section of the provincial education department. Education specialists (also called curriculum advisors, subject advisors or subject specialists) are entrusted with the task of building the capacity of teachers to administer SBA through development of quality assessment tasks and constructive feedback. The key success indicator for SBA process is standard and quality. All SBA tasks are marked, recorded and finally captured. Every stage of assessment is moderated

to assure quality through a functional moderation system which is operational at school, district, provincial and national levels (National Protocol for Assessment, 2011a).

The implementation of SBA is an indispensable part of the evaluation of South African Grade 12 full time candidates, because it contributes a 25% weight in the final matriculation mark in all subjects. This being the case, SBA is likely to influence their examination preparation and its culminating efforts. It is important to note that matriculation results are not only imperative to determine South Africa's national education performance; it also determines learners' entry options at tertiary institutions as well as affecting their career prospects. This is a very important grade for every SA learner.

The accumulation of SBA looks very different in different subjects; for example in English First Additional Language (EFAL) is not easy to assess oral tasks in formal examinations so a high level of relevance, fairness and accountability in fostering SBA is crucial. The current policy in SA is that fulltime learners must have completed SBA of every subject before they sit for the large scale summative assessment. Poliah (2009:35) was able to envision that the requirements for effective implementation of policy to appropriately run SBA systems can be a complex and unpredictable in countries like South Africa.

It is therefore imperative to research on teaching, learning and assessment to examine the trends these educative processes are taking in South Africa for further understanding and improvements of the education system. In light of the above background, this study was concerned with the experiences of Grade 12 teachers in assessment of EFAL literature set-works in their respective secondary schools in Limpopo Province. The concepts SBA and CASS are used interchangeably.

1.2 RESEARCH PROBLEM

South African society always demands for better results in Grade 12. Despite an avowed introduction of SBA to alleviate the pressures of once-off examinations in the South African education system, recent reports in education

still exemplify the challenges experienced in SBA in general and in the EFAL literature paper in particular. Despite the apparent 2013, 2014 and 2015 strategies recommended by the Department of Basic Education (DBE) for learner improvement in EFAL literature set-works, the challenges still prevail. It is assumed that if teachers appropriately assess literature set-works the way they should in schools in implementation of SBA, expected results will be attained. However, since the annual reports on NSC results announce that the performance of learners in EFAL literature set-works is still overwhelming; challenges in this paper seem to be intensely growing from year to year.

The 2014 DBE NSC diagnostic report (2015a:61-62) on EFAL literature set-works reported the following challenges:

- (a) Many candidates could not respond to questions requiring interpretation and use of figurative language in poetry.
- (b) When asked to identify a figure of speech, many candidates demonstrated a total lack of knowledge by giving answers such as 'direct speech' or 'passive voice'. This question was mostly followed by a second question requiring the candidate to explain why this figure of speech was effective, which the candidate could then not do either.
- (c) Candidates have not fully grasped the meaning of some commonly-used assessment terms such as 'discuss' and 'explain'. This is a serious shortcoming, as the questions containing these words often count multiple marks which are lost when candidates give one-word answers to questions requiring explanations or discussions.
- (d) Some candidates approached the paper as they would a comprehension test by merely seeking all their answers in the extracts.
- (e) Candidates often failed to use references given to them in the paper questions and then gave irrelevant answers.

DBE NSC 2015 Diagnostic report (2016a:81) reported that candidates displayed the following challenges in the EFAL literature set-works paper during the final examination:

- (a) Identifying and discussing the theme: Some candidates were not able to respond properly to the questions, with the weaker candidates faring the worst. Some candidates failed to notice that this question is two-fold: identify the theme and then discuss the theme.
- (b) Stage direction: Most candidates were not able to ascribe an activity and an emotion to the identified character, which suggests inadequate understanding of the text.
- (c) Character traits: Some candidates were not able to display in-depth knowledge of the characters.
- (d) Some candidates did not seem to have fully grasped the requirements of commonly used assessment terms such as 'why', 'how', 'discuss' and 'explain'. In responding to these questions, candidates tended to seek all the answers from the extracts. Furthermore, they tended to give one-word responses when required to explain or discuss.
- (e) Open-ended questions still remain a challenge. Many responses to this type of question showed that candidates were unable to make judgements regarding their understanding of the text.

The above-mentioned findings from large scale assessments in the literature set-works paper suggest that learners or candidates were not properly prepared. The paper that learners sit for in what is called final examination is actually a replica of what must be taught during the year in SBA. The continual challenges experienced by candidates in literature set-works in large scale assessments might be an indication of failure in SBA preparation of this paper.

As indicated in the preceding section the purpose of introducing SBA was to shift from a once-off pen-and-paper examination to an improved one which is fair, valid, reliable and transparent, by applying different assessment activities and events that happen at different times throughout the year, using various kinds of assessment instruments (Poliah, 2009). Besides the 25% marks for SBA is a component that must be obtained by learners which adds up to the examination mark of 75%. Examples of challenges identified by Poliah (2009:34) in SBA are absence of internal moderation reports, poor standards of assessment tasks, low level of subject knowledge by teachers, and roles and responsibilities of the various directorates involved in SBA. The crucial processes that should be followed, namely, moderation, recording, monitoring and constructive feedback or support are reported to be flawed in the implementation of SBA in schools.

Umalusi, the quality assurer ensures that requirements for quality of education are fulfilled in South African schools, and it still affirms that there are anomalies in executing SBA of some subjects including EFAL in secondary schools. The DBE announced in its technical report on the NSC examination (2011b) that the SBA moderation done in June and October 2011 revealed that over-dependence on the past years' papers is apparent amongst a large number of teachers. There is a validation of a lack of confidence in setting their own tasks, in "their own subjects" (DBE, 2012b). It was further mentioned that the assessment tasks set by teachers focused mainly on recall and did not address the higher order cognitive levels. If teachers set the same questions, instead of similar ones, it implies that learners' needs are not catered for. Furthermore, the report announced that moderation at school and district levels was evident but lacked the insight and feedback necessary for the improvement of SBA.

DBE 2011 National Diagnostic Report on learner performance (2012a:70) further affirms that most EFAL literature set-works candidates struggled to respond to higher order questions. The trend seems to be replicated because the report on the 2013 NSC diagnostic report (2014a:76) also indicates more

challenges in this paper. The report indicates that candidates in literature set-works approached the literature paper as they would a comprehension test by merely seeking all their answers in the extracts, expecting to find every answer in the passages or excerpts provided. This is a suggestion that learners are incapable of applying inferential and critical evaluative skills, since they expect to find every answer from given extracts. The report argues that learners' lack of familiarity with meta-language for literature genres prescribed for EFAL Grade 12.

The main issue here is that the challenges observed by Umalusi in moderation of SBA prior to the examination recurred in the annual summative large scale assessments, in a series of consecutive years. In essence the negative impact that results of large-scale assessments have on learner performance should be utilised as a foundation for SBA. They should in essence be detected and resolved in the year during the SBA as it allows for feedback on learners' weaknesses. The main aim of assessment is not simply to judge the outcome of learning, but to provide a supportive and positive mechanism that helps learners to improve their learning and teachers to improve on their teaching, thus contributing to the efficiency of the learning teaching programme.

The researcher therefore assumed that there might be discrepancies in the implementation of SBA practices as far as assessment of formal tasks in EFAL literature set-works are concerned since large scale examinations culminate in informal and formal assessments that are executed in schools during the year. They serve as smaller versions of SBA that is assessed at the end of the academic year. However, despite the challenges shown in reports in SBA of literature set-works, far too little research has attended to the voices of teachers in assessment of literary set-works in secondary schools. Most of the open literature on EFAL focused mainly on assessment or in literature in general, hardly showing work that specifically examined EFAL teachers' experiences on

SBA of literature set-works in secondary schools in particular. It is thus appropriate to examine and explain what, how and why teachers do what they do in EFAL literature set-works. This study broadly deals with the experiences of EFAL teachers execution of the SBA in literature set-works, development of assessment tasks in schools and recognition of cognitive levels in assessment tasks development and teacher efficacy in administering them.

1.3 CONCEPTUAL FRAMEWORK

Conceptual framework of the study refers to the system of concepts, assumptions, expectations, beliefs, and theories that support and inform the research; it is a key part of the design (Miles & Huberman, 1994). Miles and Huberman (1994:18) further see it as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied, the key factors, concepts, or variables and the presumed relationships among them.”

The framework for this study is underpinned by the concepts of assessment, school-based assessment, moderation and literature which are fundamental to this investigation. The study also adopted the cognitive theory. Each of the concepts is defined below.

1.3.1 Assessment

Regulations pertaining to the conduct, administration and management of the NSC examination policy (DBE 2008:3) defines assessment as the gathering of evidence to make a judgment or to describe the status of learning of an

individual or group that should be linked to learning and teaching. Assessment should therefore not be viewed or used in isolation. There are various forms, types and purposes in different fields and workplaces. This study concentrates on school-based assessment of English First Additional Language literature set-works. For this reason, the definition that the researcher attaches more meaning defines assessment as “the process of obtaining information that is used to make educational decisions about students, to give feedback to the students about their progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy” [(American Federation of Teachers (AFT), National Council on Measurement in Education (NCME), and National Education Association (NEA). 1990]

1.3.2 School-based assessment

The DBE in the National protocol for assessment (NPA) (2011a:x) defines school-based assessment as all formal assessment, including examinations, concluded by the school throughout the year on a continuous basis. DBE (2011a:5) adds that SBA is designed to address content competencies, skills, values and attitudes of the subject, and to provide learners, parents and teachers with the results that are meaningful indications of what the learners know, understand and can do at the time of assessment. SBA is also termed internal assessment, site-based assessment, continuous assessment, performance assessment or portfolio assessment.

In Grade 12 South Africa, SBA comprises all the assessment that is done during the course of the year and it forms 25% of the final promotion mark obtained by the learner while the mark obtained in the final NSC-examination forms the other 75%. SBA is prepared by means of daily assessment aimed at monitoring learner progress in a formal assessment programme that comprises

a set of prescribed assessment tasks and skills that cannot be assessed in a written format like a test or examination. It is a compulsory component for progression and promotion in all the different school phases, namely, foundation phase, intermediate phase, senior phase and further education and training phase. The quality and standard of SBA is ensured and assured through moderation.

1.3.3 Moderation

Moderation ensures quality of SBA. It is a process that ensures that the assessment of learners in terms of prescribed contents and outcomes is fair, valid, reliable and consistent. Levels of moderation include school-based moderation conducted by the school management team (SMT), cluster moderation or district and provincial centralised moderation conducted by provincial subject planners and appointed moderators. Moderation can thus be internally and externally executed. Designed and systematic procedures must be followed to provide credibility in assessment as set by standards for quality education through moderation processes that would verify the fairness and validity of assessment tasks, and also ensure the credibility of the assessment processes. The involvement of quality assurance which is an important determinant of the quality assessment should not be overlooked. Quality assurance of assessment is an approach that aims at standardisation or consistency of approach, and thus it focuses on the process of assessment. Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (No. 58 of 2001) to conduct quality assurance of assessment of providers that fall within the General and Further Education Bands of the National Qualifications Framework. Moderating is one of the basic functions of the school management team (SMT), administered to control the quality of the assessment tasks. In other words the subject head or the departmental head takes the responsibility of moderation of SBA. SMT controls

the assessment of learner performance by moderating the quality of the various SBA processes. It is therefore concerned with the assurance of validity, fairness and reliability of decisions and standards of SBA. This study takes into account the moderation of EFAL literature set-works. For the purposes of this study, literature set-works is interchangeably called Literature, Paper Two or Literature set-works.

1.3.4 Literature

Literature is a complex concept that is not easy to define due to its cultural, temporal and functional stature (Van der Walt, Evans & Kilfoil, 2009:187). This concept is customarily styled as pieces of writing, that are valued as works of art, especially novels, plays and poems (Oxford English Dictionary, 2002). It is also viewed as one of the school subjects or a university discipline studied by students (Ihejirika, 2014; Olowoyeye & Deji-Afuye, 2014). It provides a platform where teachers are able to provide learners with pleasure by engaging their emotions (Hill, 1986).

The aims of literature are multifarious since it relates to many aspects including: linguistic, aesthetic, political, societal, moral, spiritual, personal, educative, cultural, and so on. The whole essence of including Literature Paper in the language curriculum is for the learners to derive some benefits predominantly learned by reading by exposing themselves to a variety of texts. Learners develop sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read (DBE, CAPS EFAL for grade 10-12, 2011c).

For the purposes of this study literature refers to literature set-works, (also named as Paper Two) which are the officially prescribed genres by DBE that are taught and assessed in schools curriculum by EFAL learners. These genres

include prose, poetry and drama. EFAL learners are supposed to respond to two literary texts in the formal assessments, both SBA and large stake assessments normally called final or external examination. It requires teachers' knowledge, dedication; motivation and effectiveness to teach and assess literature set-works in schools.

1.3.5 Self-efficacy theory

The conceptual framework above focused on clarification of concepts central to the study. Teachers have to be individuals who are effective, motivated, knowledgeable and willing to conduct their instructional duties in the paper in order to attain curriculum objectives despite factors that may impede their duties. This is what is called efficacy. This study is underpinned by the self-efficacy theory which is anchored in a bigger social cognitive theory. Efficacy has to do with personal effectiveness, a feeling that one can control events and produce outcomes (Sergiovanni & Starratt, 1993). Individuals with high efficacy beliefs perform better than those with low-efficacy beliefs (Kamunima, 2014). Teachers who believe that they can influence how well students learn, even those who may be considered difficult or unmotivated (Guskey & Passaro, 1994) have teacher efficacy. Teacher efficacy encompasses teachers' perceptions of their resources and strategies for bringing about student behavioural and instructional outcomes (Tshannen-Moran & Wolfonk Hoy, 2001), so it has been found to be useful in the context of education and teaching and assessment. In order to be efficacious in teaching and assessing of literature set-works, teachers should possess relevant knowledge of the content, be motivated and be prepared to influence wash-back.

Teachers who are efficacious respond more positively to learners who struggle in learning by providing support because they feel they are capable of achieving

results. As a result teachers with higher efficacy will be more effective than teachers with lower self-efficacy because teachers with low self-efficacy believe that there is little they can do to teach learners who have difficulties in reading. These are teachers who often complain about too much work at school, tend not to like the profession and they spend more time on non-academic activities (Kamunima, 2014)

1.4 AN OVERVIEW OF LITERATURE

The purpose of literature study, according to Chenail, Cooper and Desir (2010:91-92) is to explain literature which can be used for defining the phenomenon, to identify the research gap and to support methodological choices and to discuss results. Literature consulted reveal that studies were done on the assessment of EFAL, but not much has been done on the experiences of teachers on literature set-works assessment per se. This study specifically explored lived experiences on the phenomenon of assessment in secondary schools, that is, SBA. The uniqueness of this study is that it deals with the SBA of EFAL literature set-works.

According to Coetzee and Johl (2008:32), teachers' assessment of learners' performance must have a great degree of reliability and should be standardised across different times, assessment items and markers. In order to ensure a high degree of validity and reliability, decisions regarding learner progress must be based on more than one assessment, which is also the underlying principle of SBA. SBA is a prerequisite to learner assessment and progress in Grade 12, it is a requirement for all subjects including EFAL, and if it is mismanaged it negatively influences learner progress. Evidence of this comes from of 2008 where 56 351 of the 589 912 candidates who had written the 2008 examinations could not be reported on then because they for missing

examination components or failure to submit SBA and hence they were not resulted (Van der Berg & Shepherd, 2008).

Many researchers (Van Aswagan & Dreyer, 2003; 2009; Reyneke, Meyer & Nel, 2010) explored the SBA phenomenon and found that teachers are faced with challenges regarding the implementation of a changed curriculum, and assessment policy. Teachers show poor understanding of the curriculum and assessment due to inadequate training, a lack of support during the implementation process, a lack of resources and support material, a heavy workload, a lack of standards and poor moderation and the illiteracy of learners coming through the system. This is confirmed by the introduction and continuation of language compensation for all learners who study through the medium of English as a second language. It is worth noting that the challenges presented by the use of English as a language of learning and teaching (LOLT) from Grade 4 to Grade 12 prompted the move to compensate learners back in 2000, despite the Department of Basic Education's genuine efforts to address gaps created by the use of English as LOLT, much work still remains to be done to completely eradicate language disparities in the system (Umalusi, 2016b). A decision for Umalusi to continue with the compensation is a confirmation that there are still gaps to be addressed in EFAL teaching and assessment.

Assessment in schools should thus be well-managed through systematic processes of quality assurance like moderation. According to DOE (2007:14) moderation is the process of judging whether minimum requirements of internal assessment in a particular subject, in terms of quality and standard, have been met adequately. It is a process that ensures that uniformity of standards

All SBA marks are subjected to internal and external monitoring and moderation. Moderation therefore provides the general guidelines for what

educators should do when assessing learners since it brings a connection among curriculum, instruction and assessment. However, the findings revealed by Poliah (2009:282- 284) in his study on management of quality assurance on SBA show that there is a lack of rigorous internal moderation processes at all levels in the system of education. He points out that internal moderation is to a large extent absent at school level, although there are some forms of moderation at provincial and cluster/district level.

Hendricks (2008:15) indicates that it is important that teachers understand the purpose, methods and effects of assessment to be able to provide helpful feedback to learners. Clearly, with CASS, as opposed to examinations-only or examinations-mainly assessment, feedback necessarily acquires greater importance. It is the most powerful single influence on successful learning outcomes (Black & William, 1998). Logically, if feedback is to support the assessment process, it needs to be regular and on all parts of subject content (Everson, 2010). For giving a detailed feedback teachers should be the ones who best understand how to interpret and use assessment and its results to make judgements about what they teach, they play a pivotal role to determine the success or failure of the assessment process.

A finding by Poliah (2009) is that there is a lack of monitoring and shortage of advisory support across all provincial education departments. Additionally, Umalusi, the quality assurer revealed that learners are generously pampered with marks they do not deserve. The inaccurate high CASS marks send the wrong signals to learners and parents throughout the FET band, resulting in a large number of under-prepared students entering the matriculation examination. For the very first time in 2011, the DBE addressed a major gap in the system by moderating evidence of learner performance for the SBA at a national level. The DBE appointed independent panels of moderators with a clear mandate to moderate samples of evidence that were predetermined and

selected by the DBE from schools and districts across the nine provinces in subjects including English First Additional Language. In this study the researcher investigated the implementation of literature in EFAL in secondary schools.

Literature can, however, be a broad concept, used widely in different spheres. For the purposes of this study, it refers to set-works prescribed by DBE for EFAL literature paper, normally known as Paper Two, in the FET phase. This paper comprises literary genres, namely, poetry, plays and prose. In this paper assessment is administered both formally and informally to provide evidence of progress, to revise and reinforce learning, to identify learner's needs, diagnose language problems or plan reviews (Van der Walt, Evans & Kilfoil, 2009).

In the literature set-works ineffective assessment has been indicated by a number of reports which stated numerous recurring weak areas in the summative large scale assessments. The annual national diagnostic report on learner performance (DBE 2011a:52) reveals some challenges encountered by candidates in EFAL. Some of the weaknesses that Grade 12 EFAL learners (candidates) display are: retelling of the story, insufficient knowledge of the structure of literary essays, uncertainty regarding the names of characters and their character traits, confusion about plot development and the chronology of events, inability to express answers using correct language, attempts to answer questions on texts that had not been studied and answering more than the required number of questions. Other problems entail lack of correlation between the answers of candidates and the marks allocated to the questions, difficulty in responding to questions dealing with figures of speech, inability to focus on the requirements of the set questions and inaccurate quotations from the set passages. The misconceptions affirm that the challenges resulting from EFAL candidates' inability to respond to literature set-works paper are overwhelming. The recurring challenges experienced by learners in literature set-works paper warrant an investigation from those who lived these experiences of assessment in schools, that is, teachers.

1.5 PURPOSE OF THE STUDY

The study aimed to explore teachers' assessment of EFAL literature set-works in Grade 12 in Limpopo secondary schools through the following objectives

- (a) To examine teachers' experiences in school-based assessment of literature set-work tasks.
- (b) To explore teachers' experiences when teaching EFAL literature set-works
- (c) To evaluate teachers' implementation of SBA policies in literature set-works
- (d) To recommend suggestions for future SBA implementation in the literature set-works paper

1.6 RESEARCH QUESTIONS

The objectives were realised through the following questions:

The primary question was: What are the teachers' experiences in assessment of EFAL literature set-works in Grade 12 in Limpopo secondary schools?

The secondary questions were:

- (a) What experiences do teachers have on school-based assessment of EFAL literature set-works?
- (b) What experiences do teachers have in teaching EFAL literature set-works?
- (c) To what extent do teachers implement SBA policies in assessing literatures set-works?

- (d) What recommendations can be established for future SBA in EFAL literature set-works?

1.7 AN OVERVIEW OF RESEARCH METHODOLOGY

Methodologies can be qualitative, quantitative or both of them in one, that is mixed methods. Lee (1992:89) says that quantitative and qualitative research approaches represent the two ends of the research continuum. They differ in terms of their epistemological assumptions, theoretical frameworks, methodological procedures and research methods. Whereas the former is based on positivism or objective epistemology, relies on quantitative measures for collecting and analysing data, and aims to make predictions and generalisations, the latter is based on constructivism, draws on naturalistic methods for data collection and analysis, and aims to provide an in-depth understanding of people's experiences and the meanings attached to them. Yilmaz (2013:323). In qualitative research the researcher as instrument is an accepted and acceptable stance. This means that it is imperative that the qualitative researcher be fully aware of how his/her ontological and epistemological position underpins the research.

Qualitative researchers think in terms of trustworthiness since they frame their studies in an interpretive paradigm whereas quantitative researchers are termed to be positivists who stress criteria of internal and external validity, reliability and objectivity (Denzin & Lincoln, 1994).

This study followed a qualitative research design that gathered data that yield deeper insightful information into the phenomenon studied by exploring the teachers' experiences on SBA of literature set-works in Grade 12. The study

aimed at investigating a social phenomenon that concerns teachers' experiences in the assessment of EFAL literature set-works. It therefore followed a descriptive phenomenological qualitative research design because it aimed at relying on worded descriptive type of research than numeric one where respondents are asked to describe their experiences as they perceive them. Experiences are generally obtained through interviews (Donalek, 2004). The qualitative approach was the appropriate because it enabled the researcher to interact with the participants face-to-face deliberating about their experiences. That could not have been achieved through a quantitative study.

The population for the study comprised EFAL grade twelve literature set-works teachers from secondary schools in Limpopo Province. Purposeful sampling as a type of non-probability sampling was adopted. This study thus adopted the purposive sampling method. As such, participants were selected according to specific criteria relevant to the research question; they were targeted because they were EFAL literature teachers in Grade 12 so it is assumed that they had characteristics that would allow them to provide rich information.

Burns and Grove (2009:721) see a sample as a selected group of people from a defined population. The population of the study comprised qualitative sample of EFAL Grade 12 teachers who teach literature set-works in public schools in Limpopo Province selected through non-probability sampling from five districts of Limpopo Province, namely Capricorn, Mopani, Sekhukhune, Vhembe, and Waterberg. Twenty EFAL teachers were selected for qualitative focus group interview purposes. These sample units were chosen because they had specific features or characteristics, which enabled a detailed exploration and understanding of experiences in the assessment of EFAL literature set-works for Grade 12. For triangulation purposes, this study further employed ended questionnaires, documents as well as field notes to collect data. Open-ended questionnaires were administered to 400 respondents. Out of that number 139 were returned.

Open-ended responses were preferred to closed-ended ones because closed-ended ones just give a “yes” or “no” answer, which is not sufficient for providing the details sought for in qualitative investigation. Hofstee (2006:133) advises that few open-ended questions should be asked as doing this can put respondents at ease, and give them a sense to answer appropriately providing in-depth responses. Open-ended questionnaires were employed to purposefully allow the participants to freely and fully relate their experiences in their own words. 139 completed questionnaires were used. Data was further corroborated by appropriate documentation.

Documents were studied and interpreted by the researcher to get and give a voice and meaning around the topic at hand to gather awareness and availability of documentation relevant for implementing SBA in EFAL literature set-works. Documents were examined for their significance to assessment of literature set-works in EFAL and for in-depth understanding of the phenomenon. The documents that were looked into included the DBE annual reports, circulars, Umalusi reports, assessment policies, examination guidelines, previously used EFAL literature question papers, EFAL literature set-works study guides and EFAL CAPS subject policy. In other words the aim of using documents was to enlighten the researcher with in-depth understanding of SBA.

Lastly field notes were taken by shorthand and expanded at the end of interviews. Field notes were captured in order to keep information on issues that cannot be verbally expressed by the participants. The researcher employed the multiple data collection methods to corroborate data. In qualitative research the use of multiple methods is called triangulation, which is an alternative to validation (Flick, 1998). Data was analysed qualitatively.

According to Smit (2002:66) data analysis in qualitative research is an on-going, emerging and iterative or non-linear process. Like Stake (1995:49) pronounces “There is no particular moment when data gathering begins.” It begins with acquaintance with other cases or first impressions that will later be refined or replaced. Qualitative study capitalizes on ordinary ways of getting acquainted with things (Stake, 1995). Before the researcher began with the analysis, data were read (questionnaires) and listened to (focus group interviews) to feel the data and then transcribed, which simply means that texts from open-ended questionnaires were typed into word processing documents verbatim. Analysis was followed using Tesch’s (1990) method in conjunction with Glaser and Strauss’s method of constant comparison. The constant comparative method is the process that is used in qualitative research in which any newly collected data is compared with previously collected data that was collected in an earlier study. This is a continuous on-going procedure until saturation is reached. Analytical procedures are detailed in chapter four.

Focus group interviews were audio-taped, listened to, transcribed verbatim and analysed using Tesch’s (1990) method in conjunction with Glaser and Strauss’s method of constant comparison. Open-ended questionnaires were numbered and transcribed verbatim. Documents were used to corroborate data. The researcher looked into documents that are relevant to the assessment of EFAL literature set-works in Grade 12, and therefore strengthening the understanding of the phenomena and further understanding what, how, when and why literature set-works must be assessed. In other words, emphasis was paid to documents which were used to address research questions.

Field notes were taken during the interviews in shorthand. They were then expanded after the interview sessions. The filed notes largely apply to the researcher’s reflections which are reported in chapter five meant to corroborate the teachers’ responses and discussions during the interviews.

1.8 BIAS

Bias refers to ways in which data collection or analysis is distorted by the researcher's theory, values, or preconceptions. It is clearly impossible to deal with these problems by eliminating these theories, preconceptions, or values, as discussed earlier. In qualitative research, the main concern is with understanding how a particular researcher's values influence the conduct and conclusions of the study (Maxwell, 2005) as such, bias must be minimised. In this study the researcher attempted to minimise bias by applying the following:

- (a) Allowing the research participants enough time to complete open-ended questionnaires,
- (b) Ensuring that the research participants are treated with respect so that they are protected from exploitation,
- (c) Ensuring that the participants are independent to participate in the research without coercion,
- (d) By asking quality questions at the right time. That is why the researcher used the interview guide so that the order and sequence of questions are the same in all focus group interviews,
- (e) By allowing respondents complete the open-ended questionnaires without any influence, letting them express their experiences in-depth,
- (f) Bracketing was applied to hold assumptions and presuppositions in suspense to improve the rigour of the research (Holloway, 2005) so that the information given by the participants could not be interfered with. Bracketing requires the researcher to remain neutral with respect to belief or disbelief in the existence of the phenomenon "suspending as much as possible the researcher's meanings and interpretations and entering into the world of the individual who was interviewed" (Tesch, 1992)

1.9 TRUSTWORTHINESS

One of the rigorous tenets of qualitative research is the truth which is viewed (Myburgh & Poggenpoel, 2007) as a value or the fact that the data is rich and reflects the participants' knowledge through credibility. Trustworthiness is vital in qualitative research as validity and reliability in the quantitative approach. In this study trustworthiness was enhanced by the application of practices to ensure credibility, transferability, conformability and dependability as indicated by Babbie and Mouton (2001).

Credibility was firstly ensured by employing triangulation of methods to corroborate findings and by prolonged engagement undertaken through conducting open-ended interviews. Transferability was enhanced by adopting purposive sampling in which a dense description of the research methodology and detailed data collection in the contextual environment of the participants was done. Confirmability was ascertained by written field notes and the use of a tape recorder supported the focus group interviews as a point of reference. Dependability was achieved by a dense description of the research methods (See chapter 3).

1.10 ETHICAL CONSIDERATIONS

Ethical issues are present in any kind of research and the nature of ethical problems in qualitative research studies is subtle and different compared to problems in quantitative research (Orb, Eisenhauer & Wynaden, 2000). There are overarching ethical principles that all researchers are responsible for ensuring that participants are well-informed about benefits and harm that can be incurred during the research process. In this study the following research ethics were considered:

1.10.1 Permission

Ethical clearance was obtained from the Ethics Committee of the University of Limpopo and the provincial Department of Education of Limpopo Province. Informed consent was obtained from the participants before the participation in the study. Permission was also obtained from participants for giving information and to use an audio recorder during the focus group interviews.

1.10.2 Informed consent

“

Informed consent is a cornerstone element in codes of ethics for research in the social sciences” (Finch, 2005). In this study, before starting with the administration of the focus group interviews, information letters were sent to the teachers about details of the research before they signed for agreeing to participate. Before data was collected the participants were informed that they were to participate in the study at their own choice and will, and that they could withdraw at any time. The consent form was explained to them before they appended signatures to it for approval to take part in discussions or to complete the questionnaires.

1.10.3 Anonymity, confidentiality and respect

This principle necessitates respect to the autonomy of the research participants (Durrheim & Wassenaar, 2002). In this respect, the researcher informed the participants what was expected of them so that they could make use of pseudonyms. They were informed about the confidentiality of the information supplied by them and that only information and data relevant to the study would

be used. They were assured that their names, schools or districts they belonged to would not be exposed to readers. As such the principles of autonomy, non-maleficence and beneficence were upheld.

1.11 SIGNIFICANCE OF THE STUDY

It is anticipated that the study will be beneficial to future policy developers, curriculum designers, examiners, subject advisors and English language teachers. Since it is embedded in the social issue of educational assessment in the new curriculum, it can pertain to any education system in the world. Since the study concerns the quality of SBA, it can promote the achievement of purpose of SBA not only in English, but also in other subjects. This study investigates teachers' experiences of SBA and therefore the results may assist teachers realise benefits of SBA in literature. This can enhance the quality of classroom teaching and assessment. Overall it contributes to the existing scientific body of knowledge and paves the way for future research avenues.

1.12 SUMMARY OF CHAPTERS

Chapter one orientates the study and importantly showed that the introduction of SBA has been one form of curricular transformation in South Africa meant to redress the past once-off examination system. The highlights in chapter one included orientation of the study, motivation for research, methodology, research question formulation, conceptual framework and theoretical framework. The chapter concludes a section on ethics in research before the literature is reviewed in chapter two.

Chapter two reviews the literature taking into account the concepts that are key to the study, namely, assessment, school-based assessment, moderation and literature. The chapter also considers the status quo of assessment of literature set-works in South Africa and internationally.

Chapter three explicates theoretical framework that shaped the study, namely, self-efficacy theory.

Chapter four explains the research methodology and methods. It justified why the qualitative research methodology from the interpretive paradigm was adopted. A sample was purposefully selected according to three criteria: teachers of EFAL, teachers in Limpopo, teachers in secondary school. The researcher approached the study according to the interpretivist paradigm as teacher-researcher through employment of triangulated methods of focus group interviews, open-ended questionnaires and document analysis. The focus group interviews were preferred because they are both a “highly efficient qualitative data-collection technique” and a decision-making and problem-solving method due to its low costs and richness in data (Akpabio, Asuzu, Fajemilehin and Bola; 2007) while they allowed me to probe questions that provide answers to the “why” and “how” questions that cannot be explained in quantitative studies. Close ended questionnaires were not preferred since they would not have allowed the respondents the option of explaining their experiences openly and fully. Multiple methods were employed for enhancement of credibility. Data were analysed qualitatively analysed and major themes were identified as described in chapter four.

Chapter five presents and discusses the findings which were established from all data sources, namely, focus group interviews, teacher open-ended

questionnaires and documents. Chapter six summarises, recommends and concludes the study.

1.13 SUMMARY OF THE CHAPTER

Chapter one provided an introductory orientation about the problem statement addressed in this study. It explained the introduction of SBA in South African education system to stress changing assessment from once-off type to a continuous one to redress the past. The chapter further establishes that there are gaps in the performance of learners in EFAL literature set-works which also demands SBA administration. The chapter presented the significance, limitations and ethics considered and overviews of the chapters.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a background of assessment in South Africa and explicates concepts core to the study to primarily attempt to bring their in-depth understanding. These concepts are school-based assessment (SBA), moderation and literature. The chapter further discusses the status quo of SBA in South Africa in general and EFAL in particular. The cognitive theory that underpins teacher self-efficacy in this study is expounded. Lastly, the chapter is summarised.

The purpose of this study was to investigate the experiences that EFAL teachers have on assessment of literature set-works in Limpopo secondary schools. Understanding what teachers believe about assessment is critical in designing and implementing appropriate teacher professional development (Harris & Brown, 2008; Sethusha, 2013). Besides, assessment has universally been ascertained as an integral aspect of education, teaching and learning, and understanding what teachers experience in literature set-works can be a meaningful direction in teaching and assessment of EFAL. For the purposes of this study, literature set-works is also referred to as literary set-works, Paper Two or Literature.

2.2 SUMMATION OF BACKGROUND OF ASSESSMENT IN SOUTH AFRICA

In the recent decades the popular topic of concern and interest in educational transformation both locally and internationally has been SBA (Chong, 2009; Beets, 2012; Tong & Adamson, 2015). Educational reforms concerning assessment, particularly in SA were relevantly introduced thus far to improve quality of education that was formerly characterised by political, economic, social factors of exclusion, unfairness, selection, irregularities and discrimination against the majority of disadvantaged South Africans (Nduna-Watson [Sa]; Grima, 2003). New policies and curricular guidelines ensure that the changes informed by OBE are upheld. OBE in SA demanded teachers to primarily follow new approaches to planning, teaching and assessment. The OBE paradigm shift emphasised outcomes through attainment of skills, knowledge, attitudes and value-driven processes which were not emphasised before, that is, during the apartheid era. These outcomes were to be realised in providing guidelines in the form of learning outcomes and assessment standards for each subject (learning area) because the emphasis in the OBE-based-approach in education is mainly on skills. It is an attempt to reform certain education practices in order to prepare learners to be better in schools and to cope with the demands of life. Learners do not only acquire knowledge provided by schools, but also demonstrate skills and develop values to be able to make a positive contribution to society (William & Katz, 2001). As Poliah (2009:14) demonstrates, this was an attempt to ensure that assessment was more valid and provided a more authentic account of the learner's attainment.

In addition, Killen (2003:125) affirms that this outcomes-based framework for school education in South Africa engendered widespread efforts to transform the ways in which learners' work and learning was to be assessed. The change in assessment was generally focused towards attainment of outcomes different from a content-driven one which was demonstrated during the apartheid period.

OBE was however, revisited and some of its descriptors were phased out because of educational, political and social implications on the education system in South Africa. Fraser, Howie and Plomp (2003:5) maintain that a transnational preoccupation with the national performance of education systems and shifts are often justified on economic grounds (greater efficiency in the use of resources), sometimes on political grounds (greater accountability in terms of governmental and learning). Jansen (1998:323) notes that the language of innovation associated with OBE was too complex, confusing and at times contradictory. Due to this the NCS was then adopted by the Department of Education (DOE). As with most curricula, it was also reviewed after three years.

In 2011 NCS was also revised. It was repackaged and reduced to the concepts that organise the curriculum; assessment standards and learning outcomes were removed and changed to theme-based sections that gave more content and more specific guidelines that culminated in CAPS. In other words, in CAPS there is now one single comprehensive National Curriculum and Assessment Policy for each subject teaching plan (Maskew Miller Longman, 2012:8). According to the DBE (2011c:75) NCS was reviewed due to complaints, overload of teacher's administrative work, different interpretations of the curriculum and deterioration in learners' performance. As changes were brought in, reforms were also done in the way learners have to be assessed in schools.

The continuation of NCS through CAPS spells out what teachers should teach and assess: how lesson plans should be prepared, and how teaching should take place. This was crucial for addressing gaps that were apparent in OBE. CAPS also introduced English as a subject in the early grades to ease the transition to instruction in English for learners who are not first-language English speakers (Twenty year review South Africa 1994 - 2014). However, assessment practices applied currently are different to those before 1994; they are developmental, continuous and not judgmental. A considerable amount of literature has been locally and internationally published to concede that assessment is the most integral part of education (DE, 2002; Kellaghan &

Greaney, 2003; Van Aswegen & Dreyer, 2004; Nitko, 2004; Taras, 2005; Adediwura, 2012; Xulu, 2013). Assessment is of the core of learning and teaching.

DOE (2000:8) establishes that assessment moved away from the traditional examination-driven approach to an alternative approach that is seen to have greater educational value in terms of the kind of teaching and learning it encourages and questions the traditional pen and paper assessment. In recognition of the relevance of assessment in South Africa, continuous assessment or school-based assessment was introduced in the education system in 2000 by the National Minister of Education who mandated its inclusion as an elementary component of the senior certificate (Grade 12) assessment in 2001. This was also viewed by policy-makers as one of the key requirements of the new curriculum in South Africa's implementation of an effective assessment system for providing relevant and timeous information to all role players, which was not emphasised before. Furthermore, CASS was accepted as it introduced practices aimed at addressing learners' abilities through emphasis on thinking and learning as opposed to mere assimilation of content (Kotze, 2002:76). The aims of its introduction as an alternative assessment are numerous and will be explained later in this chapter because it was not only to alleviate learners from pressures and fears of once-off examination based on tests that were set by strangers, but there were other concerns.

These developments and intentions of new assessment practices SBA included were significant but not immune to challenges. Like Poliah (2009:14) argues, this type of assessment would pose serious challenges to countries that have not implemented it before. In South Africa the introduction of SBA is meant to change the ways of assessing which were characterised by unfairness and rigidity in the past. SBA quality and objective should therefore be ensured by

applying mechanisms to ensure that it (SBA) benefits all the stakeholders without compromising its aims. These include valid and reliable processes such as moderation or quality assurance of assessment. SBA should therefore never be viewed or implemented as an “add on” to the teaching-learning process because it is considered a requirement specified by the ministry. It should improve teaching and learning to be regarded as an integral part of the teaching-learning process (Samson & Marongwe, 2013). For the purposes of this study, the SBA and CASS will be used interchangeably.

This study sought to uniquely investigate teachers’ experiences in the implementation of SBA of literature set-works in EFAL. Much of the open literature on the EFAL does not particularly focus on the SBA of literature in Grade 12, but on assessment or literature in general. The uniqueness of this study was to understand experiences of Grade 12 teachers in their assessment of literature set-works in secondary schools in Limpopo Province. Understanding what teachers believe, practise and experience about SBA in this case is critical in realising what happens in SBA of EFAL. The study sought to dwell on EFAL as one of the essential subjects in South African education system, having become the dominant medium of instruction in the country (Uys, Van der Walt, Van den Berg & Botha, 2007). For that, matriculation examination results act as an important indicator of the performance of the South African education system (Motala & Dieltiens, 2008). Furthermore, *Action plan to 2014 - towards the realisation of schooling 2025* (2012:18) advocates that in South Africa, English, although only spoken by about 7% of public school learners as a home language, is the predominant language of the textbooks used in classrooms, as well as in the system’s policy documents. It is evidenced, however, that the same LOLT is inadequately mastered by teachers, which is also a major factor in the abysmally low levels of learner achievement; yet many parents prefer (with their children’s concurrence) for their children to be taught in the second language of English by teachers who are themselves second-language speakers of English (Motala & Dieltiens, 2008; Lafon, 2009).

EFAL is considered one of the gate keeping subjects by the South African education system. It is also one of the subjects that obtain the inclusion of SBA to warrant a complete examination mark for Grade 12 learners. For this reason the introduction of SBA expanded rapidly, as shown by a significant increase in the number of reports done locally by DBE, Umalusi annual reports and in international studies as well. The local reports are especially publicised after matric results are announced. However, despite this growing interest in this concept of SBA, there has been very little research done on EFAL on how Literature set-works assessment in Grade 12 is conducted. This is not acceptable considering the benefits that SBA and literature have on learners and society at large. This will be explicated in the following sections.

2.3 ASSESSMENT

Assessment does not only support teaching and learning processes, it goes beyond that. Researchers commonly address assessment as the integral part of teaching and learning comprehensively including processes of gathering, interpreting, recording, reporting and using results for educative purposes. (chapter 1)

2.3.1 Principles of assessment

Assessment is informed by the principles of outcomes-based assessment which are fairness, validity, reliability, practicability and transparency. Grima (2003:4) notes that it has been recommended because validity can be expected from it when students' performance on assessed tasks can be judged in a greater range of contexts and more frequently than is possible within the constraints of

time-limited and written examinations. Looking back into educational history of South Africa, it is germane and significant to have brought changes to counteract the way learners were assessed during apartheid. Many researchers (Reed, Granville, Janks, Makoe, Stein Van Zyl & Samuel, 2003; Le Grange & Beets, 2005; Vandeyar & Killen, 2003; Xulu, 2013; Gouws & Russell 2013; Mokotedi, 2011) affirm that assessment in the South African education system before 1994 was troubled. Assessment, which is the process of determining learner progress and promotion, did not reflect fairness, reliability, validity, practicability and transparency, which are the quintessential tenets of assessment. During the apartheid period assessment was segregated, racial, sexist, rigid, content-based and norm-referenced. Changes in assessment were hence introduced after the country became a democracy in 1994 to ensure that the prime features of fairness, validity, reliability, practicability and transparency are upheld to attain meaningful assessment results (Nitko, 2004). These principles, which also apply to assessment, will be expounded below as they are integral part of this study.

2.3.1.1 Fairness

The principle of fairness demands fairness of procedures that will eliminate prevalence of injustice, discrimination and bias in assessment. In other words learners should be assessed in a state, condition, or quality of being fair, or free from bias or injustice. Fairness perpetuates equality in assessment because it indicates that what learners learn must not be influenced by any unconnected or inessential factors. No learner must be discriminated against. According to General Education System Quality Assessment Report on South Africa, (2013b:4) prior to 1994, non-white South Africans always had restricted political rights, economic opportunities, geographical mobility and educational opportunities which impacted on their testing. There are commonly-agreed processes, outcomes and standards that facilitate fairness in assessments.

Fair assessments should assess what has been taught, in other words learners must be first be exposed to the content, knowledge or skills before they are assessed. Without this type of exposure, it is not fair to expect candidates to have mastered the material.

Fair assessment must provide equal opportunities, resources and appropriate teaching and learning approaches in terms of the content. Issues of ethnicity, gender, age, disability, social class and race must not be taken into account these differences since they create bias (Killen, 1998)

It is further encouraged to use clear instructions; comparison of learners' work with other learners, lack of transparency about the assessment are discouraged (Killen, 1998). Furthermore language must not be a barrier to assessment. Learners have a right to be assessed in a language of their choice whenever possible, conversely, the majority of black and coloured children are still located in the historically disadvantaged system, hence demonstration of low proficiency in reading, writing and numeracy (Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011).

For a task to be fair, its content, context, and performance expectations should: reflect knowledge, values, and experiences that are equally familiar and appropriate to all students and it should be as free as possible of cultural, ethnic, and gender stereotypes. The question is if learners are assessed in the language that is not theirs; will they not be bothered by unfamiliarity of new concepts? If learners learn literature in EFAL, is it clearer to them, since literature is written from different backgrounds? The teachers' lack of exposure to the first language speakers or resources pertaining to the language, will this disadvantage learners? These questions are brought in here because it has been conclusively shown that many teachers themselves are not fluent in EFAL as a language for learning and teaching, which further hinders learning (Taylor, 2013). Learners should, however, generally be assessed in a language they are

most proficient in; which may be any one of the eleven official languages of South Africa. If South Africa still assesses in the second or foreign language, this shows some injustice to learners.

Quality assessment will minimise the distractions outlined above by Killen (1998). It is therefore worth researching to find out how teachers employ this principle to validate fairness in what they teach and what they assess in EFAL literature set-works. Fairness in assessment is assessment equity which means that any assessment should offer equal opportunities to allow learners of all genders, all races and all backgrounds to study fairly. All learners must have equal opportunities to demonstrate the skills and knowledge being assessed.

2.3.1.2 Validity

Validity is the degree to which the assessment measures what it is supposed to measure (Messick, 1989). In other words, the assessment becomes purposeful if it is valid, because a purposeful assessment will have evidence. Inferences made from assessment become valid for the purpose of a particular assessment. Validity is about providing strong evidence based on results of assessment. A valid assessment tests relevant knowledge or skills in order to minimise unintended negative effects.

Validity denotes the meaning of a test score or assessment result since teachers should be able to establish evidence from interpretations of assessment results or outcomes of particular tasks administered. The validity of assessment must not be determined by the content of the assessment process, in other words the meaning of tests, but by the results they yield. The concept of validity was formulated by Kelly (1927:14), who stated that a test is valid if it measures what it claims to measure. For example, a test of intelligence should measure intelligence and not something else (such as memory) which Hill

(1986) contends with. Hill (1986:22) avers that the principle is quite commonly taken to mean "a test measures what it is meant to measure" However, it is pointed out that such a narrow definition is an indication of the content relevance and content representativeness of the test, that is, a measure of whether each item in the test is relevant and a measure (Messick, 1989; Hill, 1986). Validity is genuineness, lawfulness and efficacy. Validity should be considered as an evaluative judgment on the degree to which there is evidence to support the appropriateness of the inferences that are drawn as a result of assessment (Messick, 1989). From this perspective teachers should not only be trying to maximize the validity of the tests they use; they should also attempt to maximise the validity of the inferences they make as a result of using those tests. Teachers should consider whether their tests are assessing appropriate content considering the special characteristics of the learners, the circumstances under which the test was administered and, most importantly, the theoretical and empirical evidence they have for reaching any conclusions on student learning. Simply, they should be able to justify the results of the learners' performance based on the tasks themselves. In other words evidence provided by the assessment task should justify the conclusions reached about the achievements of each learner. In order to accomplish this, SAQA (2001) advises that assessors must ensure that:

- (a) The selected assessment instrument really targets the selected outcomes/unit standards,
- (b) The assessment method is "fit for purpose",
- (c) The rules of evidence have been applied,
- (d) Outcome(s) is/are being assessed is (are) clearly stated,
- (e) Appropriate type or source of evidence is use,
- (f) Appropriate method of assessment is used, and
- (g) Appropriate instrument of assessment is used.

In addition, Killen (2003:1) warns that most of those who write about assessment of learning claim that validity and reliability are the two most important characteristics of good assessment items or tasks. It is therefore vital for teachers to be familiarised with assessment practices. Fraser, Howie and Plomp (2003:vii) appraise Killen's interpretation of validity that is vested in the association between the meaning of the concept and the information a test should provide regarding some underlying construct. This association should demystify the degree to which certain inferences could be drawn from test results or test scores. Killen's argument is that assessment tasks can never be valid or invalid, but that validation should rather be sought in the assessment-based inferences drawn from performance. Teachers should see the usefulness and appropriateness of the tests and their outcomes. They should further be able to use these outcomes, whether good or bad to guide their assessment. Nitko (2004:34) concurs with Messick (1989) and Killen (1998) that validity is the soundness of the teacher's interpretations and uses of students' assessment results. The interpretations of results are valid only when the values implied by them are appropriate and their consequences can be consistent. In other words, judgement of validity depends on knowing the specific interpretation, uses, values and consequences of the assessment. There should be an element of confidence when results are interpreted. The aim of applying these strategies is to ascertain that assessment methods be developed or chosen so that inferences drawn about the knowledge, skills, attitudes, and behaviours possessed by each student are valid and not open to misinterpretation.

Research on teachers' practices reveals that teachers often follow a central design approach when they develop their lessons by first considering the activities and teaching procedures they will use (Richards, 2013). Rather than starting their planning processes by detailed considerations of input or output, they start by thinking about the activities they will use in the classroom. While they assume that the exercises and activities they make use of will contribute to

successful learning outcomes, it is the classroom processes they seek to provide for their learners that are generally their initial focus (Richards, 2013). For an assessment to be valid, it must also be reliable, but an assessment that is highly reliable is not necessarily valid. These two principles are closely linked to each other; however validity refers to the meaning of a test score or assessment result, whereas reliability is the consistency of a score or result as it is outlined below.

2.3.1.3 *Reliability*

Reliability is also another quintessential tenet of assessment which cannot be overlooked. It is not the same as validity since it denotes consistency and validity has to do with accuracy. Reliability in assessment refers to consistency of results. In other words, assessment should give consistent results. It is important that assessment should be reliable by selecting the correct assessment methods to capture the correct type of evidence. Reliability can be enhanced through multi methods of assessment. Both the teacher and learners will in this way understand each other. Making use of various different methods enables minimising the weaknesses and limitations of each individual method. When making use of different methods, the assessment takes into consideration various learning styles of students. This is termed triangulation of assessment, which refers to application of variety of assessment tasks to support the results of learners' performance. Application of variety of methods will not only assist in assessing learners holistically, but also justifies that learners consistently obtain certain scores. It is about provision of numerous cases to validate performance.

SAQA (2001) defines reliability in assessment as consistency which refers to the same judgements being made in the same or similar contexts each time a

particular assessment for specified stated intentions is administered. Assessment results should not be perceived to have been influenced by variables such as:

- (a) Assessor bias in terms of the learner's gender, ethnic origin, sexual orientation, religion, like/dislike, appearance and such like;
- (b) Different assessors interpreting unit standards or qualifications inconsistently;
- (c) Different assessors applying different standards;
- (d) Assessor stress and fatigue;
- (e) Insufficient evidence gathered, and
- (f) Assessor assumptions about the learner, based on previous (good or bad) performance (SAQA 2001).

To avoid such variance in judgement (results), assessments should ensure that each time an assessment is administered the same or similar conditions prevail. SAQA (2001) advises that:

- (a) Assessors should be trained and competent in administering assessments,
 - (b) They should give clear, consistent and unambiguous instructions and assessment criteria and guidelines,
 - (c) Assessors should meet and talk to each other,
 - (d) Assessors should be subject experts in their learning field(s);
 - (e) Where possible, more than one assessor should be involved in the assessment of one learner;
- Assessors should use checklists, or other objective forms of assessment, in addition to other assessment instruments,

- Internal and external moderation procedures for assessment should be in place, and
- Assessors should keep clear and systematic recording procedures.

Only then will these teachers as assessors produce reliable assessment items that are mostly free of errors and inconsistencies, thus delivering consistent and reliable results.

Reliability as an assessment principle is related to validity since it reflects the consistency, stability and dependability of results gathered from assessment. There are certainly circumstances that can hamper the execution of test, such as the scope of the work, the difficulty in understanding questions, environmental factors, attitudes of teachers and learners themselves. SAQA (2001:18) expresses that reliability in assessment is about consistency. Unreliable and inconsistent results have little or no value and meaning and do not provide a good foundation for further assessment.

In summary, reliability refers to the degree to which learners' results remain consistent over replications of assessment procedures. In other words, reliability refers to the degree to which learners assessment results are the same when they complete the same task on two or more occasions or when two or more educators mark their performance on the same task (Nitko, 2004). So consistency is an important aspect of reliability.

2.3.1.4 *Transparency*

Transparency in assessment is also a vital tenet as it ensures that learners and teachers are involved in the assessment process and are clearly focused

because they know what is expected of them. Learners become monitors of their own learning willingly and confidently because they reflect on their own progress as they are assessed. Teachers are involved from the beginning through the end; planning, identifying assessment tasks, assessing, giving feedback and guiding learners. Openness, commitment and motivation are thus enhanced by this principle. In the long run, learners' fright and fears of examination gradually dwindle away allowing room for preparedness and better performance, more so that it is executed in ordinary classroom context, not a special examination hall which may scare learners. Stressful conditions may lead learners not to demonstrate real capacities which can compromise fairness. Transparency produces an inclusive learner assessment and in general that would improve learner performance, thus lending more credibility (Motala & Perry, 2000). Transparency in assessment is prevalent when students are familiar with the instruction goals, with the standards that they are required to meet and how the achievements are assessed (what they are expected to learn, how and when they are going to be assessed). Learners and parents are familiar with assessment methods that are used and the outcomes of their use.

2.3.1.5 Practicability

According to Skills Education Training Authorities in South Africa (SETA) (2013d:12) a practicable assessment is effective without placing unreasonable demands on the relevant role-players. Assessment should be designed to be as effective as possible in the context of what is feasible and efficient in a particular learning programme or process. It should try to avoid unreasonable demands in relation to the time commitments required for the generation, collection, presentation and assessment of evidence involving the learner, the assessor; or third party witnesses (mentors, line-managers and coaches), evidence facilitators and others involved in advice and support.

For teachers to be practical in a classroom they should be effective and devise plans to reach outcomes through resources in the classroom. Teachers should be practical by applying different pedagogical approaches in the literature set-works coupled with resourcefulness and creativity. For some practical tasks, the teaching, learning and assessment should involve active roles. Literature tasks should be designed to scaffold learners' efforts to improve learning. In other words, the effectiveness and efficacy of teachers should be enhanced through the use of relevant content, physical and human resources around the Literature classroom or school.

All principles are cornerstones of assessment: fairness relates mainly to the assessment process; validity relates mainly to the assessment design, reliability relates mainly to the conduct of the assessment and practicability relates mainly to the financial and time implications of assessment (ETP-SETA, 2013d).

Lastly is it notable that the unassailable and propitious move of South African from traditional standardised methods of assessment to continuous based one was one of the intentions of SBA. It is therefore highly essential its mandate be implemented to avoid degradation and complexities of the past. SBA offers special opportunities that once-off examinations could not offer due to its rigidity. The principles of assessment must be wholly followed in SBA as well.

2.4 SCHOOL-BASED ASSESSMENT

2.4.1 What is school-based assessment?

The emergence of SBA, customarily termed, internal assessment, portfolio assessment, coursework, continuous assessment, formal assessment, performance assessment, assessment of learning or site-based assessment is basically the result of educational change in South Africa and globally. Mokotedi

(2011:9) explains that CASS is an outcomes-based approach which requires the teachers to assess learners on a continuous and on-going basis (refer to background in 1.1). It is also rightfully named site-based assessment because it is conducted by the teachers at their own sites, at the school level with their learners and based on the content dealt with their learners. It simply means that learners are continuously assessed in their respective schools by their own subject teachers. Teachers employ CASS in a variety of ways over a period of time which allows them to administer multiple tasks and to collect information on what learners know, understand and are capable of doing. It consists of curriculum-based tasks previously taught in class and occurs frequently during the school year as part of regular teacher-learner interaction. The relevance on this definition of SBA is determined by the teachers' continuous intervention in administering it.

Furthermore, SBA also refers to all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis except the final external examination. National curriculum statement national protocol for assessment grade R-12 (NPA) (DBE 2011a:11) argues that in Grade 12; the SBA consists of all the formal tasks including the mid-year and September examinations, with the exception of end-of year examination. It is a compulsory component which counts 25% of the final promotion mark for all full-time candidates registered for a NSC examination. Forms of assessment which are conducted by the teacher at the school level for SBA include assignments, projects, simulations, research, demonstrations, role plays, listening exercises, homework pieces, class work pieces, tests, examinations and so forth. In subjects with a practical component and in the case of languages with an oral component, SBA includes assessment of the practical skills and in the case of languages, assessment of oral skills. SBA lawfully applies to all other phases, namely, Foundation phase, Intermediate, and Senior phase at 100, 75 and 40 per cent respectively. Each province has the responsibility to ensure the reliability, validity, fairness and practicability of the SBA in terms of the

development, administration of the assessment task and the assessment of the learner evidence (DBE, 2011).

It is therefore important to note that compliance with the SBA implementation by Grade 12 candidates is one of the requirements for attainment of a NSC. The qualification is structured according to specific categories of subjects and rules of combination. The minimum requirements to obtain a NSC are currently that a candidate must achieve at least 40% in three subjects, one of which is an official language at Home Language level and at least 30% in three subjects. One of these 30% subject must be an additional language. The majority of South African learners enrol for EFAL as an additional language. In addition, in the South African context, English or Afrikaans is a compulsory subject required by post Grade 12 institutions because they are currently the only media of instructions in secondary and tertiary institutions in South Africa. This is discussed in the study because all subjects, including EFAL, demand compulsory SBA as a requirement and component of a pass mark in Grade 12.

In addition, the definition by Mweemba and Chilala (2007:310) emphasises that CASS must not only be treated as an on-going classroom-based process that uses a variety of assessment tools to measure learner performance but it should also be diagnostic. In South Africa, SBA is an important component for both the examination and assessment system, since it is a requirement for obtaining NSC which is an important exit point in the country's education system. It is thus important that teachers accordingly administer this assessment to ensure the attainment of its constructive aims. Teachers should, among other responsibilities be able to detect and identify their learners' weaknesses through assessment during the course of the year so that they remedy the situation to prepare them for the overall summative assessment that is normally referred to final examination which is not school-based. Diagnosis of weaknesses is paramount in SBA execution because; when effectively

implemented, it can provide teachers with the kind of diagnostic information necessary to serve the learning needs of individual learners. For this reason the researcher concurs with the Organisation for Economic Co-operation and Development (OECD) (2005:22), which approves of SBA as formative, since it involves feedbacks and appraisal to students based on their school-based tasks.

Geysers (2004:101) emphasises that feedback is the major feature of CASS because it informs the teachers how to adapt their teaching strategy in order to provide quality and effective assessments to learners. Geysers (2004:101) refers to CASS as the “regular manner” in which that assessment takes place and integrates teaching, learning and assessment. CASS becomes a cyclic process that includes various assessment methods and instruments which displays a holistic picture of the learners’ competence. When learners receive feedback from teachers based on their performance, it strategically allows them to focus on topics they have not yet mastered with anticipation and awareness. Teachers in this type of assessment are able to identify which learners require review and remediation and which learners are ready to move on to the next level of work. Thus, the results of CASS help to ensure that all learners make progress throughout the school year, thereby improving on their academic achievement. Spiller (2009:5) presupposes that learners become active participants in the whole process, and feedback is likely to be most useful especially if it is given after the completion of the learning task.

In his study, Poliah (2009:26) portrays SBA or CASS in the South African context as the process of gathering valid and reliable information about the performance of the learners on an on-going basis against clearly defined criteria, using a variety of methods, tools, techniques and contexts. Since CASS is school-based it may consist of practical work, written tasks, tests, research or any other task peculiar to that learning area. The form of assessment used

should cover the full range of skills, and apparently variety of techniques and strategies will be called for. However, CASS is not only gathering and interpreting information about students' learning that is used in making decisions about what to teach and how well students have learned, but it caters for both the cognitive and the psychomotor domains (Nitko, 2004). For example, in some practical subjects learners are expected to perform experiments, design projects and perform and present to show understanding of content. Learners are assessed on a fairly wide range of criteria to gather information on their performance unlike in the once-off examination. Information is not collected out of nowhere but SBA tasks for must be guided by policy. In EFAL literature set-works in Grade 12, all formal tasks for SBA are executed in written form in the form of tests, midyear examination and a preparatory examination.

As has been mentioned earlier, SBA is a part of the promotion mark for learners so it is a part of the whole examination. Learners may have to learn to listen, speak, read and view and present and write, but all these skills, differ in their form of difficulty as learners progress from one grade to another. As a result, SBA provides opportunities that are impossible in a once-off external examination. A variety of skills can to be assessed by internal assessment which otherwise could not be considered for assessment purposes, but at the same time they help teachers to understand both their learners and their own assessment as assessors. For example, in EFAL, learners are continuously assessed on listening and oral formal tasks which are not assessed in an examination. During listening comprehension lessons, learners listen to texts and then are asked questions, and they are required to respond to them. Such types of assessment tasks are not suitable for a setting in examinations, however they comprise SBA marks needed for examination (summative) purposes at the end of academic year. As such, SBA is an invaluable component of assessment in South African schools. For this reason, SBA helps teachers and learners to know each other and travel the route of assessment together being aware of its ups and downs through the continuous tasks

administered before large scale summative assessments, commonly known as final or external examination. SBA does not only serve as an appropriate tool to be used to provide information and feedback to teachers and learners, but it also involve parents and any other stakeholders showing interest in education. It therefore involves the country as a whole and eventually contributes to the development of education. For example, typical to South Africa, when matriculation results are announced and the pass percentage is increased, the whole country rejoices, but if it drops, everybody is disappointed.

SBA involves a system of continuous learning and improvement that focuses on the development of the learner as a whole, using processes that are embedded within the school itself and not administered from outside (Le Grange & Reddy 1998, Reyneke, Meyer, & Nel, 2010, Van den Berg & Shepherd, 2009; Grobler, Looock & Govender, 2013).

For the purposes of this study, SBA therefore denotes the type of formal assessment provided continuously through various methods in the classroom by the teacher to prepare learners for year-end examination by giving feedback on assessment tasks prescribed for the subject for learner progress or promotion. In this view, there are critical principles, techniques, and procedures that teachers need to follow in the administration of assessment for the achievement of its purpose as prescribed by DBE. The purpose of SBA in South Africa is currently very crucial and fundamental since assessment has been previously associated with inhumane, inappropriate and meaningless applications and practices. For the recognition of its importance, the principles of assessment must be given attention otherwise it will be a futile endeavour.

2.4.2 Merits of school-based assessment

Poliah (2009:25) points out that the shift from an examination-dominated assessment to one that included CASS was prompted by a number of reasons, including deficiencies in the examination-dominated system. This included the Further Education and Training (FET) band that propagated that the learners' performance over twelve years of schooling was determined by a "once-off" terminal examination written under controlled conditions. This examination was found not to accurately measure the learners' ability.

In relation to principles of OBA, Kellaghan and Greaney (2003:49-52) state that advancement of SBA is beneficial because it is first carried out continuously by teachers known to learners, and therefore likely to provide a more valid and reliable appraisal of a student's achievements than is possible in a single external terminal examination. It does not compare learners' performance with other learners; it rather concentrates on performance on the criteria and tasks predetermined for the grade. Trumbull and Lash (2013:7-8) in addition, advise that there are good reasons to believe that concerns for reliability, validity, and fairness are mitigated by the nature of how SBA is carried out.

In the execution of SBA, unexpected cases such as absenteeism due to illness or other uncontrolled circumstances can be curtailed. In other words, learners do not necessarily lose everything because they were absent when tasks were administered. The NPA (DBE 2011a:11-12) states that in the case of illness or any other circumstances beyond the control of the learner, medical certificates, affidavits or acceptable proof are to be provided by the candidate and countersigned by the principal of the school of attendance before submission to the provincial education department. A mark based on the SBA and Practical Assessment mark obtained by the learner prior to his or her illness, is calculated and awarded to the learner affected. This is a justifiable act which did not happen in examinations prior to democracy.

In addition, SBA can increase the level of learner motivation and application throughout the year since it is spread over the year. As SBA gives feedback to learners on their performance during the year, it is likely to influence their examination preparation and efforts including their future prospects, if correct measures are followed. By assessing learners on a broad range of objectives over an extended period, SBA removes many of the disadvantages of a once-off external examination that can arise. The on-going nature of SBA also provides teachers with a formative view of the progress of individual students, and allows them to accurately address learners' needs.

SBA is regarded as a tool to more accurately reveal the true ability of the student, by preparing them to tackle large summative assessments, in this manner increasing their confidence. In addition to this, learners can also feel less anxious as they have already achieved a certain percentage of the final mark prior to their final examination. In order to accept and improve the credibility of the Senior Certificate, introducing continuous assessment (CASS) as argued by Motala and Perry (2000) would produce more credibility to the Senior Certificate. This can enhance authenticity in assessment because teachers are given opportunities to identify, plan and develop assessment tasks in the process. The aim of CASS is to achieve outcomes through a wide range of assessments to provide different and varied opportunities and to spread these assessment activities throughout the learning process. SBA supplements external examinations, providing a more holistic and valid measurement of student abilities. For this reason SBA is by no means a new assessment tool; it is widely accepted and comprehensively implemented in other countries (Yip & Cheung, 2005; Barley, 2013), for example, Zambia, Ghana, Zimbabwe to name a few and internationally, Australia, Canada, England, Northern Ireland, New Zealand, Scotland, Scandinavia, Singapore Malaysia and the United States of America.

Grima (2003:3) and Raivoce and Pongji (2001:4) explain that SBA is often perceived as the process put in place to collect evidence of what students have achieved, especially in important learning outcomes that do not easily lend themselves to the pen and paper tests. It is important to point out that although conceptually distinct, both external and SBA have their strengths. External assessment - offered in a once-off summative way in large scales, is reliable and is perceived as rigorous because candidates take the same assessment administered under the same conditions. SBA, if carefully planned and implemented, may be stronger in terms of validity and flexibility.

In 2000, the National Minister of Education in South Africa mandated the inclusion of SBA as a component of the Senior Certificate (Grade 12) assessment as one of the educational reforms in South Africa for 2001. However, it has been revealed by research that these reforms were overwhelming for both teachers and learners. Several reasons have been advanced why SBA may not be an appropriate form of assessment.

2.4.3 Demerits of school-based assessment

School-based assessment is viewed as “the frequent interactive assessments of student understanding and progress to identify learning and shape teaching” (OECD, 2005 in Reyneke, Meyer & Nel, 2010), however, in current form, CASS or SBA seems to serve the purpose of accountability. Observations made from scientific research conducted on some inadequacies of SBA are outlined below.

First of all, the use of SBA for certification or selection can change the nature of the relationship between teachers and learners from an essentially supportive and collaborative one to a judicial or legal one. Long (2006:3) observes that the

difficulty of building a community of trust for the successful implementation of SBA is not encouraged by society's competitive nature. Communities and involvement of stakeholders like parents have been proven to be lacking in South African education. As such, teachers may feel that they have to comply with the requirement of a CASS mark for reporting purposes, and not as a way of improving learners' performance. This can subject teachers to considerable parental or societal pressure, particularly in small and closely-knit communities because while classroom teachers are continuously assessing student learning, there is also the recognition that the assessment must include information about the child and the child's situation or environment (Janzen & Saklofske, 1990). An understanding should be for improvement of assessment in particular and the learners' education in general, including the learners' home background.

Apart from the pressures for teachers, pressure on schools and government to achieve high pass rates prevails. Attaining a NSC substantially improves the prospects for further educational opportunities and successful labour market participation for individuals (Branson, Garlick, Lam & Leibbrandt, 2012) cannot be overemphasised. As a result, teachers may think that it is their "moral duty to uplift" their learners' marks in schools, to boost their promotion mark. Research conducted by Van der berg and Shepherd (2010) shows that there is discrepancy between internal SBA scores compared to final examination marks, particularly in low performing schools in which CASS marks are vastly inflated.

Furthermore, the competence in conducting assessment by many teachers is considered to be poor, or even if it is not, teachers often feel that they do not know exactly how to translate their informal judgments into more formal and public ones, in which case they may fall back on using poorly-constructed assessment tasks (Maile, 2013). Maile (2013:19) establishes that teachers' inability to teach also impacts on their assessment skills. It is highly unlikely that a teacher who cannot teach can assess correctly. This is also evidenced when

teachers set papers that are not standardised and which are not quality assured by HOD's (Poliah, 2009). If teachers cannot develop their own tasks, one can deduce that there is a lack of knowledge and skills in subjects they teach. When teachers lack proficiency and unable to teach English, it leads to low confidence as far as teaching is concerned and therefore restricts the development of learners' reading skills (Kamunina, 2014). Maile (2013:26) asserts that standards of assessment can only improve when teachers are developed.

Additionally, SBA requires teachers to devote considerable time to keep records of assessment activities and results for evidence when moderation and reporting and recordkeeping are done. It may also be considered by teachers to involve too much of work. According to Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee and Rule (2005:60), factors like teaching, preparation and planning, assessment and evaluation, management and supervision; records and report-keeping, professional development, pastoral care, extra-curricular activities, guidance and counselling; breaks and other disruptions can contribute to teachers' workload. Workload for teachers is a challenge in other countries who practise SBA as well. The report published by the Hong Kong Professional Teachers' Union in 2013 supports that sheer amount of workload of SBA has become a major issue in other countries which is overwhelming for both teachers and students (Barley, 2013). The impact of job satisfaction, morale, workload and HIV/AIDS in 2005 echoed the review in earlier South African studies that teachers' workload has increased as a result of policy and curriculum change (Hall, Altman, Nkomo, Peltzer & Zuma, 2005). Apart from the administrative tasks that SBA mandates from teachers, they may also experience challenges like what to do when learners are absent for SBA formal tasks, or when students transfer from one school to another. Although evidence on learners' profiles through portfolios from one school must be forwarded to the school that accepts the child during the process of transfer, it requires harmonious communication between teachers of affected schools. This type of evidence on which decisions are taken needs to be selected very

carefully. For this purpose, Grima (2003:6) affirms that teachers and students need to be organised in order to keep meaningful and complete records and for the process of learning to be apparent in these records. Cases of poor organisation in SBA moderation evidence from teachers where they cannot keep proper records for administrative purposes may be detrimental to the management and administration of SBA.

Furthermore, teachers' assessments are subject to a variety of bias relating to students' gender, socioeconomic background and personality characteristics. In such cases the principle of fairness is envisaged to be overlooked. According to Bello and Tijani (2003:13) in the Ghanaian and Nigerian situation, teachers experience challenges in the different ways they use assessment tools. This should not have arisen since the guidelines on CASS explicitly state the frequency of use of each of the assessment types/tools. However, lack of access to the CASS guidelines, ineffective supervision, indifference to the CASS programme and difficulty in developing the various assessment tools, most likely, accounted for the non-uniformity in the use of the tools. Conversely, it is difficult, in some cases impossible, to apply SBA to non-school-based candidates although they are registered for Grade 12. They are only assessed on examinations.

The study by Govender (2011:26-27) has identified possible weaknesses of SBA as follows:

- (a) Lack of appropriate training to implement SBA,
- (b) Lack of teacher support from district advisory sections,
- (c) Lack of rigorous internal moderation reports,
- (d) Lack of meaningful feedback to teachers,
- (e) Poor quality assessment tasks resulting in inflation of marks, and

- (f) Irregular monitoring by the district officials

The aspiration and motivation to introduce SBA has been high, but practical difficulties have on more than one occasion resulted in failure, postponement, or the limitation of the school-based assessment. Even before the introduction of OBE in South Africa, teachers were exposed to trendy reforms in assessment through workshops, in-service training and an abundant supply of curriculum documents, all in the quest for fast-tracking transformation and improving quality teaching and learning.

The following section explicates the status quo of SBA in South African schools in general and the current assessment of English first additional language literature set-works in secondary schools in particular.

2.5 STATUS QUO OF SCHOOL-BASED ASSESSMENT IMPLEMENTATION IN SOUTH AFRICAN SCHOOLS

The implementation of school-based assessment is a policy matter; learners in grades 10 to 12 are promoted from grade to grade if they have completed all SBA as contemplated in the following documents:

- (a) Paragraphs 6 and 8(1) of the policy document, NPA (2011a),
- (b) Section 4 of the CAPS of the various subjects (Regulations pertaining to the national curriculum statement grades R-12 [Sa:18], and
- (c) National policy pertaining to the programme and promotion requirements of the national curriculum statement grades R–12 (2011e:29).

Earlier in this chapter it was expressed that one of the aims of inclusion of SBA in schools is to remedy the pressure felt by learners by the pen-and-paper

technique of once off examination and to make assessment fair and transparent to stakeholders. On the contrary, available literature proves that SBA is still a problem for the DBE. For this reason this study aimed at investigating teachers' experiences in SBA of literature set-works.

The objective of educational reforms in assessment in particular was to transform the South African education system from the unfair assessment for both teachers and learners. However, based on DBE reports, anecdotal reports and district reports, it appears that the management of SBA at school level is not being conducted with due diligence or thoroughness (Grobler, Loock & Govender, 2012). Empirically this is not a problem in South Africa alone. These challenges are faced by global teachers as well who also adopted SBA to free learners from afflictions and anxieties of once-off examination. For example, Hong Kong researchers agree that SBA is not without its problems and controversies; it overwhelmingly heightens workload for both teachers and students (Yip & Cheung, 2005; Barley, 2013).

Assessment initiatives therefore impose a great challenge to teachers, who are supposed to take up their roles as implementers of reforms. Learners are equally affected. Although SBA claims to hand over much ownership and autonomy of the learning process back to learners by promoting students' skills, the onus primarily lies on teachers. It is important, therefore, to explore how teachers adjust themselves to the shift of their roles from traditional assessment to continuous formative assessment.

2.5.1 identified challenges in SBA implementation

Researchers such as Killen (2003); Poliah (2009) and Maile, (2013) have raised pertinent concerns about the implementation of SBA in South Africa. Poliah (2009:35) mentions that the shortcomings on SBA implementation in South Africa schools can be summarised into three broad categories, namely, teacher development and support; internal moderation systems and processes and monitoring and co-ordination. Furthermore, 2013 Technical Report on National Senior Certificate (DBE 2014b:43) also announces serious observations made about SBA and moderation on the same individualised issues in South African schools. The report points out the following examples of discrepancies:

- Poor marking processes resulting in the inflation of marks,
- Inaccurate marking guidelines and misapplication of rubrics,
- Poor moderation of learner evidences which manifests into the so-called shadow marking,
- Evidence of lack of quality moderation of assessment tasks,
- Poor standard of assessment tasks and tests generated from certain schools, and
- Poor feedback to learners caused by inconsistent marking.

Similar weaknesses were observed by Poliah in his findings before 2009 and these definite problems in SBA in SA schools can actually be dated back to 2002. For this reason this study sought to examine how EFAL literature set-works is assessed in Grade 12 level. The introduction of SBA was not to bring more imbalances, but it is seems it is still a challenge to its implementers who are impacted by factors such as workload.

2.5.1.1 Workload for teachers

Education reform has been a priority in South Africa since the establishment of the Government of national unity in 1994 and has played a key role in redressing the injustices of apartheid. Impressive progress has been made in education legislation, policy development, curriculum reform and the implementation of new ways of delivering education, but many challenges remain in many areas, such as student outcomes and labour market relevance (OECD 2005). The Human Science Research Council, (HSRC) (2005:ix) acknowledges that C2005, together with the system of CASS and the Integrated Quality Management System (IQMS) have made great demands on educators' time, with three quarters of educators feeling that their workload has increased a lot since 2000.

In apartheid South Africa, teaching and testing were treated as two separate activities because teaching, learning and assessment were not aligned. Teaching, assessment and the use of results of assessment to plan more teaching was not practicable. Currently teachers are expected to administer assessment tasks that they plan, design and control themselves. All assessment tasks and activities require teachers' skills in tasks design, test administration, attitudes toward the CASS approach, and keeping records. CASS requires teachers to offer a wide range of tasks which will obviously warrant for more time for planning for tasks and more time for administering them. More assessment tasks obviously require more marking time and quality time for diagnosis and feedback. For successful results in the implementation of the CASS policy, teachers need to give an increased number of tasks and that will inevitably result in more attention to marking and evaluating results by the teacher. It is probable that this may result in poor marking, especially when teachers deal with huge classes. If teachers do not objectively control tasks according to guidelines memoranda or rubrics, the aims of assessment are

jeopardised. It is worth remembering that one of the reasons for the review of NCS was to relieve teachers of a heavy load of administrative tasks related to teaching, even though this does not happen. Yip et al (2005:1) states that the increase in teacher workload adds to teachers' lack of expertise and confidence in undertaking the assessment tasks, and undue pressure exerted on students through a large number of assessment activities. Barley (2013:24-26) concur that for the students, the demand for SBA is high in terms of its quality and quantity, sometimes exceeding that of the student ability.

Echoing these negative views, the amount of workload of SBA on learners may lead to another major issue which is plagiarism. Learners may be tempted to copy work off the internet in order to save time amidst a tight schedule and demanding workload, thus incurring further workload for teachers in cross-checking references. Teachers may be tempted to pamper learners with marks in order to achieve better marks for their learners.

According to DBE (2015b:38) teachers' workload is also exacerbated by excessively sized classes which still remain a serious challenge in South Africa. As a result teacher workload may impact on learners' performance in SBA. A recommendation was made by Report of the task team for the review of the implementation of the NCS in 2009 (2009a) to reduce teachers' workload particularly with regard to administrative requirements and planning, to allow more time for teaching by 2010.

2.5.1.2 Feedback on SBA

Feedback is defined as a "means of providing information how and why the child understands and misunderstands, and what directions the student must

take to improve. The single most powerful factor that enhances achievement is feedback on their learning provided to students (Mason, 2005). However, if feedback is not provided in EFAL the purpose of CASS or SBA may not be attained. If teachers do not have enough time to plan assessments adequately and their teaching becomes task-driven rather than helping learners grasp knowledge and prescribed skills, the whole exercise will be futile. Besides the heavy workloads and large classes, teachers are still liable to appropriate implementation of SBA by monitoring learners' progress and by giving them constructive feedback on assessed tasks.

Teachers should be able to integrate assessment and assessment results into instructional practice and to give immediate and constructive feedback to students since CASS promotes frequent interactions between students and teachers which enable teachers know the strengths and weakness of learners to identify which students need review and remediation (Nitko, 2004). However, research has shown that this exercise can be a tedious job because South African classes are reported to have the large numbers of learners in classes as mentioned in the previous paragraph. The ability to advance learning and teaching can be developed by a number of specially designed pedagogical tools as SBA demands. Assessment is of importance here since it does not only serve as feedback on the learners' success or failure in the learning process, but it also provides valuable insight into the effectiveness of the teaching practice and indicates the areas that need further development and improvement (Czura, 2010). According to Spiller (2009:12) good assessment and feedback practice should:

- (a) Help clarify what good performance is (concerning, goals, criteria and standards),
- (b) Encourage 'time and effort' on challenging learning tasks,
- (c) Deliver high quality feedback information that helps learners self-correct,

- (d) Provide opportunities to act on feedback,
- (e) Ensure that summative assessment has a positive impact on learning,
- (f) Encourage interaction and dialogue around learning (peer and teacher-student),
- (g) Facilitate the development of self-assessment and reflection in learning,
- (h) Give choice in the topic, method, criteria, weighting or timing of assessments,
- (i) Involve students in decision-making about assessment policy and practice,
- (j) Support the development of learning groups and communities, and
- (k) positive motivational beliefs and self-esteem.

Feedback on assessment should be part of supportive of learning. Teachers should be careful that feedback is offered timeously and efficiently in a prompt justified constructive and yet focused and consequential manner (Assessment Toolkit Resources, 2008).

2.5.1.3 Lack of content knowledge and skills

Reports on 2013 SBA moderation indicate that assessment tasks set by teachers in some schools are of poor quality. It is assumed that since teachers are supposed to be experts in the subjects that they teach they are expected to be equipped with extensive content knowledge of their subject. Teachers must be prepared professionally and mentally to teach and to continuously assess learners to achieve the goals of CASS. If the teacher is not adequately prepared for operating in the system, it may lead to poor tendencies and subsequently

failure of SBA or CASS. Poor quality work is the sign of under-preparedness of teachers.

A study by Reyneke et al (2010:46) done at the University of South Africa (UNISA) reveal that the majority of the practising teachers who enrolled as students for the practical component of the Advanced Certificate in Education (ACE): Inclusive Education (learning difficulties) in 2008, lacked English proficiency. The same teachers are apparently in schools now offering the subject they were not proficient in. Teachers must be professionally and attitudinally prepared to teach and assess in the subjects they teach, including EFAL. However, it is speculated that lack of content knowledge of the English subject apparently yields poor teaching and which culminates into poor assessment. According to Dalvit, Murray and Terzoli (2009:34) most black children, especially in rural areas, have very little contact with English outside the school and teachers themselves (mostly trained under Bantu Education) are not necessarily proficient in the language (Webb, 1996), therefore using English as the sole LOLT in rural and township schools is simply impracticable. The lives of teachers and learners are not constrained to classrooms only; they are global figures as well. Learners must be prepared not only to pass English, but they need to be made to understand that subjects can prepare careers for them. In South Africa, as elsewhere, the idea that education and training should help learners develop the dispositions or attitudes associated with critical thinking, as well as the ability to think well, can be connected to government policies, employers' desires and the pace of globalisation, which encompasses teacher efficacy and content knowledge. Increased economic competition demands that education and training, no matter in what discipline or at what level, should enable learners to think "smarter" than in the past (Pithers & Soden, 2000:237). Suto and Shiell (2009:42) support the idea that the way teachers are trained can impact on the way they assess.

Lack of content knowledge poses a serious threat to learners. One of the principles of the NCS and policy statement is attainment of high skills and high knowledge. If teachers do not have such skills and knowledge, learners will not be equipped with such skills. It is important to mention that the inclusion of SBA was to allow reliability, transparency and fairness in assessment with the responsibility of SBA decentralised to all education districts, schools and teachers. However research indicates that SBA is taking the route which it is not supposed to follow in South African schools. There is empirical evidence that teachers do not follow the policies of SBA particularly on the development of assessment tasks based on principles of assessment. This weakness of EFAL teachers was also revealed by study by Mabina (2012). In this study it was found that teachers do not apply to the required cognitive levels when developing their questions in EFAL classrooms. In the lessons observed, the bulk of the questions yielded the type of responses that the teachers wanted to hear. Where questions were open-ended and required multiple turns at talk, the teacher confined the space to one or two contributions only; learners were not given opportunities to respond to these open-ended questions. This error is also evident in the observation by Umalusi and NSC Diagnostic reports that teachers do not assess cognitively-challenging questions. They dwell on first levels of questioning, that is level one questions that deal with information explicitly stated in the text and reorganisation, which is level two questions that require analysis, synthesis or organisation of information explicitly stated in the text (DBE:2011b) meaning assessment tasks are designed below par and that standardisation processes are poor.

In addition, Van der Berg and Shepherd (2010:4) found that assessment leniency (inflated CASS marks) across subjects throughout the system and low assessment reliability (poor correlation between the CASS and examination mark) contribute to a mismatch between the intended formative value of CASS and how well learners are prepared for the matriculation examination. Learners' intellectual thinking may not be harnessed if teachers are unable to formulate

questions that assess higher order thinking skills and critical thinking skills. Critical thinking is closely related to the way in which learners' judgement is improved. It is based on the way they demonstrate their skills through reasoning. For this reason teachers' level of questioning should be motivating, thought-provoking and challenging. Teachers must not assess for the sake of policy which states that there must be assessment, but for development and harnessing thinking and creativity, otherwise, even bright learners will become bored, passive and inactive.

eNCA (Channel 403: 26/August/2015) indicated that content knowledge of teachers in South Africa currently is not adequate enough. Effective teaching requires knowledge and understanding of the subject the student teacher is going to teach, and learning the curriculum. In SBA administration, the knowledge of the teacher is crucial since learners require feedback on the weaknesses they show in the process of assessment for advancement in the subject. On the contrary, the findings by the National Education Evaluation and in Development (NEEDU) in a twenty year review of South Africa between 1994 and 2014 indicated that learners' performance is affected by limited subject knowledge of teachers, heads of department, and subject advisors. Additionally, teachers lack formal training and skills in assessment (Mhishi, Mandoga, Tunjera & Bhukuvhani, 2012). Mhishi et al (2012:36) further state that teachers lack adequate knowledge to develop valid and reliable testing instruments. Another inconsistency found was that teachers cannot develop their assessment tasks based on what they have taught their learners.

In addition, General Education System Quality Assessment: Country Report South Africa for 2013 reports that the poor content knowledge of many South African teachers is apparent despite having received more years of teaching training on average than their counterparts elsewhere in Southern and East Africa. This situation would suggest that either pre-service training or in-service

training programmes are not succeeding in developing the content knowledge of teachers especially that South Africa is continuously growing in diversity.

Additionally, Action plan to 2019 (2015b:55) warns that many of the weaknesses in schools are a reflection of weaknesses at the district level. This suggests teachers are not sufficiently supported at these levels. This is confirmed by the study conducted by Reyneke (2008) concerning training of teachers at district level. In the study Reyneke, Meyer & Nel (2010:284) reported that the participants indicated that training sessions run by district officials are ineffective. When these teachers were asked about the effectiveness of training workshops, they responded that: *“Not enough chance to learn”*; *“(The training) was rather done in a chop, chop way”* (my emphasis). On the contrary, the study by Maile (2013:22) proves that teachers themselves are not determined to fully attend sessions or training workshops. They just insist on being given material and leave the training rooms. Teachers should show more concern and accountability in what they are doing. Maile (2013) responded that: *“In the cluster meeting there is a problem of teachers regarding us experts. They will sit down and not engage in any exchange of views voluntarily. They always want to listen to us as experts. This is a problem for us. In reality that should be our expectation of them.”* *“Teachers are happy to get previous question papers, finish and klaar”* (my emphasis). The two excerpts from the study raise concern that there is a probability of lack of accountability from both district officials who should provide support to teachers and teachers who should be committed to their development of skills in conducting SBA in their subjects. There is a gap between the teachers who lack content knowledge and trainers, in this case, district officials who should develop teachers.

2.5.1.4 Reporting and recording

Apart from the possession of subject (content) knowledge, teachers must be able to keep records or documentation for SBA implementation and administration. Recording and reporting are labelled as important steps of SBA administration which must be done for every assessment for every term (NPA for grades R-12, 2011a:12). However, there are high levels of inefficiency of teacher accountability and learner achievement on implementation of SBA (Maile, 2013). DBE (2011c:17) clarifies that assessment records such as schedules, teacher files, learner profiles, report cards and schedules must be kept by teachers. The lack of valid reason will result in the candidate, registered for that particular subject, receiving an incomplete result (NPA, 2011a:7). Should the candidate fail to fulfil the outstanding SBA requirements, such a candidate will not receive results and he or she must repeat the subject and redo the SBA component for that subject. For example, a report by Reyneke (2008) indicates that in 2008 some candidates did not access their final results for Grade 12 because their CASS marks were not available. This suggests the significance of SBA. This is confirmed by Beets (2012:5) that assessment, as mediated by policy in South Africa, has become primarily an instrument of managerial accountability and an indicator of systemic efficiency, a relief from the unfair assessments of the past.

Grima (2003:6-7) posits that the issue of efficient record keeping systems is critical in that it may help to *make or break* the system. Student's progress and achievement in SBA takes time and needs particular organisational skills from both teachers and learners. Furthermore, the evidence on progress depends on keeping the documentation that exemplifies the work done. NPA (DBE 2011a: 8-9) explains that teachers should keep files to store evidence of these. Its implementation leads to an increase of workload for both teachers and learners, that is, extensive record keeping and monitoring of individual learners are

required and obviously the expectations of learners are to execute the numerous tasks for various subjects, which is a task on its own.

Furthermore, CASS requires teachers to spend time evaluating individual learners and subsequently offer feedback. Apparently the additional tasks can add to what the teachers already endure. Apart from allotting more time for planning, teaching, assessment diagnosis and feedback, teachers are likewise responsible for recording and reporting learners' outcomes on performance, apart from normal administrative tasks on learners' attendance, planning, departmental requirements for submissions, disciplinary sessions that require records, and so on. The effect of this is learners' attitude and motivation to learn can be impaired in the process as teachers' workload is increased through this administrative business as mentioned in section 2.5.1.

The NCS has been strengthened in order to improve the quality of teaching and learning in schools. Some of the aims to review NCS as announced by the Minister of Basic Education, Mrs Angie Motshekga, on 06 July 2010 were to relieve heavy administrative workload off teachers, to reduce recording and reporting by removing the requirement for portfolio files of learner assessments. However this is still a normal practice expected of teachers. This can easily stir confusion along all stakeholders in educational protocol and procedures as pronounced by different DBE policies. Even if the word of the minister is that teachers should be relieved of heavy workload as indicated above, the NPA still mandates teachers to keep records and report to various stakeholders (DBE 2011a).

2.5.1.5 Learner confusion

SBA demands both mental and bodily promptness from learners who are involved both physically and cognitively because they sit for innumerable assessment tasks for all subjects written under controlled supervision. In some subjects they have to execute physical activities for attainment of SBA, hence, physical activity task (PAT). Learners cannot afford to miss these tasks since they raise an important component of their NSC mark. Besides they may be penalised for not sitting for the final external examination (NPA, 2011a). If some assignments and projects are completed after school hours, the heavy workload derived from SBA may encroach into their leisure time, depriving them of the opportunity to perform activities like individual self-study and other responsibilities. For example, in EFAL alone, learners must complete four assessment tasks in one quarter of the academic year. This demands for much time and they cannot pay attention to other subjects as well. Due to this massive amount of work, learners at times deceitfully complete their tasks. It is tempting for students to copy work from one another verbatim or from the internet; and ultimately wrong signals are sent to parents and negligent teachers that their learners do well in school and they are finally disappointed at the end of the year. The study conducted by Reyneke, Meyer & Nel (2010:287) has proven that SBA is not fairly practised in South African schools. Participants in Reyneke et al (2010) expressed concern about the fairness and reliability of alternative methods of assessment: *“It is not fair”, “CASS is somehow unreliable because learners cheat. It is not always a true reflection of (a) learner’s actual performance”* and it added to their workload by checking or re-assessing: *“It works if you as a facilitator is always fair, consequent in every situation and mark/remark/check everything yourself again”* (my emphasis). This will ultimately affect their promotion marks, especially, Grade 12 learners whose performance goes through statistical moderation in the external examination. From the viewpoint of learners, CASS can mean too many projects from too many educators at the same time and the fact that wealthier learners are given

an unfair advantage over poorer learners as they have greater access to resources. Besides, unreliability of teachers in CASS practices also stemmed from the fear of transfers or dismissal if students did not perform well in examinations (Israel, 2005), which may threaten the school with loss of teachers.

In addition, Kotze (2002:76) notes that stakeholders in contemporary education realise that assessment poses greater mental demands on learners as learners are required not only to have knowledge of certain fields of content, but also to be able to understand, apply and demonstrate skills in these fields. Learners' thought processes are challenged to a much greater extent than in the past. This apparently impacts directly on their performance.

2.5.1.6 Teacher accountability

Teachers should show utmost compliance, efficiency, effectiveness and efficacy as grassroots implementers of the curriculum. They ought to adhere to policies, ensure that they cover the curriculum that learners are taught, assessed and that the results are recorded and reported as prescribed by subject policies. A community of trust and assurance of quality for the successful implementation of policies must be built among all hierarchical stakeholders in a transparent way as well. Israel (2005:1421) states, "If change in society is needed, the education process is logically the starting point-that is, teaching/learning/assessing." The issuing of the NPA for schools in the GET and FET bands Grades R-12 (DOE 2005) centralised government's control over the assessment process and pedagogical guidance to schools with dual purpose: firstly to regulate recording and reporting, and secondly to reduce the workload of teachers.

While learning area/subject heads are accountable for the annual programme of assessment, teachers receive learning area/ subject assessment guidelines to drive implementation of this protocol. Each teacher is required to submit an annual formal programme of assessment to the subject head and school management team in order to formulate a school assessment plan (DOE 2005). This is a step to indicate that teachers are accountable for their subjects in teaching and reporting. This also brings change that demands teachers to act responsibly. The way in which the school assessment records should be managed is also indicated. However, these reports in the last decade have indicated high levels of inefficiency in the school system, especially in terms of teacher accountability and learner achievement.

In light of the above, teachers were the relevant sources to indicate whether the implementation of SBA negatively or positively impact on their assessment of EFAL literature set-works. It is crucial to question teachers' thought so their assessment in schools because the performance of learners in large scale examination is determined by SBA availability. If the quality assurance measures are not strenuous, the quality and quantity (75% component of examination) will be compromised by the inaccuracies of SBA.

2.5.1.7 Weighting of SBA

With SBA being a component of assessment in the NSC, the justification of the SBA mark which counts 25% towards certification, cannot be overemphasised. However, there are a lot of comments when annual Grade 12 results in the external examination are announced, apart from its commercialised manoeuvre and function due to the way in which they are published. It becomes a gruelling encounter for every citizen of the country, including teachers themselves. SBA has been legalised for inclusion with the final pass mark for large-scale

summative assessments, one is never complete and independent of the other. The unavailability of SBA mark to fulltime Grade 12 learners renders their year-end mark redundant. The unacceptable variance between the year mark and the SBA mark automatically disapproves the learner's mark because there will be a large variance between the SBA mark and the external examination mark. If teachers become benevolent with marks, this ends up in unbalanced marks for the school and external assessment. Generosity in awarding marks is a sign of weak assessment that gives learners wrong signals which could influence their learning strategies, and in the long run, their examination effort and their future planning can be negatively impacted. Therefore implementation of CASS requires cautious execution and a level of meticulousness and authenticity. Although SBA adds value to a certain percentage in the final examination, the weighting of SBA is still questioned.

In 2014, after the investigation on NSC by the Ministerial Task Team (2014:15), it was recommended that SBA and its 25% weighting in the final mark be retained on condition that Umalusi's standardising role and capacity to make adjustments is developed and sustained. The team recommends that SBA needs to be strengthened by:

- (a) Stepping up the accountabilities of the various implementers and managers.
- (b) Principals and heads of subjects in schools must be held more accountable for the validity and reliability of SBA and increasing the resourcing of the SBA system, particularly providing an adequate number of well-equipped subject advisors, further standardising the SBA processes.
- (c) Part of each of the assessment frameworks should be standardised nationally or provincially to increase validity.

- (d) The actual design of tasks should still be left to the individual teachers and
- (e) More action-oriented research and evaluation studies should be conducted in schools where SBA marks are inflated, both to ascertain the reasons for this and where necessary to provide a basis for interventions to eradicate the practice of inflating marks. This process should continue until standards are met.

Umalusi has also noted the large gaps between CASS and examination marks and, in its moderation, it imposed a limit of a 10-percentage-point deviation between these two. Where the mean CASS mark for a subject in a school has deviated by more than 10 marks from the examination mark, all CASS marks are adjusted to reduce the mean gap to 10 marks. As a researcher I believe that, if proper quality assurance procedures are carried in schools, the weighting given for SBA mark would be relevant because there would not be variances between the SBA mark and large scales assessment mark. The discrepancies are possibly recorded as a result of SBA being compounded with undesirable marks by teachers, which lastly impacts on learners' results in the subject. The weighting of SBA should be equivalent to the efforts taken by teachers and learners in schools by following quality assurance processes to avoid irregularities or penalties by quality assurers at the highest level

2.6 MODERATION OF SCHOOL-BASED ASSESSMENT

The EFAL CAPS policy (DBE 2011:87) defines moderation as the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels through comprehensive and appropriate practices for the quality assurance of all subject assessments (EFAL CAPS Policy, 2011c). This leads to its "inclusion in the final NSC mark" (MTTN (2014d: 120).

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (No 58 of 2001) to conduct quality assurance of assessment of providers that fall within the general and further education bands of the National Qualifications Framework (DBE 2007:3). Nonetheless shortcomings such as poor marking processes, poor standardised work and lack of feedback to learners have been published by DBE (2014c:43) to reflect on lack of quality assurance of SBA.

In addition the study conducted by Poliah (2009) on the management of the quality assurance of SBA at a national level in South Africa reviewed the current quality assurance of SBA across the nine provincial education departments in the country. One of the foci was the nature of quality assurance of SBA. His findings were that there is lack of rigorous internal moderation processes at all levels in the system.

A study by Mncwango (2015:iv)) adds that discrepancies between classroom-based assessment and external summative assessment marks were caused by lack of teacher knowledge in administering CASS; large classes; demanding administrative load of teachers; an interest in passing as many learners as possible; not wanting to create tension, especially within small, close-knit communities; and in many cases, generally dysfunctional schools. Furthermore the face-to-face moderation that must be done between teachers and curriculum advisors require additional financial expenses on the part of schools and the examining body.

School-based moderation is done on assessment tasks before they are written so that standardisation is ensured and after tasks have been administered. The management of moderation of SBA is built on two latent dimensions, namely the implementation of policy and procedures, and managing at the moderation

at school level (Grobler, Loock & Govender, 2013). According to NPA grades R–12 (2011:7&24) moderation should ensure that the quality and standard of the SBA have been met. In Grade 12, SBA must be moderated by the DBE, the accredited assessment body, and Umalusi.

For moderation at the cluster level, schools are grouped together according to their proximity to each other and per subject. A cluster leader is selected from these schools, to play a supervisory role and to coordinate the activities of the cluster

Concerning the district moderation, the subject specialists appointed at the district level normally select a sample of schools to moderate. Some schools are moderated late in the year and therefore do not benefit as they should from the moderation process and the support (Mncwango, 2015).

In a provincial moderation a panel is responsible and accountable for moderation at this level to conduct moderation of a selected sample of learner evidence from across all schools paying much attention is paid to the calculation of marks and conversion and adjustment of marks. It takes the form of an audit, since there is inadequate capacity to conduct extensive moderation.

Other moderation types according to Nduna-Watson [Sa] are social moderation, socio-statistical moderation and statistical moderation which are concerned with validation of teacher judgements and adjustments and spread of each school's assessment results for a specific subject, to match the level and spread of the same learners' scores on a common external examination.

From all these types of moderation, it raises concerns why SBA is still a challenge to South African education system. A report by the MTTN (2014d:121-122) reveals that SBA is perceived by many in the education community as having a negative effect on the quality of the NSC qualification, with the credibility of SBA marks themselves seen as questionable (Reyneke, Meyer & Nel, 2010; Van der Berg & Shepherd, 2008) as there are inaccuracies in the compilation of CASS by teachers. SBA is not well-managed in all schools

The Report on the National Senior Certificate Examination Results: National Examinations and Assessment (2009:29) points out that the moderation should:

- (a) Confirm the validity, fairness and practicability of the assessment instrument,
- (b) Establish whether assessment was conducted in a fair and consistent manner,
- (c) Establish the reliability and fairness of the assessment result, and
- (d) Provide feedback on the moderation findings with a view to improving the quality of SBA.

The NSC examination report (DBE 2015c: 33) reports that the national moderation of SBA was extended to include Grade 11 in 2015 as a way of progressively impacting all grades in the system. By including Grade 11 SBA moderation, which was not done before, confirms there is a realization by DBE that there is challenge in Grade 12 SBA implementation. Therefore, the need for and nature of moderation as a verifying process of SBA and external assessment has been briefly mentioned in most national assessment policies (DBE, 2011a; DBE, 2011e).

All these types of moderation processes send a message that DBE indirectly avers that SBA is not well-managed by teachers in schools. Moderation and SBA are inseparable concepts because moderation sees to it that assessment

is qualified. Grima (2003:5) explicates that it is necessary to develop consistency in teacher judgment of student achievement and to ensure public confidence in those judgments. These types of monitoring processes can be controversial as they raise issues of the confidence in teachers and hence of control and power relationships between the teachers and the moderators and those employed by the external examinations body. In addition, Grima (2003:5) highlights that it is important to point out that although conceptually distinct, both external assessment and SBA have their strengths. However, Grima (2003:5) confirms that, when carefully implemented, SBA need not compromise the standards.

2.7 LITERATURE

2.7.1 What is Literature?

Van der Walt, Evans and Kilfoil (2009:187) point out that literature is a complex concept that is not easy to define due to its cultural, temporal and functional stature. Literature, like culture, is dynamic as it changes in and with time.

Literature is the matrix of the socio-cultural ethos of the people – a weapon of sustenance (Asade, 2000). In other words literature is the medium that sustains people' philosophies, cultures and societal traditions, thus preserving cultural traditions conserved for future generations. It is therefore a reflection of the society since it makes people think about them and their society, allowing them to engage in languages and cultures and simultaneously reflecting the human condition. These reflections are shown through unique elements of written literature such as plots (the serial arrangements of incidents, ideas, or events), characters (the personalities of the protagonists and other related characters), settings (geographical locations of the story, time period, climate, or roles theme) and so forth.

Literature is the art of written works since it etymologically has to do with words.

Literature through language, warns people of dangerous and anti-social practices, ridicules people of mean and despicable character, criticizes such evils like corruption, injustice, nepotism, bribery, economic and political sabotage, oppression, colonialism and neo-colonialism, dictatorship, racism or colour segregation, literary theft, money laundering, examination malpractice, cultism, armed robbery, militancy, abduction, drug peddling, human trafficking, election rigging, arson, sectarian crisis, looting, extra-judicial killing, and so forth (Asade, 2000).

The researcher considers the study in literature set-works in secondary schools indispensable since literature is a way of life because it is human-created. It pertains to human ideas, thoughts, beliefs, behaviour, feelings, actions, interests, creativity, satisfaction, arts, choices, life, so, it is life itself. It provides humanity with messages in artistic and creative ways to enrich and enlighten people: - it embodies all. Humankind is complete with literature as it touches on human languages, cultures, history, taboos, secrets, advice, criticism, meaning of life and death, and so forth; it is reality put on paper. Martina (2009:5) that literary works provide us with enjoyment: it gives opportunities to know much more about life because it tackles all facts of human concerns, emotions, behaviours, dreams (Martina, 2009).

Literature provides humanity with intellectual delight; we quote famous lyrics from prose, poetry and autobiographies of great writers, we are lured by pun and alliteration in media and advertising, we sing praises from religious books; we sing praise songs and have lines of artefacts and sculptures in our homes, museums and cemeteries. Literature depicts shapes and to some extent determines decision-making in our lives. Literature has always been an authentic and premier basis of information. However, there is no literature without language. Therefore, the teaching and learning of languages will afford the learner a broad understanding of the issues that affect large societies from their prescribed literature set-works.

Literature is therefore not only a set of oral or written anthologies or plays that writers submit their experiences to readers; it is a form of teaching in its own right because it offers a variety of aims ranging from personal to societal attachment to meaning.

When it is literally translated, the word literature means “acquaintance with letters” coming from the Latin term *littera*, which means letter. The academic study of literature is called *Letters* (Martina 2009:3), because it is concerned with composition of letters and writing. To have its value as art, literature is written in literary words, typical of words that are used only in stories or poems and not in normal writing, or speech creating a special effect in pieces of writing.

Language used in literature is both literal and figurative. In other words, meanings are sometimes not directly applied. So, figurative language makes literature a form of art and it is intended to capture the readers’ attention. Literature therefore foregrounds language, and uses it in artistic ways forming a special relationship with language. Eagleton (2003) in Showkat (2015:1) writes that literature “transforms and intensifies ordinary language, deviates systematically from everyday speech; just as architecture is the art form that arises out of the human ability to create buildings, literature is the art form that arises out of the human ability to create language.”

There is an increasing awareness of the significance of integrating literature in English curriculum worldwide. It is assessed or examined at secondary schools with universal themes espoused in literary texts that can help learners identify with entities like fear, courage, hope, love, belonging, emotional intelligence and the need to attain them (Goleman,1995; Ghosn, 2002).

Furthermore, Literature presents situations, interactions and oppositions. It presents a wide range of values and attitudes (Fatokun, 1992). To understand an ethnic group and their culture one may have to turn to their oral and written narratives, their drama and poetry. A good piece of literature can be regarded as an authentic mirror image of its society and time. According to Fani-Kayode (2006) the core values of a nation must be the pivot for national reforms with

traditional values embedded in honesty, transparency, respect for institutions, constituted authorities and the sanctity of human persona and life. Fani-Kayode further says that these core values are reflected in the people's identity, cultures, traditions and systems, most times encapsulated in their languages. A child that grows up guided by these positive values of the society will possess a healthy and progressive mind. This is discussed in here because South Africa today is confronted with high unemployment, lack of quality in education, marginalisation of the poor, unsustainable economic growth, poor public health, corruption, unequal society, language issues, to mention but a few. Additionally South Africa experiences racial divides, opposition in parties, narrow policy frameworks coupled with by sharp increase in the level of corruption within the public sector (Van Vuuren, 2014). As a researcher I assume that learners are unable to perceive the real world around them since they are still fixated to classrooms, however as they progress they are confronted with the contextual factors that requires their critical thoughts and decision making. Literature which suits their age and level might prepare learners for conditions they may face in the adult world, locally and globally. As such, the challenges can be approached in two ways: in the classroom through literature studies and outside the classroom world.

Literary experiences which can be related to the learners' own life experiences and reality should thus be made accessible to them. In the increasingly global world, language skills, intercultural awareness, and emotional intelligence are high priorities to create a more just and peaceful world through carefully selected stories and appropriate follow-up activities. It is viewed as an art that uses written language as the main medium of expression (Van der Walt et al, 2009; Ihejirik, 2014), beautifully created to explore humanity as people struggle to survive in their existential position, providing entertainment, information, education and excitement to its audience in various literary forms in which written literature can be presented (Onuekwusi, 2013) through compositions

that tell stories, dramatise situations, express emotions and, analyse and advocate ideas (Martina, 2009), in compositions of prose, drama and poetry.

For the purpose of this study literature, literary works, Paper Two or literature set-works refers to the above three genres that are prescribed by DBE as part of the school curriculum studied by EFAL in Grade 12.

2.7.2 Aims of literature set-works

The aims of teaching and assessing literature set-works are multifarious. They relate to many aspects including linguistic, aesthetic, political, societal, moral, spiritual, personal, educative and cultural aspects. The primary aim of literature is to give pleasure and entertain, but it also makes humankind learn and think about real life experiences that might not be obviously noticed before they read. Additionally literary aims do not end in a classroom or in a literature set-work classroom, the lessons that learners grasp in Literature impact on them when they leave school teaching learners something about aesthetics of life (Pretorious, 2013).

Literature is a very versatile subject (Popova, 2011) and is considered to be one of the most difficult subjects to teach because of the ideas that are not straightforward and plain to analyse. So, there should be distinct type of teaching according to its practical value and its motivating and educating potential: Thus its teaching in schools should be intensified because it is the core of the culture and background of a nation. The love of reading and teaching should be a prerequisite for EFAL teachers. For this reason, the teacher's role is crucial in educating learners to deal with literature at school

because it is likely to influence their outlook on life even when they leave school.

- (a) The curriculum of EFAL for Grades 10-12 is organized according to the following skills:
- (b) Listening and speaking,
- (c) Reading and viewing,
- (d) Writing and presenting, and
- (e) Language structures and conventions.

For this study, the researcher decided to focus only on how literature set-works are assessed in Grade 12 noting that the skills in language teaching are intrinsically interwoven. In essence literature set-works encompass all of them. Emphasis may be placed on one skill at a time, like reading, then speaking and writing; but inculcation is done on more than one at a time. Besides, in conducting the SBA fairly, teachers actually involve all skills through a variety of assessment tasks that SBA demands. Teachers also enhance the fundamental rights of learners in education as authorised by the Constitution (1996) of South Africa, for example:

- (a) Section 9(1) orders all learners be given equal opportunity to give opinions on choices,
- (b) Section 10 on human dignity instructs that each learner be given an opportunity to provide input concerning their learning,
- (c) Section 15(1) on culture/belief/religion allows each learner the opportunity to share with others on how they deal with making choices in their culture or religion, and
- (d) Section 16(1) on freedom of expression requires learners the opportunity to express their opinion on choices and the importance thereof.

All the above rights can be observed by teaching and assessment of literature set-works in schools. The inclusion of aims of literature in this study enables readers to note the importance of effective SBA in the literature set-works paper as literature set-works are beneficial in many ways.

2.7.2.1 Literature and Motivation

Literature has the potential to bring about desirable motivation in learners. Extensive reading can enhance their proficient and aesthetic elements (Khathib, Dreyakshan & Rezaei, 2011). As they develop interest and appreciate literary texts, they endlessly derive intellectual, aesthetic, intellectual and emotional pleasure in these texts which can culminate in self-driven readers in the future. Learners have a choice to select from the variety of texts. Literature in schools does not only refer to four genres that the DBE emphasises, there are more literary texts learners can read and study leisurely. It is assumed that learners who independently delve in various literary texts become self-motivated to read more on various developing topics. Lazar (2000:15-19) praises literature because it goes beyond motivating; it offers access to cultural background, encourages language acquisition, expands language awareness, develops students' interpretative abilities and educates the whole person in so far as it enhances our imaginative and affective capacities. This can ultimately develop them in more continuous independent reading even after they have passed Grade 12, and that perceptibly transforms learner readers.

2.7.2.2 Literature and change

Literature acts as a powerful change agent by developing learners' intercultural awareness while at the same time nurturing empathy, tolerance for diversity,

and emotional intelligence. Emotional intelligence, which is essential for empathy and tolerance, is the understanding of feelings, both of one's own and the others (Ghosn, 2002). Khathib et al (2011:203) mention that literature has the potential to change attitudes and perceptions, and to diminish negative conducts and prejudices while boosting catharsis, empathy, sympathy, forgiveness and tolerance. Themes learnt from literature can be extrapolated to the real-world situations that learners can apply in problem-solving tasks through resolving conflicts as they commiserate with characters experiencing challenging conflicts in perilous situations. Learners do not revolve around just one aim of the author but also the universal themes or bigger ideas about the world itself. Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of students, to develop their critical abilities and increase their changing emotional awareness. Through Literature learners can be enlightened and have a better understanding of changes in their land, because not every learner can enrol in history studies, but every learner is a language learner. Ayo (2003:128), in Ihejirika (2014:86) concurs that the utilities of literature could be educational, cultural, moral, recreational and socio-political. Robinson (2009:8) also alludes that the texts selected for study tend to endorse political positions, or social/cultural perspectives. In addition, the way in which a text is taught can lead to particular insights. It is possible that a text that is selected with the intention of endorsing a political position can be taught in such a way as to undermine that position, if the questions that are asked in the critical reading of the book are of such a nature as to make certain political elements overt, and then to judge these elements. However, it is likely that it is more difficult to read a book in this critical, oppositional manner, when the other social influences might be endorsing the book's tenets.

South African learners may be educated through literature, to become competent, critical, and effective adults so that they fit in the increasingly complex, multi-cultural society. There are now learners from a greater variety of

racers and cultures learning in the same classrooms. South African classrooms continue to diversify due to its development through urbanisation. Teachers can therefore no longer assume that all their learners share the same cultural knowledge and understanding. There are many schools where there is a far greater mixture of cultures in classroom than in the past. In classrooms where the medium of instruction is English, there are language problems with pupils who have an inadequate command of English.

Additionally, every society has taboos that may not be comprehended or upheld by learners, but because they are socially prohibited or restricted customs, learners may find it challenging to question them. However, in the literature classrooms teachers, texts and learners' interventions may bring understanding and therefore change in decision making within their families.

Ideally literature set-works do not transform learners only. They transform teachers as well. It is not always practical that pastors or priests can preach about a Scripture and then tell the congregation that it is their story, but they can inwardly know that the gospel speaks to them. This analogy can be applicable to teachers as well. They learn values and transformative messages that they may instil in their learners as well. Beyond language, literature provides students with important comprehension and analysis tools. Through literature, students learn to identify and analyse conflicts, themes, issues, and characters. Good texts, whether classic or modern literature, contain some universal themes which apply to the students' present and future lives.

Literature is also an entryway into another culture. Moreover, learning literature enables students to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought,

feeling and artistic form within the heritage the literature of such cultures endow (Carter & Long, 1991).

2.7.2.3 Literature and recreation

Rosenblatt (1995:175) affirms that the power of literature to offer entertainment and recreation is still its prime reason for survival; it is a relaxing escape from daily problems since it fills leisure moments making time for recreational reading and helping to develop enthusiastic readers and improve achievement. Developing a love of literature thus ends in a recreational activity which is possibly the most important outcome of literature, since it forms the basis of interactions with other written forms besides classroom. After all, the whole essence of developing literature as a school subject is for the learners to derive some basic benefits including enjoyment, imagination, information, cognition, and language development. Developing a love of literature as a recreational activity is possibly the most important outcome of literature aims.

In conclusion the researcher summarises the benefits of Literature in (Roe & Ross, 2005) s' words. Roe et al (2005:33-34) highlight that Literature is an important component of a total language arts programme at all grade levels because of the many benefits it offers due to the following:

- (a) Literature provides pleasure to listeners and readers. It is a relaxing escape from daily problems, and it fills leisure moments.
- (b) Literature builds experience. Children expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present and learn about a variety of cultures, including their own.

- (c) Literature provides a language model for those who hear and read it. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage.
- (d) Literature develops thinking skills. Discussions of literature bring out reasoning related to sequence; cause and effect; character motivation; predictions; visualisation of actions, characters, and settings; critical analysis of the story; and creative responses.
- (e) Literature supports all areas of the language arts curriculum. Listening to stories provides opportunities for honing listening skills, and discussion allows children to express their thoughts, feelings, and reactions. When students read literature, they are practising their comprehension strategies in meaningful situations. Young writers may use various genres of literature as models for their own writing, and literature can be the basis for creative dramatics. Children can find stories to read and puzzles to solve on the Internet, and the computer can serve as a word processor for creating stories of their own.
- (f) Literature helps children deal with their problems. By discovering the problems of others through books, children receive insights into dealing with their own problems.
- (g) Multicultural literature helps reader's value people from different races, ethnic groups, and cultures. Children from such populations gain self-esteem by seeing themselves represented in books, and mainstream children begin to appreciate others from culturally diverse backgrounds.
- (h) Literature helps establish career concepts.
- (i) Literature improves reading ability and attitudes.
- (j) Literature integrates the curriculum.

2.7.3 Relationship between literature and language

There has been an increasing awareness of the significance of integrating literature in English as a second language curriculum among researchers. Literature is thus an important component of total language learning at all grade levels because of the many benefits it offers. Ihejirika (2014:86) postulates that there is closeness between literature and language because from all indications literature presupposes language. It is inconceivable to discuss literature without reference to language. Although it may sound repetitious, the relationship between literature and language is a symbiotic one. Ihejirika (2014:88) proposes that when teachers are trained to teach English, it should be designed in such a way that they would be competent in both literature and English language so that the literature teacher should possess all the basic skills necessary for teaching language while the English language teacher should also be competent enough to teach literature to promote efficiency in the use of English. “The Literature teacher should not close his eyes to the language hints that abound in the prescribed literary texts while the language teacher should not hesitate to use excerpts from the prescribed literary texts to illustrate his teaching of various language components” (Ihejirika, 2014:88). By this approach, the success or failure of the learners in English Language in the classroom should be a collective responsibility of both the language and literature teacher and not exclusively that of the language teacher.

Ihejirika (2014:85) hence discourages a situation whereby students are required to read only the few prescribed literary books. Literature creates room for the students to imbibe the culture of extensive reading, which research findings have found to be one of the potent ways of addressing lack of proficiency in English. The more literary texts are prescribed, the more proficient in target language learners become. Ihejirika (2014:86) therefore advises that the examination bodies should penalise language mistakes in literature

examinations. He says that the ignorance of errors vitiates the significance of literature in the acquisition of language. The reason is that the teachers as well as the learners of literature would be complacent about the language component of literature since they know that one can obtain an excellent grade in a Literature examination without being proficient in English language. On the contrary, currently the South African curriculum stresses that the EFAL is for communicative competence, EFAL learners and candidates are not penalised for incorrect spelling since they are referred to as incompetent in the language because it is not their home language. However, communicative competence also requires appropriate registers, tones and relevant vocabulary for speeches and writings. Literature is very rich in these aspects. Generally the communicative approach is premised on the view of language as a communication tool, concerned with what we do within language rather than from language, but at the end of the day language users must be able to communicate successfully with a certain level of ability to use grammar, vocabulary, rules and register of a language. Although literature is predominantly learned by reading, the study of literature should not be detached from other skills of language learning. He adds that the symbiosis between Literature and language is serious, and therefore, literature should be allotted sufficient time for assessment.

EFAL CAPS (2011c:28) affirms this by offering special time allotment for all language skills. It is vital for mentors and supervisors to monitor whether the EFAL literature set-works teachers utilize the time efficiently. According to CAPS EFAL document (2011c:28) reading and viewing combines two elements, namely

- (a) learning and applying strategies for decoding and understanding text
- (b) learning and applying knowledge of text features.

Both these aspects should be present in reading and viewing instruction of literary and non-literary texts. Reading and viewing content is arranged into

reading for comprehension, reading for formal study (set-works), and extended independent reading.

In the study of literature set-works, learners are supposed to be able to read and establish the various features from the texts. Language and literature are interlinked; they enrich each other. Their study of literature enriches their language learning and it is language that helps to understand literature. Literature prepares the foundation for language learning where learners master areas like vocabulary, grammar, pronunciation and other conventions of a language. One of the prerequisites for language learning is that learners should have a feeling for the language which can be achieved through creative and critical use of literary texts where they can experience language in use. It further provides a rich source of shared experiences for both teachers and students. Such experiences can stimulate discussion.

According to Obediat (1997:32), literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. Language skills cannot be taught in isolation but in an integrated way, incorporating a set of text based learner-centred activities to add fresh momentum into the teaching of language through literature by stimulating students' desire to read and encourage their responses. Literature can be used to teach language through interesting activities like predicting and ending a story, role-playing by choosing some interesting plays, integrating spelling with vocabulary, learning grammar through passages from literary texts, crossword puzzles, brainstorming, situational scenes establishing the necessary connection between language and literature which makes the teaching and learning very productive and enjoyable enterprise.

Literature in the language classroom will give opportunities for students to express their opinions about general subjects; it is an important window which allows one to have a view of the world and realising the expression of culture by means of sharing individual or collective life experience. According to Collie and Slater (1987:3), a language teacher must attain valuable authentic materials, cultural enrichment, language enrichment and personal involvement in the learners. These aspects can be achieved if teachers use relevant and appealing literary texts to take learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. As in any language teaching, especially English, the four major skills of reading, writing, speaking and listening are very important aspects. All language learners must grasp these, before mastering the language. Literature is legitimate and valuable (Carter & Long, 1991).

Additionally, CAPS EFAL for grades 10-12 (DBE 2011c:16-17) points out that the main reason for reading literature in the classroom is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. This affirms that language is enriched through literature. However, the intentions of literature assessment can go beyond that. The onus is on the teachers' choice of set-works, how it is assessed and how feedback is given to bring the desired goal of literature teaching and the aims of education in the country. The teachers should be able to help learners discover the vicarious experiences that learners as readers can explore in the texts. When students read literature, they improve on their comprehension and other language competencies and strategies in meaningful relevant situations. Writers obviously apply various genres of literature as models for their own writing, and literature can be the basis for creative dramatics. Besides, children can find some stories that appeal to all their senses as young people. In the end, they find something to deal with in their lives from texts that indirectly help them deal with their challenges. If excellent, well-illustrated literary works are available for children, they will

presumably gain some sense of self-esteem by seeing themselves represented in books, and mainstream children begin to appreciate others from culturally diverse backgrounds.

In the communicative approach to language teaching, which is the focus in EFAL in South Africa, it is often emphasised that students should not only have a thorough grasp of the language system itself, but also be able to use it appropriately according to the situation. The primary purpose of teaching literature is to appeal to psychological and moral sensitivity of the readers and to prepare them for getting through the examinations. The learners are not supposed to be taught a set of rules through rote-learning like it was done before the dawn of democracy in South Africa, rather they should be taught skills to read, comprehend and respond to literary texts. Afsar (2011:315) also claims that literature and language have a bearing to be taken note of in assessment. As such there is a knotted relationship between language and literature. However, language assessment should linguistically and culturally be appropriate for use in the South African classrooms because most official languages are represented, however literature set-works can provide an appropriate cultural and linguistic portal for learners.

The observation done by Swemmer (1992) is valid, that it is nonsensical to teach language and literature as one entity in secondary schools whereas it is divided at tertiary level. The researcher also concedes that the relationship between literature set-works and language is inseparable. It is noted however that in most post Grade 12 institutions, literature and language are separated as independent courses of study. Swemmer (1992:76) recognises that when the problem of teaching English to non-native adult speakers of English is addressed, the delineation between language and literary study is less readily acknowledged.

2.7.4 Why English Literature set-works?

Literature as a paper is introduced and assessed in Grade 12 in EFAL as a component of EFAL. Moreover, EFAL is one of the essential gateway subjects in the curriculum. In EFAL, literature set-works are introduced to learners to enable them to:

- (a) discover the joys of reading literature and become aware of new ways of perceiving the world around them;
- (b) appreciate the aesthetic value of language;
- (c) engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;
- (d) articulate perceptive and analytical thinking when discussing and writing about literary texts;
- (e) explore how the elements of different genres function in literary works to achieve specific effects and
- (f) appreciate the importance of the contexts in which literary texts are written and understood (Rwanda Education Board, 2015:3)

According to the 2010 Quantitative Review on the status of the LOLT in schools, the home language of the majority of learners in the country is isiZulu (25%), followed by isiXhosa (20%), Afrikaans (10%) and English (7%). The majority of learners in the school system learn via the mediums of English (65%) and Afrikaans (12%) respectively. However, despite a higher percentage of isiZulu and Afrikaans speakers, English still dominates them in enrolments. This is because of parental preference, tradition and capacity. It is usually preferred as a LOLT for the following reasons:

- (a) It is associated with economic growth,
- (b) It is a global language,
- (c) It is useful for future studies, as tertiary education tends to be offered in English, and
- (d) It is a common language in the working environment.

English is viewed by many South Africans as the language of success. A large numbers of parents even prefer their children to be educated in English rather than in their mother tongue. English is equated with exposure, success, influence, fame and opulence. In South African government departments and offices, the medium of communication is mainly English. This is also apparent in official publications and documents of national importance. It is not only vital due to its status as a language for teaching and learning. It is the subject and language with the highest enrolment in South Africa in general and in Limpopo in particular. It needs to be emphatically mentioned however that in South Africa, English still plays a key role in the future of learners in tertiary institutions. Even though they pass other content subjects at higher levels or distinctions, candidates must still have English in order to qualify for admission. Additionally, English is almost always the only language of learning and teaching in many schools in Limpopo province as well, especially in historically disadvantaged black public schools.

The issue of English is highlighted herein because there is no EFAL literature set-works that can be taught and assessed in any other language except English, and language in literature is used differently from non-literary texts. Literary texts are creative and they use emotive language, and are therefore able to offer learners much aesthetic, intellectual and emotional pleasure if well grasped. If it does not, the chances for learners performing meritoriously is compromised. The same idea is shared by Afsar (2011:315), who notes that in the communicative approach to language teaching it is often emphasised that

students should not only have a thorough grasp of the language system itself, but also be able to use it appropriately according to the situation. Literature can provide these communicative situations since it provides a whole range of texts which may be useful for the learners.

Grade 12 formal assessments comprise two phases; a formal internal assessment, which amount to 25% of the total mark and external assessment which make up the 75%. The POA for EFAL comprises tasks that are internally assessed and set by teachers themselves, namely, oral tasks, creative writing, language test, literature tasks, midyear examination and preparatory examination, normally written in September. These learners are supposed to respond to two literary texts in the examination chosen from four prescribed genres of literature in EFAL, namely; novels, play, short stories or poetry. In literature papers, internally and externally, learners are required to develop understanding of different literary texts and be able respond to questions formulated from all cognitive levels. Learners should again be able to relate to the settings, identify with the characters, be able to formulate universal themes and interpret the texts literally and figuratively. Learners should thus be exposed to a greater number and variety of texts because they internally assessed and their work is collected as evidence for SBA mark.

Although an attempt was made to explore SBA and its potential benefits, literature in EFAL literature set-works studies in South Africa has not received much attention. The teaching of literature has been accepted as part of the curriculum in the country and internationally. Moreover, EFAL has been recognised as one of the essential subjects by the DBE.

2.7.5 Selection of EFAL literature set-works for assessment

The following section describes the procedures and types of literature set-works selected for EFAL Literature set-works studied in secondary schools. Literature has much to offer, nevertheless, efforts must be undertaken by teachers to reach desirable outcomes of teaching and assessing it in schools. It is claimed that in order to help young adults (Grade 12 learners in this case) through the difficult time of being adolescents, teachers must provide literature that relates to the issues facing them: problems that align with their physical, intellectual, moral development and literacy. In other words, attention must be given to emotional and social development and intellectual development when literary set-works are selected. It is assumed that schools that do not strive to choose literature that enables learners to become emotionally and cognitively involved in what they read, destroy the holistic development of learners. If learners are asked to read literature that is not consistent with their developmental levels, they will not be able to interact fully with that literature set-works themselves, resulting in passiveness and laxity to read. As a result, students who do not interact with the literature are left with learning only about literature-information that does not help students connect the text with their goals, level of development, and experience. The most important criterion should therefore be to select texts that stimulate interest in students, texts that offer interesting subject matter, culturally appropriateness with suitable language level and able to engage learners in the language learning process (Brumfit, 1991).

It is perceptible that EFL learners may face limitation of vocabulary, poor grammar knowledge, lack of organisational competence and lack of information to support their understanding of texts. This has been confirmed by *the Action plan to 2019 - towards the realisation of schooling 2030* (2015b:34) that the ANA tests showed that “too many learners in South Africa have a vocabulary that is too small in EFAL.” To overcome such challenges, different language

studies have shown that literary texts may provide a variety of literature set-works and a variety of assessment tasks and content for various learner types which can be applied during SBA and reading processes. The selection of various literary set-works for Grade 12 studies is therefore concluded by the researchers who have studied their learners. This offers opportunities for learners to belong somewhere, “*No child is left behind*” if these sources are considered. They definitely will have some form of writing to entice them from among all genres.

In Limpopo Province, where the study is based, there have been discrepancies in the selection of textbooks and deliveries to schools. Studies have attested that the selection, ordering, supply and delivery for textbooks to schools in the province has been extensively criticised, to an extent that the Department of Education was taken to court on allegations of non-delivery of textbooks. Report on delivery of materials to schools by the South African Human Rights Commission (DBE, 2014e:6) pronounced that in 2012, media reports suggested that there were major shortcomings in textbook delivery in the province. The CAPS catalogue was released late in 2011, meaning the process of LTSM distribution had to be delayed as well. Certain titles were unavailable when schools were required to order.

Besides administrative issues such as procurement, unforeseen circumstances such as heavy rains and service delivery, strikes were cited as factors impeding the process of delivery, although in Limpopo, in 2012, the issues that arose were largely budget-related. The Limpopo Provincial Education Department (PED) acknowledged that a number of their challenges also arose from a lack of verifiable data. It was noted in the oral submissions that teachers had adopted a “work to rule” mode of operation, which the PED suggested was obstructive to efforts aimed at improving efficiency. Inaccurate statistics affect many aspects of the delivery of quality Basic Education, including LTSM. It is impossible to

accurately and effectively deliver LTSM if it is not known how many schools and learners require these resources. It was thus recommended by stakeholders that the SAHRC request information on the monitoring systems used by the DBE and the PEDs, to enable a full assessment of their accuracy, quality and efficacy to ensure that this core component of Basic Education is realised in full and on time.

The Report of the Commission (2010:15) stated that Limpopo and Eastern Cape, schools are sometimes only provided with catalogues on the day before books have to be ordered, or on the day itself. It was regarded as unacceptable that the Limpopo PED unilaterally limits the choice of textbooks to three out of the eight considered acceptable. The consequence is that learners whose needs are not accommodated within the enforced selection have to buy their own textbooks at the expense of the school. This also discriminates against language minorities and runs counter to the Minister's directive that every child should have a textbook voluntarily chosen from the wide range provided. This was worsened by the fact that deliveries not made in 2012 were not topped up in 2013. Report from schools indicated that schools had to accommodate this process at their own expense. Unnecessary financial and administrative burden were placed on individual schools. Moreover, poor financial planning and management on the part of the PEDs was attributed to lack of competence, skills and capacity in conjunction with a general lack of monitoring or oversight by provincial treasuries.

In summation, Chisholm ([Sa]) substantiates that the Limpopo textbook saga occurred within a specific and sometimes linked economic, political and educational context. Measures were taken to address specific problems including the implementation of a hotline for reporting incorrect deliveries; working with Statistics South Africa to improve reporting on school-level data; a management plan for timeous placement of orders, development of good

working relationships with the Publishers' Association of South Africa and the appointment of a new distributor for Limpopo. These measures were undertaken within the overall framework of a stabilised budget and political changes in the province.

Recently Limpopo DOE issued out a circular to schools with a directive that schools in quintile four and five categories should purchase their own top-up materials as from 2017. These challenges are raised here because there is no possibility of success in this paper with a shortage of set-works prescribed for it. The issue of set-works concerns not only shortage, but length of use in the curriculum. Firstly, if set-works have been in the curriculum for a long time, the researcher assumes that they may create monotony and disinterest in both teachers and learners. The prescribed set-works period should be three years. Current set-works have been used for nine years.

It is critical that literature set-works must be suitable for the learners' age and the country's needs. Maley (2001), in Khatib & Rahimi (2012) point out the reasons for the suitability of literature as resource in EFL and ESL setting as follows:

- (a) Universality: The themes conveyed through them like love, death, separation, nature, and so on, are common to all cultures. All over the world literature follows similar literary conventions and genres,
- (b) Non-triviality: Literature does not trivialise or talk down. It offers genuine and authentic inputs,
- (c) Personal relevance: Ideas, events and things expressed in literature are either experienced by learners or can be imagined; therefore, they are able to find relevance between them and their own personal lives,

- (d) Variety: There is a great variety of language and subject matters talked about in literature. Students can enjoy a non-monotonous and versatile selection of literary texts,
- (e) Interest: Literature is by nature intrinsically appealing as it deals with familiar subject matters in an attractive and interesting way,
- (f) Economy and suggestive power: One of the distinguishing features of literature is the evocative meaning which words and sentences remind. Literature goes beyond what is said and many ideas can be expressed with few words, and
- (g) Ambiguity: Literature allows for different interpretations. It is rare for two readers to have an identical reading of one single text. This diversity of approaches and interpretations creates an opportunity for a genuine exchange of ideas and triggers interaction. Moreover, every learner can feel secure about the validity of his or her interpretations of a particular text.

Of the variety of literature set-works that are prescribed by DBE, formal study is allotted only two literary genres of the school's choice for EFAL literature set-works in Grade 12 as explained in the following paragraphs:

2.7.5.1 Poetry

Poetry can be regarded as a collection of poems. In poetry, poets are permitted to use language the way that pleases them; they "write the way they like". Biko (1978). It is an indication of liberty in language use called poetic license that calls for freedom to change the system and normal rules of language in a special piece of writing in order to achieve a particular effect (Fakeye, 2012). The objectives and aims of teaching poetry in schools are to expose pupils to

various aspects of life, thereby equipping them for the challenges of living in the society (Owoeye and Olaogun, 1985). Teachers themselves should be equipped with the knowledge of this type of content in order to teach and assess appropriately, because poetry is usually the genre that provides most of the problems for English teachers (Sharminnie, Vasuthavan and Kunaratnam, 2009), because students often reach secondary school with little experience in relating to poetry and are often hostile to it. Selection of poetry texts should be done keeping in mind principles of reading aloud and enjoyment.

In the South African classroom context, EFAL Grade 12 learners are supposed to study 10 poems in an academic year. These poems are from different backgrounds; local, regional and international.

Literary set-works assessment has however encountered a myriad of challenges. In helping students develop an appreciation and understanding of poetry, there are two fundamental principles to keep in mind (Sharminni et al, 2009). First, poetry must be read aloud. Second, poetry should be enjoyed (Elliot, 1990). When learners are assessed in literary set-works their responses to poetry are personal and will vary from reader to reader. Sometimes one line or even one word of a poem is all that a reader relates to, but at other times the reader will want to memorise the poem in its entirety. Some poems will make the students laugh and some will make them cry, some poems will confuse them, and some will be crystal clear. Teachers should therefore forget about the pressure for the "right" responses from students and allow spontaneity and freedom for them to express their emotional reaction and response to the poem. The same view is shared by CAPS (2011c:17) that literature learning for EFAL is not aimed at getting the right answers. However, it should be noted that literature set-works form part of internal SBA and therefore has to follow special requirements in designing, questioning and controlling the assessment tasks. In South African classrooms, concentration cannot be on the pleasure of poetry only, but principles of assessment must be adhered to in the implementation of SBA, which is a mandate of the DBE.

Good poetry, songs and music, especially those philosophical ones which extol good virtues and deride ignoble course or action are capable of correcting societal ills (Asade, 2000). Moreover, Ujjwala (2013:3) establishes that the receptive process involves the skills students use to assign meaning to what is read or heard, while the production process involves expressing ideas or feelings which are evoked in response to poetry. Poetry, therefore, can serve as a catalyst not only in developing language skills but also musical rhythmic intelligence of students.

Literature set-works study can be made complex by the fact that each genre is treated differently since they have key elements that are unique to them. Features studied in poetry will thus differ from those pertaining to prose or plays. When poetry is studied in classrooms the following key features must be noted:

- (a) internal structure of a poem,
- (b) speech,
- (c) imagery,
- (d) rhyme,
- (e) rhythm,
- (f) external structure of a poem, lines, stanzas, typography,
- (g) figurative meaning,
- (h) mood,
- (i) theme and message,
- (j) analysis of a poem in terms of lines, words, stanzas, link, refrain, punctuation, and
- (k) Implicit and explicit meanings (DBE, CAPS:2011c:88)

Using poetry as a stimulus for philosophical enquiry can help foster a love of poetry, at the same time it enable learners to become thoughtful readers able to pose questions, to discuss and to evaluate critically the texts they read (Fisher,

2003). Learners should get the opportunity to interpret poems in their own individual manner.

The following table displays the anthology of poems has been studied in Grade 12 EFAL classrooms from 2008 to 2016.

Table 2.1: Poems prescribed for EFAL Grade 12 (from 2008 to 2016)

Title of poem	Writer or poet
(a) An elementary school classroom in a slum	Stephen Spender
(b) A prayer for all my countrymen	Guy Butler
(c) Auto wreck	Karl Shapiro
(d) Cheetah	Charles Eglington
(e) Death be not proud	John Donne
(f) Let me not to the marriage of true minds (Sonnet 116)	William Shakespeare
(g) Mementos 1	WD Snodgrass
(h) On his blindness	John Milton
(i) The birth of Shaka Mbuyiseni	Oswald Mtshali
(j) The serf	Roy Campbell

2.7.5.2 Prose

Prose is a kind of writing that is not poetic. It is basically written in sentences and paragraph form to inform, entertain, or persuade using plain and easily comprehended language. It is said to be an ordinary non-metrical form of writing or spoken language. It may also consist of dialogue, chapters and paragraphs in long narratively revealing characters, events and experiences made up of these characters. A prose lacks an established regular rhythm pattern associated with poetry so its language and grammar are natural and ordinary as in normal daily speeches; not strictly formalized. Diction deployed in prose is less refined than those treated in poetic language. It makes use of continuous writing ideas are sometimes connected. Prose is studied in schools so as to

make the students recall the incidents in fiction that are probable in life and refine their sensibility. For Grade 12, prose comprises novels and short stories.

Eight short stories and two novels are officially prescribed for South African EFAL Grade 12 learners, for SBA and examination purposes. Short stories are generally defined as brief works of fiction that generally focus on one or two main characters that face a single problem or conflict. Many activities and questions can be developed from short stories due to its formations of plots and themes. These activities can help students develop their writing skills, since the short story is considered as “*easy for students to follow the story line of the work*” (Pardede, 2011). However, the stories selected should not be so complex, that is, they should suit students’ level and not discourage them from reading. In addition to that, they need to provide examples of different grammatical structure and vocabulary, as well as guarantee opportunities for the integration of the four language skills (Pathan & El-dersi, 2013).

Additionally Pathan and El-dersi (2013:04) see short stories as highly useful resource material in EFL classrooms as they provide rich linguistic input, effective stimuli, for students to express themselves in other languages, and a potential source of learner motivation. In addition to that, students benefit from short stories by learning new ideas and knowledge; they develop an awareness of how language works in communication. Thus, an appropriate choice of short stories provides learners with different features of the written language, that is, sentence structure, form variety and different ways of connecting ideas (Elliott, 1990). Moreover, they extend learners’ awareness about language use. An interesting factor about literature study, teaching and assessment is that it provides learners the opportunity to learn through different sensory channels: oral, olfactory, auditory, visual, tactile and kinaesthetic. Learners do not find it difficult if teachers involve them.

Fisher (2003:97) believes that the power of stories resides in their ability to create possible worlds as objects of intellectual inquiry. Stories provide a means to understand the world and to understand ourselves (Fisher, 2003). One of the principal benefits of using a story as a stimulus for thinking in the classroom is that a good story provokes the interest and involvement of the child (Fisher, 2003). By exposing learners to stories or novels teachers go beyond the purpose of teaching them the literature content. Short stories and novels, like poetry and play, have distinctive features which teachers must be able to teach and assess in grade twelve literature set-works.

The following aspects are features which must be understood by learners for positive outcomes in EFAL literature set-works:

- (a) Plot (how events are linked through cause and effect relationships within text)
- (b) Character (representations of a person, with motivations and intellectual, moral and emotional qualities)
- (c) Setting and Atmosphere (time, place, physical details and circumstances in which a situation occurs. Atmosphere refers to the mood or emotional quality of the writing, usually created through the setting)
- (d) Theme (central idea(s) in a text)
- (e) Style (writer's purposeful use of language to achieve certain objectives).

DBE (2011c:14) relates to this as meta-language. Literature set-works study will introduce learners to these meta-language/ technical terms used in literary criticism which enables learners to explore their understanding of the text more deeply and should not be learned for its own sake. Meta-language must relate closely to the text being studied. (DBE, 2011:14). The knowledge of met

language for each genre helps learners understand and appreciate elements of literary texts.

Upreti (2012:10) mentions that teachers face difficulty in teaching short stories because of the long structures and difficult vocabulary used in the short stories. It was found in her study that to reduce the challenges in teaching short stories trainings, workshops, refreshers courses are to be given regarding teaching short stories. Upreti (2012:27) adds that short stories are absolute and spontaneous form of literature that represents the part of a human life. They differ from the novels in their length and the representation; brevity, singleness of unity and simplicity are the major features of short stories (Upreti, 2012).

The following table enlist the titles of short stories which have been selected for EFAL study since 2008.

Table 2.2: List of short stories prescribed for Grade 12

Title	Author
(a) Manhood	John Wain
(b) Relatives	Chris van Wyk
(c) The Coffee-Cart Girl	Es'kia Mphahlele
(d) The Dube Train	Can Themba
(e) The Luncheon	W. Somerset Maugham
(f) The Secret Life of Walter Mitty	James Thurber
(g) The Sisters	Pauline Smith
(h) The Soft Voice of the Serpent	Nadine Gordimer

Three novels were selected by the Limpopo DOE for the years 2008 to 2016. The fact that the novels are prescribed at schools, universities and colleges is an indication of their eminent suitability for teaching purposes and shows that academics and teachers have accepted them as functional, significant works of literature (Van der Westhuizen, 2004), so it is suitable to prepare learners in schools, especially in Grade 12. According to Ujjwala (2013:2), the use of a novel is a beneficial technique for mastering not only a linguistic system but also life in relation to the target language. In the novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. For EFAL the following books were prescribed: *To Kill a Mockingbird*, *Lord of the Flies* and *A Grain of Wheat*. The following table shows the titles and authors:

Table 2.3: Novels prescribed for Grade 12 EFAL

Title of the novel	Author
(a) Grain of Wheat	Ngugi Wa Thiong'o
(b) Lord of the Flies	William Golding
(c) To kill a Mockingbird	Harper Lee

The third genre that EFAL learners study for formal assessment is play or drama.

2.7.5.3 Drama

Drama is a genre of Literature which is a representation of life, usually performed on stage. The essence of drama is not a real event but a representation of real event. The element in representation that distinguishes drama from other genres is impersonation that is the assumption by human beings of personalities, characters, natures of entities other than their own. Drama makes use of dialogue between one cast and another or group of casts. It is usually divided into acts and scenes.

Drama has five essential parts which are introduction of the story where the characters and setting are introduced, namely, rising action, climax, falling action and denouement. In this, playwrights use dialogue to develop plots, characters, backgrounds and personalities. Characters play a pivotal role in drama as they reflect the personality of the protagonist and other related characters. Characters can be fictional or based on real, historical entities: human, supernatural, mythical, divine, animal or personifications of an abstraction. Ujjwala (2013:2) stresses that it is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express control and inform. The use of drama raises the students' awareness towards the target language and culture (Ujjwala, 2013). Using drama in a language classroom is a good resource for

language teaching. EFAL prescribed texts for this genre are *Romeo and Juliet* (William Shakespeare) and *Nothing but the truth* (John Kani).

With the type of mandatory descriptions outlined in the CAPS document on EFAL (2011c:30-31), teachers and learners are made aware of the expectations of the assessment tasks, and presumably for the preparations for final external examination which determines their future prospects.

Fisher (2003:207) is of the opinion that drama as presentation or role play provides opportunities not only for children to read texts, but also to enter the narrative as participants. It brings the likelihood of thinking with the whole person, with body, voice and mind. Through improvisation and role play, children can discover their own and others ideas following through their thoughts and feelings and consider their consequences. One way of responding to any story is through dramatic reconstruction or mime. Drama has the potential of putting children in touch with the very basic values of life (Fisher, 2003).

The following aspects are key features that should be taught to learners in drama:

- (a) plot and sub-plot (exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/resolution, foreshadowing and flashback),
- (b) characterisation,
- (c) role of narrator/persona/point of view,
- (d) theme and messages,
- (e) background and setting - relation to character and theme,
- (f) dramatic structure: plot, subplot (exposition, rising action and climax),

- (g) mood and tone,
- (h) ironic twist/ending,
- (i) stage directions,
- (j) link between dialogue/monologue/soliloquy and action,
- (k) dramatic irony, and
- (l) time-line (CAPS, 2011a).

It is essential for teachers to teach these unique features since drama is not only about words and language: it is about movement, voice, light and darkness; interaction on stage. Teachers need to show “how characters interact, what they are doing when they are not talking, how facial expression can shift the meaning of a line — all this can be lost if the play is read as it if were a novel” (DBE, 2011c). Visualising a stage and what actors look like, and working out how many different ways a line or speech can be said are vital components of working with drama in the classroom. These include: plot and subplots; the way the playwright presents the characters, and how they develop through the play; setting and background; pace, use of image and symbol; dramatic techniques like soliloquy; dramatic irony, stage directions, the creation of tension, or humour, or tragedy are all worth studying through the dramatic reading of the play.

Silverthorne (2009:5) considers the following questions relevant to be asked in the selection of set-works by the national committees:

- (a) Is there consonance in the selection of genres?
- (b) The status of the new selection of genres
- (c) Do set-works conform to the letter of the requirements set down in the CAPS?

- (d) Is the selection African or Eurocentric?
- (e) Selection should show diversity of learners studying in South Africa and inclusion of some poets and novelists to South African classrooms.
- (f) Syllabus should reflect the realities of post-1994 society.
- (g) It should be suitable for classroom study and target groups.
- (h) It must speak to multi-cultural classrooms in new voices.

Another view is that the curriculum should acknowledge the canon, but it should also incorporate works from the varieties of English, in other words, a selection of texts that covers firstly the local, secondly the regional and then lastly international works. The NCS Grades R-12 espouses the following principles:

- (a) Social transformation that ensures that educational imbalances of the past are redressed and those equal opportunities are provided for all sections of the population,
- (b) Active and critical learning that encourages an active and critical approach to learning, rather than rote and uncritical learning of given truths,
- (c) High knowledge and high skills that encourages that the minimum standards of knowledge and skills to be achieved at each grade are specified and set high in all subjects,
- (d) Progression that emphasises that content and context of each grade shows progression from simple to complex,
- (e) Human rights, inclusivity and environmental and social justice that infuse the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is

sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors,

- (f) Valuing indigenous knowledge systems that acknowledges the rich history and heritage of South Africa as important contributors to nurturing the values contained in the Constitution, and
- (g) Credibility, quality and efficiency provide an education that is comparable in quality, breadth and depth to those of other countries.

Literature has long been regarded as having a social, political and quasi-religious function in society. The power of literature to affect the minds of the young was the reason for the suppression of some literary texts and the foregrounding of others in the apartheid era, especially in South Africa. Literature's potential for social transformation is therefore a significant issue, therefore the principles on NCS must also be taken into cognisance when the choice of literature set-works is made. The selection should include both local and global works that depict contextual and content-wise life worlds of diversity of South Africa and from other countries that upholds the aforementioned principles; a balance between Eurocentric and local writers should be struck. The curricular aim of literature must be to develop a strong and good moral character, that does not mean making learners following or upholding any particular moral standard but it widens awareness of life, gaining tolerance, in empathy, understanding that is paramount in a South African context today. Wissing (1993:134-135) advises that the following guidelines on the choice of prescribed works for literature:

- (a) Aesthetic enjoyment,
- (b) Literary quality,
- (c) Correcting cultural bias,
- (d) Relevance,

- (e) Significance of linguistic difficulty,
- (f) Pupils' readiness,
- (g) Ethical criteria, and
- (h) Known to unknown.

The selection of literary texts in EFAL reading can be a sensitive process due to diversity of cultures, languages, cultures, religions, politics, statuses that are present in South Africa today. Wissing (1993:141) advises that literature set-works should:

- (a) represent cultural groups including women,
 - (b) reflect diversity in South Africa,
 - (c) be accurate about content,
 - (d) avoid stereotyping and prejudice,
 - (e) confront political and social issues,
 - (f) reveal social conflict and tension,
 - (g) be of a length that can be taught,
 - (h) be available, and
- be affordable.

Havighurst (1972:45-69) brings forth relatable themes that can be realised by young people from literature. Some of them are:

- (a) Achieving new and more mature relations with age-mates of both sexes,
- (b) Achieving a masculine or feminine social role,
- (c) Achieving emotional independence of parents and other adults,

- (d) Achieving assurance of economic independence,
- (e) Preparing for marriage and family life,
- (f) Desiring and achieving socially responsible behaviour, and
- (g) Acquiring a set of values and an ethical system as a guide to behaviour.

Probst (1990) cited in Langer (2006:71) mentions that it is conceivable that analysis of such studies as this one might grandeur choice and arrangement of literary selections. If one of the tasks of adolescence is "achieving mature relations with age-mates of both sexes" then the literature dealing with romance and awakening sexuality is surely relevant and likely to be of interest to the young reader. Romeo and Juliet's place in the curriculum is then justified, not only because it represents Shakespeare's art, but also because it speaks directly about an issue of burning importance to the learners.

Selection of literary set-works should not be left to academics on committees. Teachers should receive training in text selection. Reading for pleasure should be encouraged from the primary school and at all levels teachers should foster active engagement with texts by becoming readers themselves.

2.8 QUESTIONING IN LITERATURE SET-WORKS

Out of the prescribed literature set-works pieces, only two genres are formally selected for formal study and assessment each year. However the question paper is set out of all genres candidates select the two genres they would like to respond to. According to CAPS EFAL document (DBE 2011c:32) learners must be able to read, evaluate and respond to the aesthetic qualities of each literary text applying to meta-language of literature to understand and appreciate

elements of these selected literary texts when they are assessed. Learners are expected to meet the following criteria:

- (a) Understand the distinctive qualities of different literary forms, for example, that a poem has different characteristics from a novel,
- (b) Identify and explain figurative language and rhetorical devices as they appear in different texts, for example, simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement,
- (c) Identify and explain author's/poet's/producer's intention,
- (d) Explain choice and effectiveness in poetry of how elements support the message/theme. Elements may include figures of speech, imagery, structural elements and sound devices, for example, rhyme, and refrain, rhythm and alliteration,
- (e) Explain choice and effectiveness in drama of how elements support the message/theme. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, for example, plot, climax, characterisation, stage directions, dramatic irony, setting, and
- (f) Explain choice and effectiveness in short stories/novels/films (films – only for enrichment) on how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, for example, plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution and setting.

In order to help learners attain skills to fulfil the above requirements, teachers must be determined to be equipped with literary knowledge of all genres. Learners will at all times have to meet the content of questions based on the

above information. To identify features and respond to questions, they need to be guided by teachers who are knowledgeable with content knowledge and ability to design assessment tasks accordingly. Kilfoil (1993:408) advises that guidelines must be given on the type of tasks and questions which should promote response rather than regurgitation. The DBE reports state that learners are unable to appropriately respond to literature set-works questions. There are also schools which perform beyond the targeted or required percentage in Grade 12, those that perform at their lowest levels. More of the reasons for poor performance, as stated by the Minister of Education are that papers were completely different from what learners had been exposed to. Although the content was the same, similar questions were asked differently which made learners not to perform well. As a remedy to change the pattern of learners' performance, learners should be exposed to a variety of questions on different cognitive levels throughout the whole year (National Council of Provinces, 2016).

According to Jina (2008:15), in classroom interaction, if a teacher assists learners by providing structure and asking questions that provoke reasoning, then many learners will begin to internalise this process of approaching a new concept. Teachers should be able to use questions to assist learners' thinking abilities. When the teacher asks questions, the learners' thoughts must be triggered to act mentally and verbally to realise the goals of the genre at hand.

In SBA, teachers do not only question, they have to give feedback to learners' responses as well. Evaluating the learners' responses and providing "feedback" on performance is very important to the process of teaching and assessment (Tharp & Gallimore, 1988). The teacher can guide the learners to think critically by involving them in questioning, ranging from the factual to analytical level. However, questioning is found to be a critical and challenging aspect of teachers' work. Good questions make a demand on teachers' cognitive and pedagogic content knowledge as well. In a study conducted by Boaler and Brodie (2004), it was observed that teachers who taught traditionally, questioned learners less and largely used factual questions. For those who

used reform teaching methods, such as learner-centred teaching, learner discussions, group work, and self-discovery methods, they questioned more and addressed more probing and conceptual type questions. In other words, teachers who taught traditionally used lower-order questioning for assessment as opposed to teachers who used reform teaching.

Questioning can be conducted in different ways. Learners could be questioned individually, focusing on one learner at a time or the teacher could question learners while doing tasks or questioning groups as they carry out activities. Questioning can be done as learners work in groups, by listening to their discussions and asking group questions. Lessons could also involve unplanned and planned question and answer sessions. Whatever questioning approach the teacher selects, the emphasis should be on maximising learning and instilling skills to respond from basic and critical levels. Therefore, the responses learners give should provide teachers with feedback on enhancing teaching or helping learners to understand how to improve their learning. The questioning approach should enable the teacher to achieve a realistic understanding of learners' progress. Teachers should not ask questions as if they want to sanction learners with their authority, but to involve them and allow differences of opinions. Fisher (2003:102) advises that questioning requires intellectual courage - teachers' questions can be silly or inappropriate at times, so questions must be articulated first. Educators therefore need to prepare learners in formative assessments which are legitimate to facilitate models of enquiry that learners can internalise and apply for themselves (Pretorius, 2013).

The MTTN (2014d:10) has commented that what teachers ask now does not meet the cognitive demands. The current requirements for Grade 12 LOLT provide for 40% of the assessment in the lowest level (Level 1) of cognitive challenge and 20% at the highest level. MTTN recommends that a maximum of 15% should be at Level 1 and that, in combination Levels 1 and 2 should not exceed 30%. The following two tables show the examples of questions and the types which are currently included in designed assessment tasks as published

in the CAPS EFAL subject policy. The examples are given in table 2.4 and the types of questions are indicated in table 2.5 below.

Table 2.4: Examples of question types for assessing reading

Knowledge questions	What happened after ...? Name the ... Describe what happened at ... Who spoke to ...? What is the meaning of?
Comprehension questions	Who was the key character ...? Provide an example of ...? Explain in your own words?
Application questions	Can you think of any other instance where? Do you remember we were looking at metaphors-how would you explain the metaphor in this line?
Analysis questions	How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think? How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think?
Synthesis questions	We've learnt a lot of different things about Romeo-can you put them all together and describe his character? What kind of person is he?
Evaluation questions	How effective is? Can you think of a better way of? Which of these two poems do you prefer? Why?

SOURCE: CAPS POLICY FOR FET EFAL 2011:32

Table 2.5: Examples of question types in cognitive levels as portrayed in by DBE CAPS (2011:32)

Cognitive levels	Activity	Percentage
Literal (level 1)	Questions that deal with information stated in the text	Level 1 & 2: 40 %
Reorganisation (level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text	
Inference (level 3)	Questions that require learners to interpret messages that are not explicitly stated by the linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions	Level 3: 40 %
Evaluation (level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.	Levels 4 & 5: 20 %
Appreciation (level 5)	These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. The focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).	

Source: CAPS POLICY FOR FET EFAL 2011:79

In addition to the question format, each genre has its own distinctive elements to consider. For example, a poem has different characteristics from a novel: figurative language and rhetorical devices as they appear in different texts, for example, simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement, author's/poet's/producer's intention, choice and effectiveness in poetry of how elements support the message/theme. Elements may include figures of speech, imagery, structural elements and sound devices, for example, rhyme, and refrain, rhythm, alliteration.

A play or drama is how elements support the message or theme. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, for example, plot, climax, characterisation, stage directions, dramatic irony, setting. For effectiveness in short stories/novels, learners must be able to understand how elements support the message/theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, for example, plot, exposition, rising action, conflict, climax, falling action/ anti-climax, denouement/resolution and setting. By applying questioning in the EFAL literature set-works classroom, teachers must be efficacious enough. They are expected to transfer skills to deal with literary concepts, thinking, exploring and providing prompt feedback more successfully. By applying all the cognitive levels, learners will learn the strategies to respond to questions effectively (Pretorious, 2013; DBE, 2011c) in all genres.

For many years, literature teachers have been encouraged to look at their questions in terms of whether they elicit "higher" or "lower" levels of thought, according to a hierarchy of cognitive skills, such as Bloom's (1956) taxonomy. Presumably, higher level questions require students to synthesize, apply, analyse, and/or evaluate information than lower level questions that focus on recall of literal information that appears openly in the texts. The diagnostic

reports show that learners cannot answer these questions. As reading occurs in the classroom, teachers should guide learners through questioning techniques or on "literal," "inferential," or "applied" levels to curb the challenged experiences yearly found in NSC final examinations. If teachers' questions or questions from textbooks or study guides posed within these hierarchies tend to be from lower levels only, they will obviously produce passive readers who are unable to respond to questions in assessments, especially the high stakes ones. Comments in reports suggest that practices by teachers do not put strong emphasis on higher levels of questions, largely excluding questions which help learners to think in more abstract ways. Additionally, the NSC 2015 diagnostic report (DBE 2016a:79) states that there were still errors, misinterpretations and misconceptions identified in EFAL literature set-works paper.

The common errors and misconceptions that were observed by the 2015 NSC diagnostic report (DBE 2016a:79-81) on learner-performance, in each question in 2015 paper 2 literature set-works revealed the following:

- (a) Many candidates experienced difficulty with simple questions about the content of the texts. This points to a lack of preparation or teaching, or a combination of these. This negates the respondents' popular practice of using previously written papers for preparation for the large scale examination.
- (b) Candidates seemed to lack basic knowledge of the character traits of the central characters, which obviously led to a lack of insight needed in higher-level questions on characterisation.
- (c) When asked to compare aspects or to identify how two things differ, candidates often only focused on one of the aspects and forfeited marks in the process.
- (d) Questions dealing with idiomatic language or figurative meanings were not answered well.

- (e) Candidates could not identify or discuss the themes in given texts. The impression was sometimes created that answers on theme questions from previous papers were memorised and regurgitated.
- (f) In their responses to the questions on theme, candidates very often did not heed the instruction to focus on the theme evident in the given extract, but gave general responses.
- (g) Many candidates were not able to identify figures of speech or explain how these devices added meaning to the texts.

There were questions that featured in all the genres and presented the same challenges to candidates, for example:

- (a) Identifying and discussing the theme (Some candidates were not able to respond properly to the questions, with the weaker candidates faring the worst. Some candidates failed to notice that this question is two-fold: *identify the theme and then discuss the theme*).
- a. Most candidates were not able to ascribe an activity and an emotion to the identified character, which suggests inadequate understanding of the text.
- b. Some candidates were not able to display in-depth knowledge of the characters.
- c. Some candidates did not seem to have fully grasped the requirements of commonly used assessment terms such as ‘why’, ‘how’, ‘discuss’ and ‘explain’. In responding to these questions, candidates tended to seek all the answers from the extracts. Furthermore, they tended to give one-word responses when required to explain or discuss.
- d. Open-ended questions still remain a challenge. Many responses to this type of questions showed that candidates were unable to make judgments regarding their understanding of the text.

The diagnostic report (DBE, 2011c:78-79) gives suggestions to teachers; what teachers should note in their classrooms when they teach and assess literature set-works:

- (a) Candidates should have in-depth knowledge of the content of the prescribed texts as that is the basis on which appreciation and insight are built.
- (b) While support materials like films and DVDs are helpful, learners must be urged to read every word of the text.
- (c) Learners must be taught the language of assessment so that an instruction to 'identify and discuss the theme will not be a challenge when encountered in the examination.
- (d) Learners must be taught that questions are often set beyond the extracts, and thus they need thorough knowledge of and insight into the text. These can more easily and thoroughly be gained if the texts are studied under the guidance of a teacher.
- (e) Candidates must be exposed to examination instructions and questions so that they are confident when they are confronted with the question paper.
- (f) Multiple-choice questions, fill-in questions, open-ended questions and action words like 'identify', 'explain' or 'discuss' should not be encountered for the first time when the final examination is written.
- (g) Learners must be taught that a literary text contains more than a plot. They must be guided to a full understanding of setting, characterisation, structure and themes of the texts. Responses to questions show a lack of understanding of these aspects as well as an inability to form and express text-based opinions. These skills can only be honed by continual exposure to similar questions.

- (h) According to 2012 National Diagnostic Report on learner performance (2013c:70-71), concerns were raised by the DBE concerning the literature paper that most candidates struggled to answer the higher order questions. Some candidates expected to find answers from the extract only, and did not realise that their understanding of the full text was required.

The diagnostic report on the 2013 learner performance in Paper 2 still identifies similar common errors and misconceptions identified in 2012. These include errors that:

- (a) Many candidates could not respond to questions requiring interpretation and use of figurative language in poetry.
- (b) When asked to identify a figure of speech, many candidates demonstrated a total lack of knowledge by giving answers such as “direct speech” or “passive voice”. This question was mostly followed by a second question requiring the candidate to explain why this figure of speech was effective, which the candidate could then not do either.
- (c) Candidates have not fully grasped the meaning of some commonly-used assessment terms such as ‘discuss’ and ‘explain’. This is a serious shortcoming, as the questions containing these words often count multiple marks which are lost when candidates give one-word answers to questions requiring explanations or discussions.
- (d) Some candidates approached the paper as they would a comprehension test by merely seeking all their answers in the extracts.
- (e) Candidates often failed to use references given to them in the paper and then gave irrelevant answers.

- (f) When asked to make two or more points, candidates often started a numbering system of their own which confused them.
- (g) The questions on stage directions were not well-answered. In the short stories, one of the most popular genres, some candidates appeared not to have studied the short stories at all. In both the essay and the contextual questions, characters and events from other stories sometimes cropped up.
- (h) Some candidates used only the words from the extracts to answer the questions, indicating that they did not know anything beyond what was given in the question paper.

These effects unfortunately have been recurring after 2008 when SBA was introduced and also in the first year of inception of CAPS in Grade 12 in 2014. Among these going and emerging critiques and concerns about literature set-works poor-performance in EFAL, the missing voice to these challenges is that of teachers themselves about their assessment.

Teachers should know what causes learners to struggle in answering EFAL literature set-works questions. Reading literature is one matter but teaching and assessing is another. They should know and ask themselves about struggling learners and their challenges. The reality is South Africa education classrooms are becoming increasingly diverse, stemming from different languages, learning abilities, cultures, and personal experiences. However, an efficacious teacher would, through day-to-day encounters, be able to ascertain the identified common errors as stated in the preceding paragraph. The teachers should seek ways to inspire and motivate learners in their questioning in SBA tasks with the interest of helping struggling learners. When teachers ask or develop these questions, they should also be in line with the intentions of the set-work. They

should be able to help learners respond positively by probing and allowing more interaction with the text, taking into consideration elements of each genre.

Teachers should promptly provide feedback where learners struggle to answer, at the same time encourage and motivate them. Learners should be prepared to answer all types of questions, for example, if they must answer higher order questions, which are mostly open-ended questions, they should be taught how these questions are asked, how they are marked and they themselves should do self-assessment. They should be taught how each of the prescribed literature set-works features must be uniquely studied and assessed. Although the general features like characters, settings, styles and themes can be depicted in all literary works, each genre has its unique facets that characterise it.

2.9 CHALLENGES IN ASSESSMENT OF LITERATURE SET-WORKS IN SOUTH AFRICAN SCHOOLS

Literature set-works are taught as part of a paper commonly referred to as paper two or literature. It deals with the teaching of literary set-works only and taught as part of completion of EFAL subject which comprises four papers namely, Paper one (language study), Paper Two (Literature), Paper three (creative writing) and Orals. EFAL Paper Two comprises genres, namely, poetry, play and prose. Learners are supposed to be assessed on the maximum of two genres.

Most external assessments in reading identify comprehension tasks ranging in complexity from understanding that which is literal to that which must be inferred, to simply identifying main ideas and supporting details. Teaching

novice readers how to interrogate literary texts with the aim of understanding how content and structure function to convey meaning, with the understanding that there is no single correct answer to that question, is indeed among the most challenging tasks we can teach (Appleman, 2000; Levine & Horton, 2013).

One frustrating element in assessment of literature can be the use of figurative language, especially in poetry. The point of addressing the matter of figurative language is therefore of far greater significance than might initially appear to be the case. If a reader is to deal with figurative language in a way that goes beyond mere identification or definition of a particular figure of speech, there is the acknowledgement of the need for a more comprehensive consideration of the implied meaning. This more comprehensive consideration includes the likelihood of developing an argument about the nature of the figurative language, and its effectiveness, and this implies a substantial intellectual engagement (Robinson, 2009). This will not come easy for the EFAL learner.

According to the POA for Grade 12, learners are expected to complete only three SBA tasks in a year. They sit for a test which yields 35 marks, half-yearly examination which yield 70 marks and preparatory examination written in September which also yields 70 marks for compilation of the SBA. This study has been prompted by various reasons from government reports documents including reports by the DBE on SBA moderation and examinations in EFAL literature set-works. Similar flaws recur annually according to the reports given by relevant statutory bodies in the DOE including, for example, Umalusi.

Firstly, the subject guideline for EFAL language demotivates literature teachers instead of encouraging them. It emasculates them with the information divulged to them in EFAL CAPS. The document itself (2011c:16) acknowledges that "... the teaching of literature is never easy..." The DBE itself publicly announces that literature teaching is not easy; it obliquely warn off teachers instead of emboldening them with the courage and certitude to teach and assess EFAL

literature. A guideline is supposed to explicitly direct and “dictate” what teachers must know and do. It is crucial that teachers are motivated, guided and encouraged so that they do not approach literature teaching and assessing with wariness. The challenges found in this paper are complex. This is affirmed by a study conducted by Ebele, Ada; Obumneke-Okeke and Ebunoluwa (2011:263) which recommends that teachers should be informed of strategies on effective teaching and assessing. The ability of an individual to acquire knowledge and skills; and apply same contributes to national development and self-reliance. Part of the agenda of DBE should be to equip the teachers with skills and knowledge on teaching Literature.

Secondly, the teaching and assessment of literature is delimiting the potential of learners and teachers. This paper comprises only three genres in first additional language, and other additional texts that can be studied for enrichment, but it limits learners to only two genres for formal assessment purposes. It cannot be counted on learners’ passion and motivation to enrich them if teachers have not assessed when they are ready for reading on their own. Two (2) of the following approved/prescribed literary genres: novel, short stories, drama and poetry have to be studied (CAPS DBE, 2011c).

Thirdly, different provinces sit for different papers in the literature paper although set-works are nationally prescribed. The mid-year examination is not set in the year by the curriculum advisors, or clusters or districts, it is rather set by the teachers who teach that paper, whereas other papers One and Three are set either provincially or nationally with reference to papers. This may leave much to be desired because setting of the paper is left to the teachers to handle by themselves which can create less uniform standards. Provincial departments do not issue an obligatory description on which genres to teach. It can be presumed teachers would choose to teach what they like rather and avoid what is challenging to them.

The fourth problem is that since 2009 the diagnostic report of the DBE has been reporting on the same challenges observed when moderation is done in schools on this paper and the same problems recur in the final examination. The implication of this is the possibility that teachers might not be alerted of the challenges since they repeat the problems year after year. These findings were made yearly after the candidates' external examination had been marked and results announced. These errors and misconceptions are dealt with later in SBA of EFAL.

A study conducted by Mather and Land (2014:212) on exploring educators' understanding of developing learners' reading skills and their readiness to implement CAPS suggested that the educators used texts (poems and readers) that they were familiar with and that were approved by the DBE for each grade, but since it was observed that learners struggled to read aloud and answer even simple textual questions, the extent to which those texts are appropriate for their learners in the observed grades is uncertain. If they were able to use creative, interesting pre-reading activities and questions to arouse learners' interest in the text, and to activate relevant schemas in their existing knowledge, learners' comprehension and ability to engage with the integral meaning of the texts they encountered may well have been enhanced.

Lastly, administratively literature teaching and assessment is also undermined by the DBE allocation of time for teaching and assessment. There are about ten formal tasks for SBA in Grade 12 per year, and literature Paper is allotted only one task excluding the half-yearly examination and preparatory examination. The silent signal being sent here is presumably that literature is less important because the assessment of EFAL Literature commences only in term two of the academic year. Reasonably teachers may only pay attention to it only in the second term and prepare learners for 35 marks, as the task demands. The mark allocation is 35 and only in task number 7 (term two).

A study conducted by Walters and England (1988) on aspects related to literature teaching in Black schools revealed that:

- (a) Linguistic complexity of the texts and the lack of relation to the pupils own lives resulted in their being unable to comprehend the texts adequately,
- (b) The situation is teacher-dominated and pupils are passive,
- (c) Teachers insist on there being one meaning in a text and focus on the examination. Teachers are unsure of themselves and poor use laborious methods,
- (d) Classrooms are overcrowded and the physical facilities are poor,
- (e) Often, there are insufficient books to permit each pupil having a copy,
- (f) There are few dictionaries and this factor reinforces the teacher's role as the only source of information. What libraries there are, are inadequate,
- (g) There are no audio-visual aids and often no electricity, and
- (h) The situation is teacher-dominated and pupils are passive.

In the NSC 2015 Diagnostic Report (2016a:79) the DBE announced that candidates performed least successfully in the novel (*A Grain of Wheat*). This novel was also the least popular choice. Candidates performed the best in the other novel (*To Kill a Mockingbird*) but not many candidates answered this question. The most popular questions were 5, 6 and 7 which also yielded the best results of the remaining questions. Candidates seemed to lack basic knowledge of the character traits of the central characters, which obviously led to a lack of insight needed in higher-level questions on characterisation,

There is evidence of research that those markers in EFAL literature set-works were not familiar with all the genres when they marked the large scale literature set-works paper (DBE, 2016b). This suggests that the candidates might have lost marks in the assessment process, or might have been generously granted marks they did not deserve due to markers' lack of content knowledge. This brings out the question of accountability and efficacy of the DBE and South Africa stakeholders who are interested in education, to question such anomalies; teachers who are officiated to mark must in essence be highly competent in the paper. This study attempted to question the experiences of teachers in types of questions in their SBA assessment of genres as well. This is explicitly explained in chapter four. The study also questioned if teachers have the relevant documents to have and use in the assessment of literature set-works in Grade 12.

Large scale assessments or final examinations and many internal assessments are written, so if challenges keep mushrooming there is an urgent need for guidelines for teachers on how to question learners during SBA processes. For this reason the main focus of this study was to investigate teachers' challenges and accomplishments of assessment in English literature in secondary schools.

Literature is studied in other local and international countries as well. Afsar's study conducted in Azerbaijan on literature (2011:315) reveals that literature is still taught according to traditional literary-critical method; there is little emphasis on developing language skills or literary competence. The study by Kapp and Arend (2011) on an analysis of the conceptualisation of language teaching and the construction of EFAL learners in the new NSC in Grade 12 curriculum and examinations in SA revealed that the Literature papers cover a broad range of texts and genres as schools are allowed to choose from a range of prescribed texts. However, the questions in the various provincial papers are similarly cognitively undemanding. Kapp et al (2011) say the answers are pre-structured

through the guide-questions and invite students to 'retell' the plot rather than engage in analysis of narrative construction. In contrast to the curriculum emphasis on disciplinary knowledge and on understanding the socio-cultural context of literary production, the literary questions are often discrete and decontextualized. Although this is the analysis for external paper, it may send wrong messages to teachers to set the same type of papers which display low poor quality of questioning.

At the end of every final examination chief markers and quality assurers compile reports on the moderation done on aspects of the concerned paper. These inputs and recommendations serve as first-hand information for opening teachers' eyes on the weaknesses of learners. This can also be a reflection of what has not been effectively done by teachers in SBA. These reports through DBE documents serve as feedback to teachers, but the question is "do teachers know about them?" For these reasons the main focus of this study was to investigate teachers' challenges and accomplishments of assessment in English literature in secondary schools.

2.10 DOCUMENTS FOR ASSESSING LITERATURE SET-WORKS IN GRADE 12

Documents were selected as one of the methods for data collection in order to enrich the researcher with in-depth understanding of the phenomena at hand. They were again used to strengthen the findings from the study. In other words, documents were not used as sole method to collect data, but for triangulation purposes.

In this section documents refer to official documents that are applicable to the management, administration and success of EFAL literature set-works teaching and assessment in schools.

Documents are source of information for enhancing teacher knowledge on practices and subject content. These documents include but not limited to reports, DBE annual reports, prescribed books, policies, plans, assessment guidelines, study guides, circulars, statements and official previously written question papers.

Furthermore it was deemed relevant by the researcher to find out from teachers about the knowledge and possession of documents because they (teachers) are custodians of knowledge for teaching and assessment of literature set-works EFAL literature-set-works.

Examples of documents which were studied by the researcher are indicated below:

2.10.1 Annual reports developed by DBE

- (a) NSC examination schools subject report
- (b) NSC Schools Performance Report
- (c) National senior certificate examination diagnostic report
- (d) Department of Basic Education report of the ministerial committee for LTSM report final report
- (e) Report on the quality assurance of the NSC

2.10.2 Policies

- (a) National Curriculum statement National protocol for assessment Grades R-12 (NPA)
- (b) National policy pertaining to programme and promotion requirements of the national curriculum statement Grades R -12 (NPPPPR, 201d)
- (c) National policy pertaining to the conduct, administration and management of the [assessment] senior certificate examination (2008a)
- (d) Curriculum and assessment policy statement for English first additional language (Grades 10-12) (2011a)

2.10.3 Examination guidelines

- (a) NSC examination guidelines for official languages: First Additional Language (FAL) examination guidelines senior certificate (SC) Grade 12 (2009b)

2.10.4 Mind the Gap study guide

The DBE study has published the study guide series called Mind the Gap for Grade 12 learners with the attempt to improve the academic performance of Grade 12 candidates in the NSC. Each of the Mind-the-Gap study guides provides explanations of key terminology, questions and model answers to assist learners in building their understanding. Study guides aim to facilitate effective learning and the acquisition of the learning and giving support, to the

teachers. In other words it serves as a guide that can support both teachers and learner to understand better. It is currently available for the following prescribed genres:

- (a) Mind the Gap study guide for Short Stories
- (b) Mind the Gap study guide for poetry
- (c) Mind the Gap study guide for the play *Nothing but the truth* by John Kani
- (d) Mind the Gap study guide for the novel *The grain of wheat* by Ngũgĩ wa Thiong'o
- (e) Mind the Gap study guide for the novel *Lord of the flies*
- (f) Mind the Gap study guide for the play *Romeo and Juliet* by William Shakespeare
- (g) Mind the Gap study guide for the novel *To kill a mockingbird* by Harper Lee

2.10.5 Previously written question papers

Previously written question papers can be used by teachers for revision and familiarisation purposes and examination preparation (CAPS EFAL (2011a). Data on question papers is available on DBE website. The portal offers banks of previously written papers and their memoranda.

- (a) circulars
- (b) prescribed works,
- (c) assessment policies,
- (d) assessment guidelines for literature set-works,
- (e) official literature study guides,

- (f) annual Umalusi reports and DBE reports on literature set-works examination papers.

The researcher here refers to official documents which communicate or convey information to teachers relating to EFAL literature set-works. These documents were studied to deeply understand the phenomenon. In other words the documents were studied for enrichment purposes and to strengthen findings from other data sources. The documents were mainly studied to answer primary question number, so that the researcher must know what policies and rules govern the assessment of literature set-works.

2.11 INTERNATIONAL PERSPECTIVE ON SCHOOL-BASED ASSESSMENT OF LITERATURE

Internationally there has been a change in countries to introduce SBA in English languages for one reason or the other. One of the countries that introduced SBA and literature set-works paper is Malaysia. The researcher has chosen this country since it two countries; South Africa and Malaysia are diverse in terms of culture and languages. They also teach English as a language second language and to some extent Malaysia uses English as a language of instruction whereas in South Africa it is predominantly a language for teaching and learning. In most countries where SBA was introduced was to move away from once-off examination dominated system to a continuous assessment way. (Poliah:2009) In this section learners will be referred to as students, in alignment with the jargon used in Malaysian education system.

School-based assessment is a holistic assessment system that replaces the traditional national examination system in Malaysia - national examination used to be the epitome of assessment in schools (Men, Kumar, Rahman & Panirselvam, 2016.). In 2011, the Ministry of Education launched a new policy

to implement SBA in primary schools. SBA replaced the outdated centralised examination system. The proposal presented at the International Forum of Educational Assessment System states that the new proposed educational assessment reform should focus on assessment of learning and for learning, use various assessment methods to gather data about students' development, performance, and achievement (holistic assessment), assess both the products and process of learning, and empower teachers to conduct quality assessment (Adi Badiozaman 2007). This was done to complement what centralised examination could no longer cater and to alleviate the weight of written summative examinations, granting emphasis on measuring holistic progressive achievements. The implementation of SBA in schools benefits both students and teachers as teaching and learning evaluation is school specific if appropriately administered following the principles of assessment as clarified in chapter two (section 2.3.1).

Malaysian Examinations Syndicate (MES) views SBA as any form of assessment that is planned, developed, conducted, examined and reported by teachers in schools involving students, parents and other bodies (Fook & Sidhu; [Sa]). SBA brings flexibility and reliability offered by shifting the rigid centralised assessment towards decentralisation in schools. When the National Educational Assessment System (NEAS) proposed this shift, it realised that the centralised education and examination system is that it can no longer cater to the expectations and demands of the ever modernising education transformations. Public examinations had serious effects over both teacher and students in regards to washback effects where the students' learning needs are overlooked and teaching objective diverts towards obtaining marks (Men, Kumar, Rahman & Panirselvam. 2016)

According to Masek (2016:189) SBA was implemented in Malaysia in stages, starting with form one secondary school students in 2012. However after a few

years of implementation, the SBA has raised many concerns among educational practitioners nationwide highlighting several implications due to perception and readiness of the stakeholders.

2.11.1 Assessment of English literary texts in Malaysia

In 1999, the Ministry of Education announced an important shift in English Language teaching and learning in Malaysia. The major highlight of this policy change is at the teaching of literature in secondary school which is now been incorporated as part of the secondary school English Language Syllabus in line with the changing trends in assessment. SBA or Penilaian Kendalian Berasaskan Sekolah (PKBS) has been introduced into Malaysian schools under the New Integrated Curriculum for Secondary Schools (KBSM). It has adopted 'coursework' for a few subjects in secondary schools such as History, Geography, Living Skills and Islamic Education for the lower secondary classes and Biology, Chemistry and Physics for the upper secondary classes. At the beginning 2003 the school-based oral assessment commenced for both Bahasa Malaysia and English Language (Adi Badiozaman, 2007).

In Malaysia, English Language has become the second most important language after 'Bahasa Malaysia' as the country's national language. Realizing on the significance of mastering English Language, the Ministry of Education of Malaysia (MOE), has redesigned the National Philosophy of Education that aims to produce holistic students who excel academically and have better intercultural understanding, which resulted in the re-introduction of literature into the curriculum in 2000.

According to Ibrahim (2008:5-7) Malaysia consists of a conglomerate of three main races: Malay, Chinese, and Indian. While it boasts its cultural diversity and tolerance for accommodating so many religions and cultures, the schools are largely divided between the races. These social and cultural distinctions amongst the people in Malaysia have resulted in an interesting, post-colonial education system that revolves around National Schools and National Type Schools where culture and the language of instruction differ: National School, National Chinese Type School, and National Tamil Type School.

However, Like SA, English language is seen as an added advantage medium which is important in accessing foreign technology. It is also a systematic association in politics, security, global trade and education.

At school, English is a compulsory subject in the national curriculum at the primary, and secondary schools in Malaysia. It is accorded as an important second language in the Education Ordinance since 1957, the Education Act (GoM, 1961 and 1996) and the 1970 National Education Policy (MoE, 2012). Rahman and Manaf (2017:246) add that among the objectives of English language curriculum is to equip students with the basic skills and knowledge of the English Language which would enable them to have effective oral and written communication when they are in and out of the school. According to Kaur and Mahmor (2014:120) the English Literature component is foregrounded in the Blueprint and is given the role of promoting English proficiency. Generally, in the Malaysian primary and secondary school curriculum, English literature is seen to play two roles; that is, literature as a study (referred to as the big “L”) and literature as a resource (referred to as the small “l”) The Blueprint highlights literature as a resource paradigm where literature is seen as a tool and resource to promote English language learning. This role of literature as an avenue to improve English proficiency has often been highlighted

The addition of literature to the curriculum in Malaysia signifies the value the country sees in the content it offers. According to Isa and Mahmud (2012:76) literature component was added to the curriculum for English from Form One to Form Five to enable learners to engage in wider reading of literary works for enjoyment and self development developing an understanding of other societies, cultures, values and traditions that will contribute to their emotional and spiritual growth The implementation of this policy has varied repercussions, both positive and negative, however it was significant to include this component in Malaysian secondary education.

Eagleton (2006:13) says by definition literature is imaginative writing in the sense of fiction – writing which is not literally true. He explains that literature is a special kind of language in contrast to the ordinary language we commonly use. In Malaysia, literature is taught to enhance the students’ grasp of the English language and to be enjoyed. The texts selected for studying literature are from various genres comprising short stories, novels, drama and poems. A range of texts are offered in the secondary school curriculum and covers Malaysian, British, European, Australian, American and African works. Learners are expected to be able to follow a storyline and understand a poem and to give their own personal response to the text for inculcation of values in this paper. Othman, Shah, Karim, Yusof, Din, Ramli, and Salleh. (2015:106) explain that the paper contributes 25 marks out of 75 total marks of paper 2, whereby 5 marks is based on the short story and another 5 marks from the poem that students learn in form 4. Meanwhile 15 marks are obtained from the Form 5 novel.

2.11.2 Challenges in teaching and assessment of English literary texts in Malaysia

From the literature reviewed, there are various fundamental issues cited that arise from the implementation of teaching and assessment of English literature in Malaysian curriculum. The examples are discussed below:

2.11.2.1 *Irrelevant choice of texts*

The teaching and learning of literature in Malaysia has many challenges that have to be faced by either teachers or students. One of the main challenges in learning literature are caused by the text itself, such as the language of the text, especially when there is a mismatch between the selection of texts and students' language ability (Irene, 2015). Teachers cannot agree on the type of texts that should be taught although they generally agree that the texts should promote intellectual development, independent thinking, are interesting to adolescents and meet certain cultural and aesthetic standards (Agee, 1998),). This suggests that even teachers themselves do not understand the texts.

Kaura and Mahmor (2014:119) allude that one challenge in the teaching of literature in Malaysia is the selection of appropriate texts in the literature component. Kaura et al (2014:119) advise that the texts chosen need to be manageable in terms of the language used as well the cultural aspects of the texts and also be of interest to the students. Kaur et al (2014:123) add that in terms of balance between foreign and local texts, foreign texts seem to be more in number. Foreign texts may be 'foreign' to Malaysian students in terms of historical and cultural relevance. More texts are based on British and American literary traditions.

Efforts have been made to address readability and manageability in terms of culture by incorporating local and foreign texts, for instance, the use of poems be balanced between foreign and local texts, foreign texts however seem to be more in number. Although the importance of literature from these two traditions cannot be denied, there is a need to acknowledge and promote only Malaysian literature as well literature from neighbouring countries and Asian countries.

Additionally the selection of texts has undergone huge changes in 2010 when a new set of literature texts has been introduced. The introduction of this new selection of literature component has not just affected the genre of the literature component learnt by students; instead it has slightly changed the format of literature section in SPM English paper. It has reduced the value of literature section from 25 marks to 20 marks whereby 5 marks are allocated for the poems section and another 15 marks are from the novel section. This change has clearly shown that the short stories and the drama that students learn in form 4 will not be tested in SPM. Othman et al (2015:106) believe the reason for the new testing format was maybe due to the Ministry of Education aims to encourage students to learn literature for pleasure as well as to inculcate the reading habits instead of learning literature just for the sake of examination.

2.11.2.2 Lack of learner language proficiency

According to Ling and Eng (2016) researchers have discovered that the teaching of literature is very much affected by students' English proficiency level and examination purposes. Subramaniam, (2002:65) advises that to avoid frustration and students' lack of participation, it is vital to ensure that the language of the text match students' proficiency level and that there is a match "between the linguistic expectations in the language syllabus with those of the literature component syllabus" (as cited in Ghazali et al., 2009). Unfamiliar texts will obviously include unfamiliar vocabulary, grammar and sentence structure that hamper students' understanding of texts.

2.11.2.3 Lack of student efficacy

Due to unfamiliar words or vocabulary explained above, students will lack of vocabulary or insights to read, and eventually students develop negativity towards literature. This will affect the level of interest in reading, hence they

become less efficacious. Student efficacy is an important concept because it plays a key role in language learning and teaching (Chalak & Kassaian, 2010). It can be affected by the types of texts students read influencing students' success or failure in their learning. Students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions (Baker, 1993 as cited in Ghazali, 2008), but others end up resenting their learning of the literature component. Texts become were too difficult to understand as the language was not direct. The unfamiliar words were scary for them and there was too much to read.

2.11.2.3 Overuse of teacher-centred approaches

The literature lessons have become too teacher-centred as teachers act as dominant figure by spending much time explaining and translating the literary texts. The employment of literature in school language curriculum fails to develop students' English proficiency though teachers have tried various approaches. Information-based approach was of teacher-centred.

The focus is also on discussing comprehension questions for examination purposes (Divsar, 2014; Rashid, Vethamani & Rahman, 2010). Teachers give little space for students to give responses as what the syllabus has emphasized. Teachers focus on the examination preparations turning teaching of literature into a passive rote-learning exercise. In this way students do not develop interest and independence to study literature on their own. They become reliant on the teacher and read to reproduce and not for love for reading and enjoyment of it.

2.11.2.4 Teachers' inability to design SBA tasks

The study by Fook and Sidhu was conducted to investigate the knowledge and best practices of Malaysian English as Second Language (ESL) teachers conducting the SBA. The study indicated that most of the respondents had acquired adequate knowledge in constructing their own tests, but one third of the respondents admitted that they often applied “cut and paste” method and they did worry about the validity and reliability of the tests constructed. This indicates that there are existing problems in SBA of literature in Malaysia. Teachers should be designers of their own assessment tasks and be able to assess what they have taught themselves. If teachers cut-and-paste it sends a message that they do not understand literature themselves.

2.11.2.6 Lack of teacher efficacy

Teacher efficacy is the ability to turn challenges around, the ability to influence challenging learning and attain results that are anticipated. It has been shown that Malaysian teachers are less interesting and less creative so students tend to be passive and could not respond critically to questions asked. Literature component taught in English lessons should reflect its aesthetic aims of using language to understand and respond to literary works and express one creatively and imaginatively or for examination purposes under the national curriculum development. This means that teachers must be able to develop and teach interesting lessons. However, it was revealed that teachers in Malaysia are still rather conservative to the varied choices of literature teaching approaches. They are still applying the traditional method of paraphrasing the literary texts in their literature teaching. This shows that they have lack of exposure to more student-centred literature teaching approaches in order to develop students' interest in the lessons.

2.11.2.7 Inability to respond to higher order questions

Students are often fairly lost when answering higher-order thinking literature questions in examinations because they were only spoon-fed by teachers to answer direct literature questions. Their poor mastery of language hampers them to express their thoughts, and thus, discourages them from reading any other literary work. Students learn literature for the sake of sitting for the public examination in school, which is also made a norm by teachers who ignore the creative part of literature teaching, and dwell only on questions for examination. Language use and enjoyment is ignored.

2.11.2.8 Lack of motivation in school

The school setting also depicts a less favoured learning environment as students have at least two or more languages to acquire in their entire school life. Some students are unable to explore literature due to little exposure to practise the language outside the classroom or after school.

2.11.2.9 Pressure on learners

Students end up heavily burdened or stressed with learning many more other subjects in school in addition to literature that they do not comprehend. Arvidson and Blanco (2004) stated that, struggling readers share the same problems which are weak comprehension, lack of interest and confidence. They spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or the bigger picture by the time they reach the bottom of the page or the end of the story. Literary texts should be more interesting, easy to comprehend and enjoyed by students. Teachers need to be exposed to more interesting student-centred literature

teaching approaches in delivering literature lessons in order to cultivate students' interest in reading literary work in school and thus enhancing students' language proficiency.

2.11.2.10 Teacher Workload

Fook & Sidhu ([Sa]:4) acknowledge the fact that if teachers possess low levels of knowledge in assessment they may not be able to help improve student learning. These teachers may feel overwhelmed and frustrated and consequently might display undesirable work behaviours towards performing best practices in SBA which is exacerbated by literature texts.

The findings also disclosed that the respondents did not have problems in outlining instructional content. Furthermore, most of the ESL teachers in schools were competent in identifying instructional objectives and content for SBA. In that study English Language teachers rated themselves as knowledgeable with regards to the construction of multiple choice questions (MCQ) items. Even though respondents indicated that they had sufficient knowledge in planning and developing MCQs and essay questions as well as administering the test, findings in the study however reveal that respondents still did not possess sufficient knowledge for the successful implementation of SBA practices ([Sa]:8). Apart from that, they should be able to identify the taxonomy of educational objectives. This is to determine the level of difficulty of assessment in accordance to the cognitive and not only on the two types of questions, MCQ and essays.

2.11.2.11 Inability to analyse results

Literature shows that teachers in Malaysia have limited skills at gathering and using classroom assessment information for improving student learning. In fact the findings of many other researchers have also concluded that courses in testing and measurement for teachers should increase emphasis on classroom assessment, and decrease emphasis on large-scale testing. This lack of knowledge in interpreting the scores in the form of basic statistics resulted in poor reporting of test scores in SBA. Another obvious indicator of the respondents' limited knowledge relates to item analysis data. Furthermore, the lack of knowledge in data analysis is evident as the respondents did not maintain an item bank as their knowledge is still limited. In conclusion, it can be said that respondents had limited knowledge in reporting the results and analysing the data of the test which will apparently affect feedback.

The main goal of classroom assessment is to obtain valid, reliable, and useful information concerning student achievement. This requires determining what is to be measured and then defining it precisely so that tasks that require the intended knowledge, skills and understanding while minimizing the influence of irrelevant or ancillary skills can be constructed.

According to Ling and Eng (2016:) factors impacting on the choice of literature teaching are that literature learning has become exam-oriented in secondary schools in Malaysia compelling students to learn the literature component which weighs 20 marks in the 1119 English paper in examination.

Secondly, teachers prefer to employ information-based approaches for the sake of students in gaining intellectual knowledge and assisting them to perform well in the examinations. This is a concern since it has been mentioned that students (Rashid, Vethamani & Rahman, 2010; Divsar, 2014).

Thirdly time constraint is another factor that can prevent teachers from using certain approaches. Teachers are apprehensive to use language-based approach in teaching literature as they are facing with the constraint of time and effort especially in preparing drama-based activities (Divsar, 2014). Teachers have to rush through the syllabus in preparing students for examinations. Lastly, teachers encounter large numbers of students in a classroom which unable them to explore literature with creativity and enable students become their own readers.

2.11.3 Conclusion

For all reasons mentioned in the previous sections, the efficacious teacher is preferred. The teacher who will remain motivated, eager to learn and teach, despite the linguistic and cultural backgrounds of selected literature texts. Despite of the many challenges, the teaching and learning literature still need to be incorporated in English Language classroom as it is the requirement of secondary school syllabus. However, its implementation has to be improved by taking into consideration the needs and desires of ESL teachers and learners. It is beneficial if English teachers could put an extra effort to plan and find out the kind of literature suitable for the cultural, linguistic and developmental levels of the students. It is believed that chosen literary texts which are favoured by most students and teachers will increase the effectiveness of teaching and learning literature in any class

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODCUTION

Theoretical framework is based on the propositional statement from a theory or theories, and it helps to organise the study and provide a context in which to examine a problem by gathering, analysing and interpreting data (Brink, 2003).

As indicated in the preceding section, there are challenges in English First Additional Language literature set-works that might originate from the way teachers assess in the classroom; the way teachers question learners about literature and what teachers know about literature set-works. Since the aim of the study was to make recommendations to improve assessment of literature set-works in Limpopo secondary schools, the study incorporates all components of literature assessment which includes SBA, moderation, and questioning in order to arrive at the relevant strategies to teaching and assessing literature set-works. It calls for teacher efficacy, to ensure that SBA in Literature set-works is fair, valid and reliable hence the self-efficacy theory.

This study is underpinned by Rotter's (1966) and Bandura's (1997) theory of self-efficacy. Self-efficacy is one of the components of the Social Cognitive Theory. Among other interrelated processes of goal realisation in this theory are self-observation, self-evaluation and self-reaction. These components have an effect on motivation and goal attainment (Redmond, 2010), like in this case teachers teach to attain certain outcomes in education, which can be specific

and achieved in a long term. Depending on their self-realisation and reaction to what happens in the classrooms.

Self-efficacy as one of the domains of social cognitive theory suggests reciprocal interactions among the environment, behaviour and personal factors including physiological, cognitive and affective aspects (Bandura, 1986; Raouf, Tan & Chan, 2012). It has been applied to new realms of study including teaching. In teaching, this type of self-efficacy is called teacher efficacy. So self-efficacy theory in this particular study is related to the link between self-efficacy beliefs, how it affects teachers' assessment of literature set-works through their assessment practices and how they ensure that they reach the goals of literature teaching notwithstanding the obstacles. The teachers' abilities are therefore powerful drives influencing their motivation to teach and assess through effort and resilience in order to achieve DBE and EFAL literature goals. Teachers who are efficacious believe they can perform specific tasks successfully despite the challenges.

In 1998, Tschannen-Moran, Woolfolk Hoy and Hoy (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) proposed a model of teacher efficacy that brings together both conceptual strands of teacher efficacy and self-efficacy although there have been some examples of subject-specific teacher efficacy measures thereafter.

Teachers' self-efficacy is brought in here since teachers play a significant role in moving students toward their desired educational goals (Khosravi & Saidi, 2014). Dimopoulou (2012:150) describes teachers' efficacy as how much they believe they can effectively complete the tasks that teaching requires, so that children acquire the skills required for learning. It is the teachers' belief that learners can be taught despite external factors, such as their family environment.

Teacher self-efficacy should be distinguished from teacher “competence,” which is usually interpreted and/or applied to refer to (only) the teacher’s professional knowledge and skills. Teacher self-efficacy is a broader concept, and in fact high self-efficacy underlies and enables successful use of professional knowledge and skills. Thus, teacher self-efficacy is a strong self-regulatory characteristic that enables teachers to use their potentials to enhance learners’ learning. It should be acknowledged that teacher self-efficacy is related to “perseverance;” the stronger the self-efficacy, the greater the perseverance and the greater the perseverance, the greater the likelihood that the teaching behaviours will be successful. That is why Bandura defined self-efficacy as the belief about one’s own capabilities to organise and execute a certain task (Bandura, 1997). The teacher’s task in this study is to teach, assess, give feedback, recognise competence and motivate in a determined professional way to reach the goals of literature and to execute SBA appropriately.

3.2 SELF-EFFICACY BELIEFS

Bandura (1997) proposes four major influences on self-efficacy beliefs, namely, mastery experiences, vicarious experiences, verbal persuasion and physiological arousal which are explained hereunder.

3.2.1 Mastery experiences

Mastery experiences refer to past experiences of success and or failure. They are therefore situations in which teachers demonstrate their own teaching success, thus proving that they are competent teachers (Gavora, 2010). Mastery experience has been identified as the most powerful source of efficacy information because the perception performance has been successful and

typically raises senses of efficacy while the perception of failure lowers senses of efficacy, contributing to the expectation that future performances will also be inept. These are crucial to the learning environment because they provide the most authentic evidence of whether one can master whatever it takes to succeed. Success builds a robust belief in one's personal efficacy, "failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (Bandura, 1997). Teachers who are efficacious learn from their failures, and they build on their success. Whenever teachers engage in teaching activities, they interpret their results and use these interpretations to develop beliefs about their ability to engage in similar activities. These types of teachers will always go back and evaluate themselves by looking into their results or causes of wash-back. The second tenet of self-efficacy is vicarious experiences.

3.2.2 Vicarious experience

Vicarious experience refers to observations of others' successes and failures to create and strengthen self-beliefs of efficacy. People can develop high or low self-efficacy vicariously through other people's performances. Seeing people similar to oneself succeed by sustained effort, raises one's beliefs that they too possess the capabilities to master such comparable activities required to succeed. A person can watch another perform and then compare his or her own competence with the other individual's competence (Bandura, 1977). If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy. An example of how vicarious experiences can increase self-efficacy in the work place is through mentoring programmes, where one individual is paired with someone on a similar career path who will be successful at raising the individual's self-efficacy beliefs. This is even further strengthened if both have a similar skill set, so a person can see first-hand what they may achieve.

In EFAL literature set-works, teachers' who perform well in their assessment practices can be emulated by their counterparts.

3.2.3 Verbal (social) persuasion

Thirdly, verbal (social) persuasion has to do with verbal interactions that someone receives about his or her performance and prospects for success. The verbal persuasion in the form of feedback regarding the adequacy of performance impacts learners' self-efficacy beliefs. Social persuasion may entail a specific performance feedback that depends on the credibility, trustworthiness, and expertise of the persuader (Bandura, 1997, 1986). Beyond direct attempts at persuasion, other social factors may be important as well. For teachers, forms of verbal persuasion can include the responses of their learners (Mulholland & Wallace, 2001) and the sense of collective efficacy within the entire faculty (Goddard & Goddard, 2001).

Self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform (Redmond, 2010). Using verbal persuasion in a positive way generally leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative it can lead to doubts about oneself resulting in lower chances of success. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010). The effect of contextual factors, and how these factors interact to affect teacher self-efficacy, has not been well addressed in the literature.

3.2.4 Psychological (emotional) arousal

Lastly, psychological (emotional) arousal adds to a feeling of capability or incompetence, depending upon whether it is experienced as a sense of anxiety or of excitement about a performance. It is not the arousal state per se but the meaning given to it that affects one's perceived self-efficacy. Some examples of physiological feedback are: giving a speech in front of a large group of people. All of these tasks can cause people to be anxious in some way. Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy.

Bandura (1986:399) emphasises that successes raise efficacy appraisals; repeated failures lower them, especially if the failures occur early in the course of events and do not reflect lack of effort or adverse external circumstances." They lower self-efficacy beliefs resulting in decreased motivation and resilience (Tschannen-Moran et al, 1998). A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort (Baron, 2004). The increase in self-efficacy results in greater effort and persistence over time.

Efficacious teachers have both skills and motivation and beliefs that they have the ability to produce desired results; they will be more likely to persevere when things go wrong. When a teacher has a high sense of efficacy, they will set high expectations for their learners and in doing so, will generate positive change in some of the most difficult students. Their own ability to plan, organise and carry out activities helps them to attain given educational goals.

Teacher self-efficacy therefore impacts not only on the teacher's performance, but it also impacts on their learners' performance. There is a need for teachers to understand the current assessment practices in EFAL literature set-works. Teacher beliefs about the difficulty of implementing assessment are negatively correlated with teachers' practices.

Apart from the teachers' own will and possession of content knowledge through training, teachers need support from the school management teams, clusters and districts to ensure that they receive appropriate professional development (Kamunima, 2014). Teachers need training on policy implementation, assessment and how and when to implement appropriate reading strategies in literature set-works. However, certain contextual factors have an influence on teachers' sense of efficacy. Teachers may also have certain perceptions of their work, which are subjective, and may differ considerably from the way others see things. As such, there are many factors in the educational environment that have an effect on teachers' sense of efficacy. These aspects include personality of the teacher, the behaviour of learners, class size, type of activities, size of school, relationships between teachers and parents' decision making structures. Additionally, the formal and informal social structures, nature of the district, state and national legislative agencies and mass media all impact on the teachers' efficacy (Rangraje, 2002). In other words a teacher who is professionally well-qualified may not be a successful teacher if personal negative or inhibiting emotional factors come into play (Gavora, 2010).

However, teachers who are determined, perseverant and self-assured that they will overcome these distractors are those who reach their goals.

The self-efficacy theory is an apposite scale to conceptualise the teacher who is involved in the SBA of EFAL literature set-works. It helps the researcher and readers to understand and speculate the type of teacher who fittingly assess Paper Two in the classroom.

Some studies have been done on the teacher efficacy and the teaching of English Literature.

The study conducted by Sidhu and Fook (2010) interviewed five teachers' on their perceptions of the Contemporary Children's Literature (CCL) programme

Teachers were able to vocalize the benefits that literature could bring into their ESL classroom. The teachers felt that CCL could help improve their students' language proficiency. They also voiced their support and belief in the programme and rated their level of knowledge of the programme close to 80.0 %. Nevertheless, teacher confidence stood at 68.0 % and four out of the five teachers felt they needed additional training in literature. Students' limited proficiency and insufficient Readers were among the main issues that the teachers raised. Insufficient supplementary materials and insufficient training were also issues of concern raised by these teachers. Classroom observations indicated that the instructional practices of teachers entail them spending a lot of classroom time addressing the whole class.

Further analysis revealed that question and answer comprehension was the main activity in the CCL classroom. When these interactions were analyzed, findings indicated that very little time was spent on comprehension instruction as teachers focused classroom time on assessments and giving assignments. Very little assistance was provided for help with classroom assignments. Besides that, photocopied worksheets taken from commercial workbooks seemed to be the only resource material used by teachers in the teaching and learning process. Furthermore, the Reader was seldom used, referred to or exploited for study in the CCL classroom and the study of literary elements was minimal. All these findings indicate that perhaps the MOE needs to re-examine the nature of the implementation of the CCL programme. The following are some implications, which may facilitate the achievement of the aims set out by the ministry.

The study by Kaur and Mahmor (2013) examined the role and the position of the English Literature component in the Malaysian English curriculum. This paper proposes that English Literature as a subject should be reconceptualised given its potential to help educate and prepare young Malaysians for the impact of globalization and the vibrant changes and challenges in the Malaysian political and social context. Literature should no longer be considered merely as a tool to increase English proficiency; it should serve as a bridge to educate young Malaysians about their rich literary traditions, heritage and culture.

Isa and Mahmud (2012:77) reported on a two year research sponsored by the Education Ministry of Malaysia on a selection of literary texts needed for Malaysian secondary schools.

The students thought that the choice of themes should be differentiated across gender and class levels (Form 2 – Form 5). They felt that females like love themes much more than males and this applies for all Form Two to Form Five students, both enjoy mystery and adventurous texts. Texts should be contextual and culturally bound, preference given to local texts. Texts should be happy ones and not morbid. Texts should be suitable for teenagers so that they can relate easily for example themes related to teenagers' issues. The teachers believe that literary texts used in Malaysian secondary schools are challenging and difficult in terms of the students' level. Foreign texts used are difficult and should be used at a later stage. Texts should be selected based on Malaysian and Asian context. Foreign texts selected must be easy to be comprehended and enjoyed by Malaysian students. Generally, the students have positive views on learning the English language syllabus for secondary schools is achieved if not all. Through their engagement with literature texts in schools especially, students develop an understanding of other societies and their cultural practices, and the various values and traditions which they adhere to.

Despite the positive response towards learning literature in English, the data revealed that reading literary text in English is not a preference as a hobby. This gives the impression that most students learn literature because it is part of the school curriculum. This is reflected in the moderate percentages of students who enjoyed the novels, short stories and especially the poems as discussed earlier. As the data suggest, there appears to be problems of interest associated with the learning of literature. When the interest is lacking, this will in turn affect comprehension.

These teachers also asserted that foreign texts are challenging in terms of jargons and cultural context. They are adamant that foreign texts should be selected with caution as these texts are not easy to teach. They also voiced their concern over exam-oriented teaching and time constraint in the literature classrooms.

It is obvious that comprehension of poems is most salient. The various language styles and the linguistic literary devices used in poems make it difficult for students to engage with the text.

The novels and short stories also received a similar response. Some texts are culturally and contextually foreign that students lose interest and fail to engage deeply with the texts. These texts lack appeal to the students concerned. Teachers interviewed shared the same views. All agreed that the literary texts used for all the Form 1, 2, 3 4 and 5 are not suitable to the students' level. Based on their experiences, most of the teachers reasoned that the foreign texts used are too difficult for the rural and sub urban school students. It appears that students prefer prose forms with local and foreign content provided that they can relate to the content, context and culture.

Texts selected should be contextually and culturally bound relevant to their age groups and proficiency levels, as well as social and emotional development. Selection of the various genres also seems to have an impact on the students' interest in learning literature. It

This research has provided valuable insights in the attempt to engage students in meaningful literature learning experiences. The teaching of literature would be a laborious task if issues relating to texts selection are not addressed. The very aim of the inclusion of literature component to motivate students to read may be in jeopardy if students feel burdened by texts in which they cannot make sense of or connections with.

The study by Lekhu.(2013).assessed the science teaching efficacy of the Physical Science teachers in the secondary schools of the Free State province of the Republic of South Africa.

It was aimed at determining the effect of the demographic factors and the teachers' level of preparedness regarding content knowledge and assessment skills on science teaching efficacy. Teachers believe in their own teaching abilities (Personal Science Teaching Efficacy beliefs) and they believe learners' learning can be influenced by effective teaching (Science Teaching Outcome Expectancy beliefs). In addition, analyses of data on the respondents' level of preparedness to teach Science indicated a high level of self-rated Science knowledge, with higher confidence levels in Physics than in Chemistry among in-service secondary teachers.

The life-world of the teacher involves a complex network of relationships with himself, with ideas, with objects and with others. Teachers are achievement oriented. (Rangraje, 2002) Most teachers strive to realise their full potential through self-actualisation.

Results have shown that teachers with a high sense of efficacy are generally strongly motivated and satisfied with their jobs, persevere when faced with obstacles, maintain good classroom discipline, and attempt to bring out the best in their students. Conversely, teachers with a low sense of efficacy give up easily when faced with obstacles, are afraid to accept challenges, feel inadequate in the classroom, and harbour feelings of guilt and trepidation when their students perform poorly.

Teachers need to be developed professionally. Proactive professional development programmes should be designed to extend the personal strengths of teachers. Professional development provides opportunities for teachers to acquire new skills and attitudes which can enhance their efficacy. Teaching conditions need to be reformed. This involves transforming the micro system, ecosystem, ecosystem, and macro system. Teachers need to undertake initiatives which are designed to improve their efficacy. At the same time, school management and education authorities need to improve working conditions so that more effective teaching can take place. Teachers need to be satisfied with their jobs in order to perform effectively. The workload of teachers needs to be reduced considerably to enable them to focus more on particular tasks.

Furthermore, teachers need greater incentives to motivate them to perform more effectively, because stress in the workplace needs to be reduced if teachers are to perform optimally.

Ghasemolanda and Hashimb (2013: 890 – 899) state that there are two major dimensions of teachers' perceived efficacy discussed in literature on teacher's sense of efficacy: Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE) (Coladarci, 1992; Soodak & Podell, 1997; Woolfolk & Hoy, 1990; Tschannen-Moran & Woolfolk Hoy, 2001). Personal Teaching Efficacy refers to teachers' beliefs about their own ability to make a difference in their students' learning, whereas General Teaching Efficacy comprises teachers' beliefs about

the power of factors outside of the school and teacher's control in affecting student performance. Both GTE and PTE were the two items measured in the earliest teachers' efficacy studies headed by Rand Corporation (Armor et al., 1976; Berman et al., 1977),

The study Ghasemolanda and Hashimb (2013) examined the efficacy beliefs of non-native English speaking (NNES) EFL teachers in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency in selected language centres in one Middle-East country. The results showed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency

3.3 THE ENVISAGED EFFICACIOUS TEACHER IN EFAL LITERATURE SET-WORKS ASSESSMENT

According to the principle of self-efficacy (as part of a larger theoretical framework known as social cognitive theory) human achievement depends on interactions between one's behaviours, personal factors and environmental conditions (Schunk, 2003). Although teachers should be sufficiently competent and efficient to meet the variety of students' needs (Tschannen-Moran & Hoy, 2001) to consequently promote the level of the learners' achievement, models of behaviour, verbal persuasion and a high level of mental and physical alertness is required. Teachers need to be capacitated and be motivated so that they acquire skills that may lead to increased use of met cognitive strategies and thus, to increased performance levels (Pintrich and De Groot, 1990).

It cannot be overruled though that some of the most powerful influences on the development of teachers' level of efficacy are experiences during their student-

teaching and the induction year (Mulholland and Wallace, 2001), but efficacious teachers in their capacity to manage teaching and assessment practices which have an influence on the performance of learners, should possess capacity and content knowledge to achieve the required results.

In the classroom settings, teachers are constantly conducting various kinds of assessments to draw inferences about their learners from the texts and contexts that encounter in literature set-works. At the same time, teachers provide various kinds of feedback to learners, such as their judgment of their students, report to parents, their expectations and what is valued in their class. As such efficacious teachers should be able to administer a variety of assessment tasks and provide constructive feedback to learners. They have a primary responsibility for designing and using assessments to evaluate the impact of their own instruction and gauge the learning progress of their students; however, practices must not create tensions for summative assessment. Efficacious teachers always perform tasks with maximum effort, participate more readily, work harder, persist longer even when they encounter many difficulties, and try their best to achieve at a higher level performances (Schunk, 1995).

Self-efficacy is not only important for influence on academic achievement of learners, but it influences and improves skills of doing things, develops the knowledge and yields better outcome of expectations. Self-efficacious teachers develop a range of teaching skills that can cope with diverse learners, use a variety of strategies, create conducive classrooms, and assist learners to learn from their errors, provide motivational strategies, promote learners' autonomy and cater for different abilities during the teaching of reading (Drummond, 2005). Teachers who doubt their subject knowledge or skills envision low results from their learners because they do not acquire the skills themselves.

It is imperative for teachers to possess academic skills to teach and assess learners to perform well in EFAL literature. The way they feel and believe about themselves is linked to academic achievement; with high levels of self-efficacy they can approach the content with confidence. High self-efficacy teachers are expected to be more committed to their work to achieve the set goals. Learners in South African integrated schools bring their cultural experiences and perspectives into learning attitudes and behaviours just as educators carry their specific cultural experiences and perspectives into their educational actions and decisions. Inevitably cultural conflict results from these different systems encountering each other in pluralistic classrooms. If these differences are not mediated consciously, the efficacy of the instructional process can be hugely jeopardized (Enoch, 2007). Dedicated teachers are envisaged to also acquire information from knowledge of others through social comparisons. They have the ability to believe that they can exceed their capabilities, not considering that learners have difficulties, or complaining about little effort to find materials. They help learners succeed despite the problems. Their motivational effects enhance learner achievement, as well as teachers themselves as their self-efficacy convey messages that they can succeed. Teacher self-efficacy is therefore a significant predictor of student achievement.

Beside motivation and dedication, the envisaged efficacious EFAL literature set-works teacher must execute the roles entrusted to them by the Norms and Standards for teachers (2000) and Government Gazette, no. 34467 (2011) as outlined below (Norms and Standards for Teachers, 2000). The envisaged self-efficacious teacher should be a/an

:

3.3.1 Specialist in a phase, subject discipline or practice

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the phase, subject, discipline or practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate for the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialisation. A teacher with these levels of competencies will not be discouraged by introduction of new practices or approaches to teaching. Teachers should remain grounded in knowledge and continue to maintain standards for their subjects.

3.3.2 Learning mediator

According to Everling (2013:1) many teachers today do not have the training necessary to provide the high quality, linguistically accommodated instruction necessary to be successful in a content-based English Second Language classes. The envisaged EFAL literature teacher is supposed to mediate learning in his or her domain. The teacher will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; and communicate effectively, showing recognition of, and respect for the differences in others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

The efficacious teacher will be able to recognise learner potential and differentiate learning according to learners' needs.

3.3.3 Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes; identify the requirements for a specific context of learning; and select and prepare suitable textual and visual resources for learning. The educator will also select sequence and pace of the learning in a manner sensitive to the differing needs of both the subject and the learners.

3.3.4 Leader, administrator and manager

The educator will make decisions appropriate to the level; manage learning in the classroom; carry out classroom administrative duties efficiently; and participate in school decision-making structures. These competences will be performed in ways which are democratic; which support learners and colleagues; and which demonstrate responsiveness to changing circumstances and needs.

3.3.5 Scholar, researcher and lifelong learner

The educator will achieve on-going personal, academic, occupational and professional growth, through pursuing reflective study and research in their field, in broader professional and educational matters, and in other related fields.

3.3.6 Assessor

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

3.3.7 Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow-educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

The efficacious EFAL teachers must be therefore being creative and innovative enough to blend their characters and content knowledge into the situations in their classrooms to acquire targets set by their schools and districts. The EFAL literature teacher should be able:

- to know the trends of the paper by becoming a researcher in the paper,
- to know various assessment strategies and apply them,

- to design tasks that will prepare learners for final examinations,
- to interpret literature set-works for learner understanding,
- to give feedback to learners to improve performance,
- to seek help and support for EFAL literature set-works improvement in EFAL, and
- to perform under diverse conditions found in South African classrooms, particularly in Limpopo Province, on which this study was based.

Furthermore, Everling (2013:1) adds that with the continuing growth of the school aged population of English language learners, schools must provide instruction in the English language and in the various content areas in order for the English language learners to be academically successful. The growth rate of English language learners has greatly outpaced the professional development teachers have received to teach them. A lack of sufficient, quality professional development can impact the teachers' self-efficacy which can result in the teachers having lower confidence in their knowledge and ability to be effective. Teachers with lower self-efficacy are not as effective in their instruction. Everling (2013:2) gives an example of the United States schools which are highly diverse, including students with a wide range of cultural and linguistic backgrounds. In these types of classes teachers should be equipped in all content areas to teach the learners what is expected of them. Everling (2013:2) adds that self-efficacious teacher is a person with the higher performance that will impact not only the teacher's performance, but it also impacts their learners' performance. Teachers of English need to be confident of their ability to communicate effectively and to effectively provide high quality instruction.

However, Wossenie (2014:221) believes that the concept of teachers-efficacy may or may not be congruent with self-efficacy theory and research into it at various contexts since teaching practices and conditions show considerable variation within and across countries, and variations in teaching environments

and teaching practices may influence teachers' beliefs about their roles and responsibilities. Wossenie (2014:220) adds that teacher-efficacy is related to higher levels of student achievement and student motivation, and has been shown to influence teachers' instructional practices, enthusiasm, commitment, and teaching behaviour. Studies on teacher efficacy have provided evidence of the significance of the role of efficacy on teachers' behaviour. Findings indicate that teachers' efficacy beliefs not only have considerable influence on their instructional practices and classroom behaviour but also have formative effects on their students' achievement and motivation (Goddard, Hoy and Woolfolk-Hoy, 2004; Tschannen-Moran and Barr's, 2004; Ashton and Webb, 1986). In this regard, teachers with high efficacy beliefs manage negative affective experiences better than teachers with low efficacy beliefs

The study conducted by Wossenie (2014) on EFL teachers' self-efficacy beliefs, pedagogical success and students' English achievement demonstrated that English Foreign Language (EFL) teachers had high levels of self-efficacy experience which were reflected in their pedagogical success and students' English academic achievement scores. Constant attention needs to be paid so as to strengthening EFL teachers' self-efficacy beliefs through targeting the sources of efficacy that enhance teacher professional development which in turn help to meet the growing demands of students' effective target language learning.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter reviewed the literature that shed understanding of the self-efficacy theory. This chapter describes research protocol followed to gather information to answer the research question, thus, sample selection, data collection, data analysis, ethical concerns and limitations are discussed.

4.2 RESEARCH METHODS AND DATA COLLECTION

Qualitative and quantitative research studies are structured by bias issues, namely, epistemology, theoretical perspective, methodology and methods.

Firstly, quantitative research is informed by objectivist epistemology and thus seeks to develop explanatory universal laws in social behaviours by statistical measurements, while qualitative research is based on a constructivist epistemology and explores what it assumes to be a socially constructed dynamic reality through a framework which is value-laden, flexible, descriptive holistic, and context sensitive. It tries to understand how social experience is created and given meaning.

Secondly, quantitative methods require the researcher to employ a pre-constructed standardised instrument or pre-determined response categories

and concerned with the outcomes, generalisation, prediction, and cause-effect relationships through deductive reasoning. Quantitative methods and procedures allow the researchers to obtain a broad and generalisable set of numeric findings and present them succinctly and parsimoniously.

Yilmaz (2013:313) mentions that qualitative researchers are on the other hand concerned with process, context, interpretation, meaning to understanding through inductive reasoning. For that reason qualitative researchers require an in-depth study of lives and issues in natural settings without resorting to standardised pre-determined categories of analysis.

Yilmaz (2013:310) says that these underpinnings are becoming more differentiated in the qualitative research. Yilmaz (2013:311) criticises the definition by Strauss and Corbin that qualitative research is any type of research that produces findings not arrived at by statistical procedures or other means of quantification. Yilmaz argue that simply focusing on procedures and techniques and not on other aspects of the research design is not sufficient. Qualitative research is based on the epistemological assumption that social phenomena are so complex and interwoven that they cannot be reduced to isolated variables. It thus does not belong to a single discipline not single methodology.

According to Denzin & Lincoln (1998:27) the qualitative inquiry is thus identified with a relativist ontology (the notion of multiple realities is accepted), a subjectivist epistemology (the idea that understandings are created through interaction between the knower and the unknown or subject), and a naturalistic (subjects are studied in their natural settings) set of methodological procedures). Creswell (2007:17) adds that there two more; axiological one means the idea that no research endeavour is value-free in that researchers brings their values to what is researched, and rhetorical means that the

language of research is subjective in the form of first person account.

Quantitative mode	Qualitative mode
<p><i>Assumptions</i></p> <ul style="list-style-type: none"> • Reality is single, tangible, and fragmentable. Social facts have an objective reality. • Knower and known are independent, a dualism. • Primacy of method • Variables can be identified and relationships measured • Inquiry is objective, value-free. <p><i>Purposes</i></p> <ul style="list-style-type: none"> • Generalisability (Time and context free generalisations through nomothetic or generalised statements) • Prediction • Causal explanations <p><i>Approach</i></p> <ul style="list-style-type: none"> • Begins with hypotheses and theories • Manipulation and control • Uses formal, structured instruments • Experimentation and intervention • Deductive • Component analysis • Reduces data to numerical indices • Abstract language in write-up <p><i>Researcher Role</i></p> <ul style="list-style-type: none"> • Detachment and impartiality • Objective portrayal • Etic (outsider's point of view) 	<p><i>Assumptions</i></p> <ul style="list-style-type: none"> • Realities are multiple, constructed, and holistic. Reality is socially constructed. • Knower and known are interactive, inseparable. • Primacy of subject matter • Variables are complex, interwoven, and difficult to measure. • Inquiry is subjective, value-bound. <p><i>Purposes</i></p> <ul style="list-style-type: none"> • Contextualisation (Only time and context bound working hypotheses through idiographic statements) • Interpretation • Understanding actors' perspectives <p><i>Approach</i></p> <ul style="list-style-type: none"> • Ends with hypotheses or grounded theory • Emergence and portrayal • Researcher as the instrument • Naturalistic or non-intervention • Inductive • Searches for patterns • Makes minor use of numerical indices • Descriptive write-up <p><i>Researcher Role</i></p> <p>Personal involvement and partiality</p> <ul style="list-style-type: none"> • Empathic understanding • Emic (insider's point of view)

Table 4.1 Comparison of quantitative and qualitative modes of inquiry

Adapted from Lincoln & Guba (1985)

4.3 POPULATION AND SAMPLING

Sampling is simply the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Mugo, 2002). A population is a group of individuals, persons, objects, or items from which samples are taken for measurement while a sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When sampling is done from a population, either probability or non-probability approaches are used. In other words, all people or items with the characteristic one wishes to understand whereas a sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population (Field, 2005). The sample for this study was teachers who teach literature set-works in English first additional language in Grade 12 in Limpopo schools.

In probability sampling, all elements in the population have some opportunity of being included in the sample, and the mathematical probability that any one of them will be selected can be calculated. Doherty (1994:21-28) advises that in probability based sampling, the first step is to decide on the population of interest and ensure that every element of the frame has a known chance of being selected.

With non-probability sampling, in contrast, population elements are selected on the basis of their availability or because of the researcher's personal judgment that they are representative it does not involve random selection (Field, 2005). It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection. Non-probability sampling includes: accidental sampling, convenience samples quota sampling,

purposive sampling and snowball sampling. This study selected cases purposefully because participants were chosen with “a purpose” in mind based on the basis of appropriateness for the study. Hence, the type of sampling is termed judgemental or purposive sampling.

The application of purposive sampling entails categorizing subjects in accordance with ex ante identified criteria based on the research problem (Mack et al 2005). The sample size is more of function of available resources, time constraints and objectives of a researcher’s study. This implies that sample size may or may not be fixed ex ante prior to data collection and sampling strategy is generally determined in line with theoretical saturation. Opong (2013:203) establishes that the notion of sampling as applied in qualitative research entails that only subsets of the population known and referred to as sample is selected for a given research enquiry. The sole purpose is to select information-rich cases for in-depth study depending on study purpose.

All the participants for this study were selected through purposive sampling since qualitative research typically involves this type of sampling to enhance understanding of the information-rich cases (Patton, 1990) in order to provide information that cannot be obtained from any other parties (Maxwell, 2005). The participants were selected for a specific purpose determined by the characteristics they have, which are teaching and assessing EFAL literature set-works in secondary schools in Limpopo Province. The general rule in qualitative research is that you continue to sample until you are not getting any new information or are no longer gaining new insights, that is, when saturation is reached (Elmusharaf, 2012). With careful sampling and equally careful collection techniques, a surprisingly small number of interviews, narratives or focus groups can yield the data to answer your research question.

Mack et al (2005) maintain that because it is not necessary to collect data from everyone in a community in order to get valid findings in a qualitative research the research objectives and the characteristics of the study population determine which and how many people to select. An appropriate sample size for a qualitative study is one that adequately answers the research question. In general, sample sizes in qualitative research should not be too large that it is difficult to extract thick rich data. At the same time, the sample should not be too small that it is difficult to achieve data saturation (Flick, 1998; Morse, 1995), theoretical saturation (Strauss & Corbin, 1990), “or informational redundancy” (Lincoln & Guba, 1985)

Doherty (1994:21-28) pronounces that despite its wide use, there are numerous challenges in identifying and applying the appropriate purposeful sampling strategy in any study. For instance, the range of variation in a sample from which a purposive sample is to be taken is often not really known at the outset of a study. An iterative approach of sampling and re-sampling to draw an appropriate sample is usually recommended to make certain that theoretical saturation occurs (Miles & Huberman 1994). However, saturation may be determined a priori on the basis of an existing theory or conceptual framework, or it may emerge from the data themselves, as in a grounded theory approach (Glaser and Strauss, 1967). Second, there are differences in opinion about these approaches among qualitative researchers, with some refusing systematic sampling of any kind and rejecting the limiting nature of such realist, systematic, or positivist approaches. Negotiating and gaining access to research subjects and sites and ways to tackle the challenges posed should be taken care of by the researcher. The process involved is time consuming and exercise of patience is needed in order to cope (Devers and Frankel, 2000 & Oppong, 2013)

Twenty participants from five districts of Limpopo Province participated in the four focus group interviews and 139 respondents completed the open-ended questionnaires assessment of EFAL literature set-works in secondary schools.

The four groups consisted of both men and women with each focus group comprising five participants (a total of 20).

Participants were sampled and recruited purposefully through the permission of the Department of Education in Limpopo Province (refer to appendix A). The focus groups were characterized by teaching EFAL as the factor of homogeneity to ensure a degree of commonality among the participants. In other words, all the participants are secondary school teachers who teach EFAL literature set-works in Grade 12 in Limpopo Province.

4.4 SAMPLE BIAS

4.4.1 What is sampling bias?

Bias refers to ways in which data collection or analysis is distorted by the researcher's theory, values, or preconceptions. It is clearly impossible to deal with these problems by eliminating these theories, preconceptions, or values, as discussed earlier. In qualitative research, the main concern is with understanding how a particular researcher's values influence the conduct and conclusions of the study (Maxwell, 2005). The challenge of sampling in this type of research especially with reference to sample bias can be addressed by applying different techniques of data collection (Tuckett and Stewart, 2004) because the qualitative researcher has to first identify and negotiate access to sites and individuals. Devers and Frankel (2000:264) note that the researcher is the research instrument and most studies pertaining to the application of qualitative research techniques necessitate the development, sustenance and subsequent ending of relationships with research participants as well as sites. Besides, a researcher who is unable to solicit and obtain subjects cannot

proceed with sampling as well as research (Oppong, 2013). The researcher has to find ways to gather information, but at the same time minimise bias.

In this study participation was firstly secured by seeking clearance from the university research ethics office, seeking approval from gatekeepers, for instance, Department of Education, that helped to exercise some element of control over teachers as participants (Oppong 2013:205).

Oppong (2013:207) advises that one rule of thumb is to start with a small sample size, to minimize sampling errors to tolerable levels. The intention is not to make statistical generalisations from this qualitative study, but rather to tap the wealth of insights from the numerous respondents (Lincoln et al, 1985).

In this study the researcher attempted to minimize bias by applying the following:

- Allowing the research participants enough time to complete open-ended questionnaires.
- Ensuring that the research participants are independent and treated with respect so that they are protected from exploitation.
- Ensuring that the participants are independent to participate in the research without coercion.
- By asking quality questions at the right time, hence the prepared interview guide was used during the focus group interviews. That is why the researcher used the interview guide, and the open-ended questionnaire to allow respondents to freely complete without them without coercion by expressing and presenting their experiences in-depth.

The researcher in this way attempted to also apply bracketing in the research process to hold assumptions and presuppositions in suspended to improve the rigour of the research (Holloway 2005:289) so that the information given by the participants could not be interfered with. Bracketing requires the researcher to remain neutral with respect to belief or disbelief in the existence of the phenomenon (Streubert Speziale & Carpenter 2003:55) “suspending as much as possible the researcher’s meanings and interpretations and entering into the world of the individual who was interviewed” (Tesch, 1992).

In this study the researcher employed qualitative methodology. Multiple methods were used to establish credibility of the investigation. Methods of choice were focus group interviews, open-ended questionnaires, and documents analysis and field notes. The intention of using multiple methods was to strengthen the findings of the study - triangulation eliminates bias (Mathison, 1998). Data were analysed using the constant comparative method (Glaser & Strauss, 1967) and Tesch (1990) method of analysis.

The interview guides (see appendices C & D) was developed and used to guide the group discussion for credibility and for bracketing issues. An open-ended questionnaire was also developed to corroborate data (see appendix F). Group discussions were audio-recorded and transcribed ad verbatim for analysis. Data analysis was performed using Tesch (1990) method. Emergent themes from all data sources were synthesised. The following section explains data collection methods employed in the study are explained below:

4.5 DATA COLLECTION METHODS

4.5.1 Focus groups interviews

4.5.1.1 Description of focus group interviews

The term focus group was coined by Kendall in 1956 to apply to a situation in which the researcher asks very specific questions about a topic after having already completed considerable research (Frey & Fontana, 1993). Focus groups first emerged in market research as early as the 1920s (Loots, 2009), but the technique became popular in qualitative research in market research and surveys operationalised in the 1950`s and 1960`s (Robson, 2002). It is also named focus group discussion.

A focus group discussion is an informal discussion among a group of selected individuals about a particular topic (Wilkinson, 2004), but importantly, the term “focus” essentially emphasises that the group will discuss a precise topic of interest rather than broad generalities (Boddy, 2005) for obtaining in depth information about the inner experiences of participants. It is structured and focused with a small group of people, run by a facilitator (moderator) or using a moderating team (Prince & Davies, 2001, Marczak & Sewell, 2007) to produce qualitative data through a set of open-ended questions.

Focus group discussions are also referred to as interviews – as the sessions are often filled with debate, controversy, disagreement and analysis of the issue(s) discussed in the group (Subreenduth, 2003). They are interchangeably called by the phrases focus group interviews or focus group discussions.

4.5.1.2 Composition of focus group interviews

There is a vast literature on composition of focus groups; ranging from four to thirty-one members (Gloet, 2002). It is argued that focus group research should comprise a minimum of three groups (Krueger, 1994). Other researchers believe a composition of four is sufficient (Seggern & Young, 2003; Boddy,

2005). Well-designed ones consist of between 6 and 12 participants (Baumgartner, Strong, & Hensley, 2002; Bernard, 1995; Johnson & Christensen, 2004; Langford, Schoenfeld, & Izzo, 2002; Morgan, 1997; Onwuegbuzie, Jiao & Bostick, 2004; Onwuegbuzie, Dickinson, Leech, & Zoran, 2009). The goal that focus groups should include enough participants is to yield diversity in information provided, however they should not be as large as to be unwieldy or to preclude adequate participation (Merton, Fiske & Kendall, 1990:137). Krueger (1994:17) has endorsed the use of very small focus groups, what he terms “mini-focus groups” which include three (Morgan, 1997) or four (Krueger, 1994) participants who have specialized knowledge or experiences to discuss in the group.

A large focus group may produce wide-ranging ideas, but may also produce a competitive environment to those vocal and dominant members when they expect that a focus group must be completed within a specified time frame (Dreachslin, 1999). A qualitative study by Subreenduth (2002) on “black teachers (re)negotiation and (re)construction of their pedagogical practice within South Africa’s post-apartheid curriculum” was conducted three focus groups comprising five members each. Although there is no iron-clad rule about how many focus groups are enough, Evmorfopoulou (2007) and Krueger (1994) argue that focus group research should comprise a minimum of three groups run between half an hour to two-and-a-half hours per focus group (Stewart & Shamdasani, 1990; Leitão & Vergueiro, 2000, Greenbaum, 2003, Evmorfopoulou, 2007). Well-designed focus groups usually last between one and two hours (Morgan, 1997; Vaughn, Schumm & Sinagub; 1996; Robinson, 1999). Khan, Anker, Patel, Barge, Sadhwani & Kohle (1991:2) add that the population should be divided into homogeneous subgroups according to characteristics relevant to the research, such as geographical areas. It is usually recommended that focus groups consist of individuals who are not acquainted with one another to increase the likelihood that group members express themselves frankly. For topics which are not sensitive, the type of

informant does not make much difference, and the usual rule of anonymity can be relaxed. However, in the case of sensitive issues, participants who do not know one another provide better information than acquainted ones.

4.5.1. Merits and demerits of focus group interviews

Focus groups are useful because in-depth discussions of the topic and multiple responses can be obtained in a shorter period of time than individual interviews. In Seidman's words (2006:14) interview is used due to its powerful way to gain insight into educational and other important social issues through understanding the experience of the individuals whose lives reflect those issues. As a method of inquiry, interviewing is most consistent with people's ability to make meaning through language. It is advantageous to employ them since they can cover a large number of people in the same group (Wall, 2001), as an efficient way of gaining a large amount of information (Krueger, 1994; Gibbs, 1997; Barrows, 2000) and particular opinions or attitudes (Hines, 2000) in a short time, so they are effective for accessing a broad range of views on a specific topic, as opposed to achieving group consensus. However, this can cost quite a lot of money for time taken over question development, pre-testing and recruitment and screening processes, plus the costs of moderation fees, accommodation for participants, translation and transcription, tape and video equipment hiring, incentive costs, hospitality for respondents, and travel and accommodation for the facilitator (Davies, 2007). Furthermore, a common challenge in focus groups is to ensure that both reticent and gregarious participants have an opportunity to be heard. The facilitator of the focus group must be skilled in group process to ensure success. A suggestion is that during the focus group interview, usually an observer or assistant moderator should make critical observations and notes about interactions between group members, power dynamics, seating arrangements, nonverbal gestures, enthusiasm, voice tone, sarcasm, influences in the physical environment, and any other relevant information (Hofmeyer & Scott, 2007; Loots, 2009). For the purposes of this study it was solely done by the researcher since it is a scholarly academic assignment.

The researcher followed uniform protocol to ensure consistency among all the participants from all focus groups when the interviews were conducted; that was ensured by using an interview guide. Open-ended questions in this regard were preferred because they set similar standards for all the participants. Mack et al (2011:5) note that open-ended questions have the ability to evoke responses that are meaningful, unanticipated by the researcher, rich and explanatory in nature. The researcher also applied relevant techniques including asking one question at a time, verifying unclear responses, and using follow-ups and probing, while giving the participant an opportunity to respond to individual questions; staying neutral, and providing positive reinforcement by looking interested.

Mack et al (2005) state that on the one hand focus group interviews are socially oriented research procedures that allow the moderator to probe. Discussions in this method have high face validity at a relatively low cost. They can provide speedy results and at the same time the researcher can increase the sample size of qualitative studies to reach saturation. On the other hand groups in these methods can vary considerably and as a result be difficult to control. They require an environment that is conducive which can be difficult to arrange for. Huge amounts of data may also be difficult to analyse and they require the experience of a trained moderator.

4.5.1.4 Administering the focus group interviews

The study interviewed four groups that comprised homogeneous participants purposefully selected groups from five districts in Limpopo Province. According to Krueger (1994) cited in Onwuegbuzie, Dickinson, Leech & Zoran (2009) three to six different focus groups are adequate to reach data saturation and/or theoretical saturation, with each group meeting once or multiple times.

The focus group interviews were held on separate dates. Four focus group interviews were conducted. Each focus group comprised five participants, each from the following districts of Limpopo: Capricorn, Mopani, Sekhukhune, Vhembe and Waterberg. The participants were samples purposefully. Additionally the aim to manage, involve and encourage all members to deliberate and purposefully participate was successful and it was convenient to note similarities, differences and identities among all focus groups because same questions were asked in the same sequence. The following steps were followed before, during and after the focus group interviews as guided by Mack, Woodsong, Macqueen Guest & Namey (2005). The researcher ensured the following before the focus group interviews were conducted:

- Organised venues which were made accessible, convenient, noise free with inviting, comfortable, relaxing, and productive for creation of atmosphere conducive to all participants and the interview were prepared in advance,
- Participants were advised of informed consent about participating in research which is a basic principle of research ethics, and ensured that the consent was obtained and
- Ensured that the tape recorder was working.

During the interview the researcher ensured the following:

- Informed consent was orally verified,
- Conducted the interview according to the prepared interview guide,
- Ensured that the techniques such as probing, clarification, paraphrasing, and minimal verbal and non-verbal responses were applied,
- Gave participants the opportunity to ask questions and to make additions,
- At the end of the interview the researcher did the following:

- Thanked the participants for their participation in the project,
- Reimbursed the participants in accordance with travel costs,
- Served participants with refreshments,
- Labelled the interview notes, and
- Expanded the field notes.

Morgan (1988) suggested that focus groups preferably be facilitated by someone other than the researcher in order to avoid bias, however in this study the focus group interviews were conducted by the researcher since was for an academic qualification undertaking.

It is claimed that focus groups are most effective tools when used in conjunction with other data collection methods as a form of triangulation (McClelland, 1994). This allows for increased credibility of study findings (Merriam, 2002; Stake, 1995). The following section deals with the questionnaire.

4.5.2 OPEN-ENDED QUESTIONNAIRE

4.5.2.1 Description of a questionnaire

Babbie (1990:377) defines a questionnaire as a document containing questions and other types of items designed to solicit information appropriate to analysis. A good questionnaire is characterised by significance to topic, specificity, shortness, attractive appearance and clarity. For this study the questionnaire was utilised to elicit the teachers' feelings, beliefs, perceptions, or attitudes on SBA of literature to add onto information that might not have been disclosed through focus groups. It was therefore used to collect more corroborative data to focus groups. As a data collecting instrument, questionnaire could be structured or unstructured.

4.5.2.2 Merits and demerits of employing a questionnaire

Like human beings, research methods have some flairs and flaws. Welman and Kruger (1999:151) recommend questionnaires for the following reasons:

- They are relatively cheap method of conducting research.
- They save time since a large amount of information can be collected within a relatively short period of time.
- Greater possibility of anonymity exists in their usage.
- Standardised questions simplify the process of coding data.
- The answering of questions can be kept impersonal.

On the other hand Welman et al (1999:151) warn that questionnaires may have possibility of low response and researcher has limited/no control over the condition under which the respondents complete the questionnaire.

For this reason, designing a questionnaire is crucial (Creswell, 2003; Patton, 1990 & Sarantakos, 2005) in order to generate data conducive to the goals of the research questions.

4.5.2.3 Format and structure of the questionnaire

In addition to questionnaire format, sequence and wording, length and output, need to be considered to ensure reliability, validity and sustained engagement with the participant. The principal requirement of questionnaire format is that questions are sequenced in a logical order, allowing a smooth transition from one topic to the next (Sarantakos, 2005). These questions can basically relate to behaviour, knowledge, perception and feelings. Classification questions related to age, education, occupation and place of residence help place participants in relation to others (Patton, 1990) as well as providing information that may predict the main effects (Parfitt, 2005) revealed from behavioural, knowledge, perception or feeling questions. The wording of each question

should be precise and unambiguous to ensure that each participant can interpret its meaning easily and accurately (Payne, 1951).

The questionnaire (appendix F) is divided into four sections. The main reason for dividing the questionnaire into four sections was to gather different types of data for different objectives. The expected time to complete the questionnaire was 30 minutes, however respondents were given a lengthy time to complete the questionnaires to allow them free time to express themselves.

Section A of the questionnaire solicited demographic information, namely, name of the province, district, age, level of formal education, duration of training in English teaching and experience in teaching literature set-works in Grade 12. The demographic information was assumed to affirm the relevance or suitability of the respondents selected and to reveal their academic status and qualification in teaching the literature set-works.

Section B requested teachers to reflect on their ways of assessment, application of cognitive levels in assessment, utilisation of previously written papers when they assess literature set-works, distinctive features that they assess in genres and emphasis put on questioning strategies.

Section C solicited responses on their thoughts on relevance of assessment of literature set-works in schools and challenges they face in assessing the paper.

Section D required respondents to express their experiences on selection of literature set-works and prescribed material in schools. It further requested their experiences on moderation of assessment tasks in literature set-works and lastly offered respondents opportunity to respond on the support they receive from their school management teams and curriculum advisory.

The open-ended questions employed in the questionnaire offered respondents and opportunity for personal freedom to respond freely without the researcher coercion influencing them with preconceived ideas or closed-ended clues. Although the responses were massive and challenging, the idea was to grasp the *truth* from the respondents to gather, rich information for the answering of research questions. The questions were mainly open-ended so that respondents were afforded the opportunity to express their views with flexibility and at length without restriction which is normally recognised in closed-ended type of questions in quantitative studies. The closed-ended used was solely for biographic purposes to ensure that they are the relevant respondents for the study pertaining teachers' experiences in literature of EFAL set-works in their respective schools.

Most questions for the questionnaire designed for this study were open-ended. Open-ended questions have challenges though; they may be difficult to interpret, tabulate and summarise whereas with closed ones it is fairly easy to do that. However these types of questions were preferred over the closed or restricted ones because they called for free responses that allowed for greater depth of response. They allowed the respondents to express their opinions without being influenced by the researcher (Foddy, 1993). Respondents are allowed time and space for free-form responses which invite participants to share their understandings, experiences, opinions and interpretations of, as well as their reactions to, social processes and situations (McGuirk & O'Neill, 2005) to minimise bias. The open-ended questions are therefore likely to produce valid and reliable data since the respondents were able to express views in their own words and at their own time. However, given that a large variety of answers provided challenges in some questions during analysis. Over and above, open-ended questions offer richness of responses than closed-ended questions which are typically difficult to construct (Sarantakos, 2005) and often used within quantitative research while open questions are used within qualitative research.

4.5.2.4 Administering the Questionnaire

Questionnaires may be self-administered, developed for telephone, face-to-face delivery, emailed, delivered to a group of participants assembled together, or they may also be delivered to participants by someone in an official position.

For this study, questionnaires were delivered by the researcher to the respondents. Ethical considerations were adhered to by seeking clearance from the University of Limpopo's Research Ethics Committee, permission from Department of Education and consent from teachers who participated in the investigation. Sarantakos (2005:300) further advises that to ensure a high rate of participation with an administered questionnaire, researchers should consider the issues of respect, trust and friendliness.

Respondents for the questionnaire were purposively sampled from five districts of Limpopo Province. These are teachers who offer English First Additional Language in Grade 12. The questionnaire was sent to a total of 400 respondents and 139 questionnaires were returned.

A number of 21 were returned to the researcher in self-addressed envelopes that had been included in the package for teachers, 105 were collected by the researcher and 11 were returned by other people sent in by the respondents after long personal follow ups were made by the researcher. Two questionnaires were returned by email. In other words the sample consisted of 139 respondents from Capricorn, Mopani, Sekhukhune, Vhembe and Waterburg districts.

Administering the questionnaire personally was both a plight and delight; it afforded me the opportunity to establish rapport with the respondents and touch base with their workplace. However it was occasionally challenging in terms of

transportation, travelling and time factor as the researcher is a teacher and a part-time student. Endlessly, the crux of the matter was to create rapport and bonding with teachers as this is crucial in qualitative research.

The initial distribution and collection of the questionnaire was planned for 2014 academic year, however professional endeavours prevented the distribution of the questionnaires at the scheduled time. The distribution was done in the last quarter of 2014 and second quarter of 2015. The questionnaires were distributed to schools in various districts by the researcher. Some questionnaires were distributed to teachers during EFAL support sessions and others during the other professional meetings of EFAL Grade 12 teachers. The respondents were informed that answering the questionnaire was voluntary and they could choose to remain anonymous. The covering letter explained the principle of autonomy, anonymity, confidentiality (refer to appendix C).

Factors affecting the percentage of returned questionnaires were prevalent in this research project though. This might have been caused by the type of questions which were open-ended. However, the questionnaire's instructions were designed to be easy and clear to read, also avoiding confusing questions, and phrasing appropriate questions for the study, most importantly to get a deeper understanding of the teachers' experiences in assessment of literature set-works in EFAL. Furthermore, the challenge of poor returns was attempted curbed by the researcher sending a courteous reminder for ensuring returns and calling respondents.

4.5.2.4 Analysis of the questionnaire

On receipt, the questionnaires were checked for completion. Completed questionnaires were numbered numerically and then transcribed. The questionnaires were carefully read one by one. Questionnaires were then cut

according to sections and arranged accordingly, in other words they were divided into four sections, Section A, Section B, Section C and Section D. The aim of classifying the responses according to sections was to easily notice similar response that emerged for the sake of saturation. These responses were thus were grouped together and counted.

The information obtained in Section A, affirmed the demographics of the respondents. It explored the dynamics on teachers' experiences on training in teaching literature set-works and experience in teaching literature set-works in Grade 12.

Section B dealt with open-ended questions that elicited responses from teachers about their assessment practices, application of cognitive levels, employment of previous papers, it further requested the types of genres they assessed and lastly questions how they asked higher order questions.

Section C posed open-ended questions related to relevance of literature in SBA assessment and challenges thereof. Section D dealt with selection of genres, moderation of assessment tasks based on the genres and support measures received from the authorities.

4.5.3 Document review

Documents are useful sources of data in qualitative research, but they have to be treated with care (Patton, 2002:294). The most widely used are official documents, personal documents, and questionnaires. Official documents include registers, timetables, minutes of meetings, planning papers, lesson plans and notes, confidential documents on pupils, school handbooks, newspapers and journals, school records, files and statistics, notice boards,

exhibitions, official letters, textbooks, exercise books, examination papers, work cards, blackboard work, photographs. Any of these might give useful information, but they do not all provide an objective truth since they have to be contextualised within the circumstances of their construction (Woods: 2006). This method was used because it is flexible and open to derive deepened understanding of conceptualisation of literature, school-based, moderation and efficacy as key concepts in the study. Documents can stand as main research data collection method on their own, in this study they were used to provide existing information in assessment of literature set-works and to corroborate the findings. They are not just mere props for action (Owen, 2013).

Documents enable the researcher to collect data in an economical and accessible way in current and past issues (Seabi, 2012). However, they may at times not be aligned with the objectives of the study at hand. Furthermore, data in them may be inapplicable, disorganised, unavailable, out of date, or irrelevant. Moreover, collecting, reviewing and analysing many documents can be time-consuming so quality and usability may be compromised (Strydom & Delpont, 2005). However the reliability of document study may be checked either by looking at similar documents at two or more points in time (instrument reliability), or by comparing the results of two or more researchers at the same point in time (analysts' reliability) (Bailey,1994).

The use of documents, including other methods of data collection, helped to strengthen the findings since they were used simultaneously in literature review and in corroborating data; the main purpose of using documents in this study was to enhance credibility and trustworthiness (Nieuwenhuis, 2006). Therefore, in order to reduce some of the flaws noted above, a systematic review process ensures that accurate information is collected during document review. The search for sources for documents was reviewed both from printed and electronic (computer-based and Internet-transmitted) material.

It is important to reiterate that the documents in this study were not used as sole method to collect data, but were used to understand the phenomena at hand. The aim of using the documents was to find answers to question three (refer to section 1).

4 5.4 Field notes

Field notes or notations that are a written account of the things the researcher hears, sees or experiences and thinks about during the course of interviewing to describe observations, assumptions about what is being heard or observed. It can also be personal narrative about what is felt by the researcher during a particular encounter (Creswell 2009; Streubert & Carpenter, 2003). Field notes were taken during the focus group because non-verbal communication, gestures, and behavioural responses are not reflected in the audiotapes and in transcripts. They were recorded in a notebook with the date, time, place, and type of data collection event. The researcher then expanded the notes into rich descriptions by transforming them into a narrative aiming at describing what happened during the focus groups that could not be verbally said. Brief key points were strategically taken during data collection by using shorthand by means of abbreviations and acronyms. Taking field notes immediately after each interview allowed the researcher to conceptualize the data. They were utilised to document non-verbal cues and aspects of the interview that could not be provided through recording. They record what the researcher sees, hears, experiences, in other words, things that cannot be recorded during data collection. The field notes were thus used to assist in the full account of events during each individual interview session. Because the researcher recorded participants' non-verbal cues, such as facial expressions, which served as invaluable information to highlight attitudes and emotions concerning the responses to questions asked.

Within each focus group, through field notes the researcher was allowed to analyse “an array of actions and emotions such as joking, frowning, agreeing, debating, criticizing, and using sarcasms” (Onwuegbuzie, Dickinson, Leech & Zoran, 2009). Researchers are also able to examine how participants attempt to portray themselves within focus groups to persuade, dissuade, impress, complain, or even flirt—to name but a few actions. In other words, the participants’ interactions are understood better on how they support what they say.

4.6 DATA ANALYSIS

4.6.1 Data analysis defined

Dey (2005:46) comparatively applies an aphorism of an omelette and breaking eggs to analysis and data that you cannot make an omelette without breaking the eggs and beating them together. Analysis involves breaking data down into bits, and then ‘beating’ the bits together. Like the omelette, the result of this process of breaking down and “beating” together is something quite different from what it is started with. The way we analyse our data goes beyond our initial description; we transform our data into something it was not.

Various authors have described this analytic process (Dey, 1993; Smit, 2002 & Stake, 1995) in many forms. The noun *analysis* derives from the prefix “ana” meaning “above”, and the Greek root “lysis” meaning “to break up or dissolve” (Bohm, 1983). It is a process of resolving data into its constituent components, to reveal its characteristic elements and structure (Dey, 1993), meaning to take apart, words, sentences, and paragraphs, which is an important act in the

research project to make sense of, interpret and theorise them, however analytic process for quantitative and qualitative studies have some differences.

Data analysis in qualitative research is an on-going, emerging and iterative or non-linear process (Smit, 2002) because “there is no particular moment when data analysis begins (Stake, 1995:49). It involves a continuous interplay between data collection and other processes through organising, reducing and describing data. This can be done manually or through computer programmes.

Before one begins with an analysis, data are transcribed. It takes rigorous, systematic, disciplined, and carefully methodological process to analyse qualitative data. Qualitative analysis thus takes place throughout the data collection process as such the researcher reflected continuously on impressions, relationships and connections while collecting the data through open-ended questions, documents and field notes. Data are mediated through language and action and tied to a particular context. Data in qualitative research is predominantly worded, contrary to quantitative data, which deal with numbers (Dey, 1993), however, data is worthwhile to every research, worded or numeric.

The analysis of qualitative normally data involves three phases, namely, data reduction which refers to keeping the project manageable by limiting the amount of data; data display which is the efficient means of organising and displaying information involving the use of charts, graphs, matrices, networks but they also have a part to play in the data collection phase and conclusion drawing and verification begins from ‘the start of data collection, noting patterns and regularities, positing possible structures and mechanisms (Robson, 2002). There are many ways to analyse qualitative data though.

Creswell’s (2009:58-59) establishes six steps in data analysis, namely:

Step 1: Organisation and preparation of the data for analysis. During this step audio tapes from interviews are reviewed and transferred into word document transcripts.

Step 2: Reading through the data.

Step 3: Beginning detailed analysis with the coding process, organizing the material into segments by taking the text data and segmenting sentences into categories. Then categories are labelled with terms based on the actual language from the participants.

Step 4: Using the coding process to generate a description of the setting or people as well as categories for these for analysis. This process was used to generate codes for the descriptions. Then themes were analysed and a general description given.

Step 5: Advancing how the description of the themes are represented in the qualitative narrative, woving the emergent themes into narrative passages, so that the findings emerged logically from the participants' responses.

Step 6: Interpreting the meaning of the data.

Tesch's (1990) method of qualitative data analysis follows the steps below:

Step 1: Reading through all the transcripts to get sense of the whole data.

Step 2: Noting the core facts or topics. Ask yourself "What is this about?" After identifying the topics, write them down in a margin under analysis.

Step 3: Making a list of the topics identified comparing all the topics, clustering them together and sorting them in three columns, that is, major topics, unique topics and leftovers.

Step 4: Giving each topic a cod, for example, a number, a colour or an abbreviation. This is written next to the appropriate segments of the text. Preliminary coding of data is done and note kept of new categories and that may need additional coding. Coloured pencils may be used for coding.

Step 5: Refining organised data by making a list of codes and finding the most descriptive words for the topics and, finally, connecting categories that belong together.

Step 6: Starting a complete coding of the entire body of data to make a final decision about the abbreviation for each category and alphabetising the codes.

Step 7: Assembling data in categories by means of cutting and pasting. The content of each category should be identified and summarised according to commonalities, contradiction and uniqueness. Attention should be paid to saturated categories and the depth of data focusing on the research topic.

Step 8: Adjusting the coding system by recording if necessary. The final step is to triangulate findings within the context of the study and to write the report in a narrative form.

On the other hand constant comparison analysis (Glaser & Strauss, 1967; Strauss & Corbin, 1998) follows the comparing and contrasting approach based on the idea that themes represent the ways in which texts are either similar or different from each other. Glaser and Strauss (1967:101-116) refer to this as the "constant comparison method." Each line or sentence of data is read and the researcher asks himself or herself "What is this about?" and "How does it differ from the preceding or following statements?" This kind of attention-keeping helps the researcher focused on the data.

Furthermore when qualitative data are analysed, there are two fundamental for treating them (data) namely, the deductive approach and the inductive approach. Deductive approaches involve using a structure or predetermined framework to analyse data. Essentially, the researcher imposes their own structure or theories on the data and then uses these to analyse the interview transcripts. Conversely, the inductive is a comprehensive but time-consuming approach which involves analysing data with little or no predetermined theory, structure or framework and uses the actual data itself to derive the structure of analysis.

The analytical process is often daunting, especially if there are pages of interviews or transcripts to be analysed. Data can therefore be analysed through computer assisted qualitative data analysis (CAQDAS) which is more convenient to employ in comparison to the more traditional qualitative analysis (Odena, 2007). However, as the use and availability of qualitative software analysis tools increase, so does ambiguity regarding the choice of the most appropriate software in some communities of practice (Bazeley & Jackson, 2013). Some concerns about the impact of computerization on qualitative analysis have most commonly focused around issues which include:

- creating distance between researchers and their data
- the dominance of code-and-retrieve methods to the exclusion of other analytic activities and
- Fearing that the use of a computer will mechanize analysis, making it more akin to quantitative or 'positivist' approaches.

Other researchers though, believe that use of a computer helps to ensure rigour in the analysis process since there are procedures that can be used, too, to check for completeness, and use of a computer makes it possible to test for negatives. Since analysis of qualitative data is time-consuming and labour-intensive using a computer software package can be helpful (Stewart, 2006). The use of computer software is legitimate since it is up to researchers, not software programs, to incorporate their choices of perspective and conceptual framework regarding coding technique, "and what questions to ask of the data."

Concerns have been raised related to a researchers' "closeness and distance" from their data, and early critiques have suggested that users of software data analysis lose a closeness to their data "through segmentation of text and loss of context, and thereby risk alienation from their data." Additionally it is important to keep in mind that when conducting qualitative research, the researcher is the main tool for analysis (Denzin & Lincoln, 2005). Thus, CAQDAS programme, along with all types of analysis software (for example, SPSS, SAS), do not

analyse the data for the researcher. Rather, the researcher utilizes the computer programme to assist in the analysis (Leech & Onwuegbuzie, 2011).

In contrast, some argue that the combination of using several electronic devices (tape recorders, software, and so on) can lead a researcher toward “too much closeness, and some users become caught in ‘the coding trap’, bogged down in their data, and unable to see the larger picture.” Bazeley and Jackson (2013:8) argue that researchers can, and should, benefit through achieving both closeness and distance, “and an ability to switch between the two closeness for familiarity and appreciation for subtle differences, but distance for abstraction and synthesis.” In this study the researcher applied both computer and manual data analysis forms. The researcher audiotaped responses during focus group interviews for also and transcribed data using computers. The researcher attempted to remain closer to data by applying a paper and pencil coding system to keep closeness with data. Tesch’s (1990) method of data analysis (1990) and constant comparison methods were employed to analyse focus group interviews and open-ended questions.

The role of the researchers in analysis of qualitative data is thus crucial because no matter how participatory and collaborative the method, it is the researcher who ultimately determines what constitutes data, which data arise to relevance, how the final conceptualisations portraying those data will be structured. Thus, an explicit awareness of the investigator as interpreter becomes an essential element in generating ‘findings’ that have the potential for credibility. However, Robson (2002:285) cautions that the results of focus groups “cannot be generalised as they cannot be regarded as representative of the wider population”. It is also largely determined and driven by the purpose and objectives of a research study; the following section explicates how data were analysed in this study.

4.6.2 Analysing focus group interviews

Generally, focus group interviews were audio-taped, transcribed verbatim and analysed using the Tesch's (1990) method of qualitative data analysis by the researcher in conjunction Glaser and Strauss (1967) method of constant comparison. The first recorded interview was transcribed and analysed, using the analysis technique developed by Tesch (1990) (Creswell, 1994:155). Once interviews were completed, the transcripts were read and reread in order to feel the data and identify similar experiences among responses. Opinions, values, beliefs and behaviours were identified as well as similarities, differences, strengths and weaknesses. Finally, the themes were grouped into similar categories. To make this less challenging, the researcher jotted what the lines are all about in the margins of transcripts. Additional themes and concepts that were discovered were put into identified categories. Comparison and contrast across all interviews by coding one line after the other to identify common patterns make comparisons and contrast one interview with the others.

This study analysed data inductively, in other words the allowed data to 'speak for themselves because recordings, or pages of transcripts, or documents of raw data do not constitute the findings of the research; findings emerged from the data, after the process of analysis (Devetak, Saša Glažar & Vogrinc, 2010).

The researcher categorically followed the following analytical steps:

- The researcher internalised herself with the whole data by carefully listening to the audio tapes and reading through the transcriptions. Notes of ideas that came to the researcher's mind were jotted down in the margin.

- The transcripts were then read one by one starting with the shortest transcript. Thoughts and ideas were written in the margins of the transcripts. The researcher read through all the transcripts and then made a list of the topics that were identified. Topics showing similarity were grouped together in clusters.
- The researcher had four focus group interviews transcripts (and 139 open-ended questionnaires for triangulation). From these interviews similar themes were clustered together; grouping themes that are alike reduced the total list of categories.
- The researcher went back to the whole data and gave each segment a code. At the same time the researcher checked for emerging new categories. According to Tesch (1992:144) a 'normal' number of categories is between 20 and 50 in organising system for the data).
- The researcher then gave descriptive codes to the clusters in order to reduce identified categories by grouping topics that relate to one another. Categories that belonged to double clusters were coloured.
- Codes were arranged in the order of the questions as they appear in the interview guide to make it easier for the reader.
- Data were then assembled in categories by cutting and pasting in large notebooks.
- The data material belonging to one category was assembled in one place and a preliminary analysis was performed. If necessary the existing data was re-coded. The researcher then wrote the findings of the whole data.

The findings of this study are comprehensively detailed in chapter five. They are discussed along with examples of direct quotations from the raw data to support the emergent themes, sub-themes and categories. The findings are also verified with existing literature. The process of transforming data into research findings

led to the emergence of the following themes on experiences of EFAL teachers on assessment of literature set-works in Limpopo secondary schools.

4.6.3 Analysing open-ended questionnaires

139 open-ended questionnaires were returned.

The researcher began analysing the questionnaires as they were returned. This was done to get the feeling of the responses and to note emergent themes from the very first questionnaire; that was not only helpful in getting sense of the data from the beginning, but also assisted the researcher in reaching data saturation from subsequent questionnaires.

Questionnaires were assigned respondent numbers starting with one through the total number of respondents as each questionnaire was returned, writing the person's respondent identification number at the top of the first page of the questionnaire. Data were transcribed. All questionnaires were read and reread. Then all data were checked, in other words, the raw data had undergone a preliminary process of preparation, which was determined by looking into words, phrases, sentences that are important and relevant to the research questions. This stage helped the researcher to check each returned questionnaire for any omissions, ambiguities and errors in the actual responses at the same time calls it "getting intimate with data. (Esterberg, 2002). However, the errors were not corrected. These omissions, ambiguities and errors (referring to relevant to the topic, but not the questions) were categorised as others in the analysis section.

The researcher then ensured that the data are categorised as per sections of the questionnaires (See appendix F). The researcher attached a code to each

of the units. The aim was to organise chunks of data into manageable units and to compare and contrast different responses to each question. The researcher also made it easy to code and build categories to be able to develop one or more themes that express the content of each of the groups (Strauss & Corbin, 1998). The researcher allowed themes and categories to emerge from the data through the researcher's careful examination as she constantly compared and contrasted data. Then from that group, similar responses were grouped together and given a code.

The researcher analysed the open-ended questionnaires as described using the following eight steps:

- Questionnaires were assigned respondent numbers starting with one through the total number of respondents as each questionnaire was returned, writing the person's respondent identification number at the top of the first page of the questionnaire.
- Data were transcribed.
- The researcher internalized herself with the whole data by reading through the transcribed open-ended questionnaires. Notes of ideas that came to mind were jotted in the margin.
- All transcripts were read one by one while simultaneously writing thoughts in the margins of the transcripts.
- The researcher read through all transcripts and then made a list of the topics that are identified.
- The researcher cut out questions from all questionnaires per section and they were grouped according to questions.
- Similar topics from these questions were then grouped together in clusters. From these questionnaires, similar themes were clustered

together; grouping like themes to reduce the total list of categories as done with the interviews.

- The researcher went back to the whole data and gave each segment a code. At the same time the researcher checked for emerging new categories.
- The researcher then gave descriptive codes to the clusters in order to reduce identified categories by grouping topics that relate to one another. Categories that belonged to double clusters were coloured.
- Codes were arranged according to the questions in the open-ended questionnaire sections.
- Data were then assembled in categories broader themes.
- Conclusions were drawn.

4.6.4 Analysing documents

Analysing documents is an investigation method, that focuses on data material and documents, which already exist. For the purpose of answering the research questions for this study, the following considerations were made concerning documents as highlighted by Mayring (2002):

- Consideration about the documents relevance for the defined question.
- Interpretation of the document according to the defined research question.

Information depicted from the documents were narratively summarised by emphasising the type of document, title of the document and the reasons for the considerations of the document for answering the research questions. Documents were used for the purpose of understanding the phenomenon in-

depth and to investigate as in the questionnaire, whether the respondents possess and know the documents to use in assessment of literature set-works. Document analysis helped to develop and substantiate themes that arose from focus group interviews and open-ended questionnaires and to support or refute the findings. Documents were reviewed to gain understanding on the research question and to corroborate data. The types of documents studied are listed below together with the relevance to the teaching and assessment of literature set-works.

The types of documents that were used and their revelations are discussed below:

Table 4.2 Types of documents studied

Document type	Document names	Contents
Annual DBE reports	<ul style="list-style-type: none"> • NSC examination schools subject report • NSC Schools Performance Report • National senior certificate examination diagnostic report • Department of Basic Education report of the ministerial committee for LTSM report final report • Report on the quality assurance of the NSC 	Analysis of National senior certificate annual grade twelve results
Policies	<p>National protocol for assessment</p> <ul style="list-style-type: none"> • Curriculum and policy statement the national curriculum statement National Curriculum statement National protocol for assessment Grades R-12 (NPA) • National policy pertaining to programme and promotion requirements of Grades R -12 (NPPPPR, 201d) • National policy pertaining to the conduct, administration and management of the [assessment] senior certificate examination (2008a) • Curriculum and assessment policy statement for English first additional language (Grades 10-12) (2011a) • t NSC examination guidelines for official languages: First Additional Language (FAL) examination guidelines senior certificate (SC) Grade 12 (2009b) 	<p>Assessments procedures</p> <p>Promotion requirements</p> <p>EFAL subject policy</p> <p>Requirements of tasks</p>
Official DBE Study guides	<ul style="list-style-type: none"> • Mind the Gap study guide for Short Stories • Mind the Gap study guide for poetry • Mind the Gap study guide for the play <i>Nothing but the truth</i> by John Kani 	Literature content

	<ul style="list-style-type: none"> • Mind the Gap study guide for the novel <i>The grain of wheat</i> by Ngũgĩ wa Thiong'o • Mind the Gap study guide for the novel <i>Lord of the flies</i> • Mind the Gap study guide for the play <i>Romeo and Juliet</i> by William Shakespeare • Mind the Gap study guide for the novel <i>To kill a mockingbird</i> by Harper Lee 	
circulars,	Circular on literature set-works	Information on literature set-works
previously written question papers.	National senior certificate question papers	Question papers

4.6.5 Field notes

The field notes were taken to complement the tape-recorded data. Field notes included supporting information on body language, gestures, incomplete responses and the researcher's own reflections about the interviews. They were notes taken during the interviews in shorthand. They were then expanded after the interview sessions. The filed notes largely apply to the researcher's reflections which are reported in chapter five and to corroborate the teachers' responses and discussions during the interviews discussions of the findings.

By employing all the above-mentioned research collection methods, the researchers believe that by being able to provide the rich description of all research processes in a study, that were supported by participants emotions, actions, interactions and cues that were non-verbal but relevant to completion of their response. This helped to enhance trustworthiness of the project as outlined in the research reflections. In other words field notes served as a validation measure by allowing the researcher to authenticate what the participants said and confirming and verifying observations.

4.7 PILOTING

Before attempting the actual study, the tools to be used are tested to find out if they would work and also to refine ideas. As such, conducting a survey capable of generating credible data requires thorough planning, meticulous instrument construction, comprehensive piloting, reflexive redevelopment, deliberate execution and appropriate analysis (O'Leary, 2004). The pilot session for this study included an interview and an open-ended questionnaire. Piloting in this study was done to give the researcher a chance to practise how to ask

questions, to allocate time for the actual interviews and also to reveal ambiguity and misunderstood questions, and how the questionnaire will probably be responded to. The researcher checked for questions that might appear threatening to the participants, so that ways of eliminating the element of threat could be developed before the actual interview was conducted.

4.7.1 Sampling the pilot participants

The respondents were selected using the purposive sampling technique. The questionnaires were distributed to a group of EFAL teachers who attended a meeting on English language matters. The researcher asked for volunteers to represent five districts. The respondents did not take long to volunteer to be consulted afterwards.

4.7.2 Piloting the focus group interview

The best advice by Seidman (2006:39) is for a researcher to do a pilot of the proposed study because the complexities of the interviewing relationship deserve exploration before the researchers embark in the real project; he advises that researchers should try out their interviewing design with a small number of participants to learn whether their research structure is appropriate for the study they envision. In the pilot session the researcher have observed practical aspects of establishing access, making contact and the techniques of conducting the interview such as probing, using body language to show interest in listening, and so on. The pilot helped the researcher reflect on the types of questions in the guide and opportunity was also provided to reconsider the manner of asking them. The pilot also alerted the researcher in the ambiguity of some questions that required change granted the researcher with valuable

insight for reformulating one open-ended research question. Afterwards, the researcher was again advised by the statistician to alter questions that sounded ambiguous. (See appendices C and D).

4.7.3 Piloting the open-ended questionnaire

The questionnaire was tested with a sample of five participants. No questions from the questionnaire were found to be unclear or irrelevant during or after the piloting. In other words the pilot questionnaire did not yield challenges to effect change of questions. In addition, the answers that were gathered during the pilot stage proved adequate and relevant hence no modifications had been done.

4.7.4 Analysis of piloted data

Interim analysis occurred during the interviews and open-ended pilot questionnaires. Upon review of the data both only one data collection tool was modified. The interview was open-ended to allow for flexibility. However, the first question in the interview guide was redeveloped. The observation done when this question was asked was that respondents showed hesitation to answer, with their looks that suggest clarification and taking time to respond to the question. The final data analysis took place after the questionnaires and interviews were conducted. The data collected during the pilot study were therefore not included in the chunk of data collected because it served the purpose of testing the tool. The rationale behind a pilot study was to find out any problems so that they can be rectified before the actual study was carried out (Fraenkel & Wallen, 1990).

4.8 TRUSTWORTHINESS

Pitney and Parker's (2009:63) perspective of qualitative researchers address the overarching concept of trustworthiness and the equivalents of validity and reliability (credibility, transferability and dependability) with various strategies. Credibility is the plausibility of a study's findings – the research techniques for this are: triangulation of data, long term engagement, peer examination and member checks. Transferability is the ability to apply the findings of a study to similar environments. Research techniques are rich descriptions of research participants and the emergent themes. Lastly, dependability is the ability to learn and understand what is really occurring. The research techniques are triangulation of data, peer debriefing and member checks.

Researchers concur that research concerning humans requires ethical principles throughout the research process (Leedy & Omrod, 2010). For a study to be credible, it must be ethically conducted for trustworthiness. Trustworthiness in qualitative research could be enhanced through criteria commonly labelled as credibility (internal validity), transferability (external validity) dependability (reliability) and confirmability (objectivity) (Bryman, 2004; Babbie & Mouton, 2001). Rambaree (2007:9) advocates that rigour dominates as an essentiality for quality in qualitative research. Tobin and Begley (2004:390) write: "Rigour is the means by which we demonstrate integrity and competence, a way of demonstrating the legitimacy of the research process. Although there are debatable issues in qualitative methods, usually concerning the lack of "generalizability" due to small sample size, Thompson (1999:819) argues that, "qualitative research, unlike quantitative research, is not concerned with generalizability from a sample to the population as a whole; instead, it takes as its *raison d'être* the ability of research to illuminate concepts and social phenomena in their real-world contexts". Information is sought until saturation is reached (Elmusharaf, 2012).

4.8.1 Credibility

This criterion is an assessment of the believability of the research findings from the perspective of the participants (Seale, 2000). It addresses the issue of whether there is consistency between the participants' views and the researcher's representation of them. Credibility in this study was enhanced by consulting with participants and allowing them to read and discuss the research findings, although member checking was not fully applicable to all participants because of the geographic spread. However, triangulated data from multiple sources of data to confirm emerging findings was employed to decrease threats to credibility (Lincoln et al, 1985; Merriam, 2002; Prasad, 2005; Stake, 1995).

Credible and trustworthy research was followed by these additional guidelines (2002):

- Reflexivity (Engaging critical self-reflection by the researcher regarding assumptions, biases, and the relationship to the study, which may affect investigation).
- Engagement (Adequate data collection time was allowed until saturation was reached.)
- Audit trail (A detailed account of the methods, procedures, and decision points in carrying out the study was provided).
- Rich description (Enough rich, thick description to contextualize the study, such that readers will be able to determine the extent to which their situation matches the research context was given).

For this study credibility was enhanced by triangulation in using multiple sources of data collection, namely focus group interviews and open-ended questionnaires. The study context is also explained in the literature review and it was also be described through the lens of the participants after data has been analysed.

4.8.2 Dependability

Dependability is another criterion to reinforce trustworthiness. Robson (1993:405) establishes that dependability is analogous to reliability because it ensures that “data collection is undertaken in a consistent manner free from undue variation which unknowingly exerts an effect on the nature of the data.” Brink (1991:176) proposes three tests of reliability for qualitative work, each to be used as it is appropriate for specific studies, stability, consistency and equivalence. Stability was established in this study by asking identical questions from the participants at different times to produce consistent answers. Equivalence was also maintained by the use of alternative forms of a question with the same meaning during a single interview. To increase dependability in the findings of this study, a detailed explanation of the data collection and analysis methods and how decisions were made throughout the study was also outlined (Lincoln & et al, 1985). Lastly an interview guide was used to ask questions so that consistency is maintained throughout all focus group sessions. Consistency refers to integrity of issues within a single interview or questionnaire, so that a respondent’s answers on a given topic remain concordant. Finally, dependability was ensured by describing the decisions, choices, and analysis for this study (Lincoln & et al, 1985). In other words, dependability was enhanced by giving a detailed explanation of the data collection and analysis methods and how decisions were made throughout the study, asking identical questions for all the participants during focus group interviews and in questionnaires.

4.8.3 Transferability

Transferability refers to the degree to which the way the researchers draw their conclusions transparent to others and hence open for evaluation. Transferability

is therefore analogous to external validity (Smith, 1975). Transferability was achieved in this study by providing a clear documentation of the sampling strategy, data collection, transcription conventions, individual steps of analysis, as well as the documentation of changes made to the research design. High transparency was achieved when a detailed account of how the data were initially coded had been provided. Transferability additionally refers to the degree that the findings can be transferred or generalized to other settings, contexts, or populations. Since qualitative findings cannot be generalised, in this study transferability was enhanced by detailing the research methods, contexts, and assumptions underlying the study (Lincoln & Guba, 1985). Seale (2000:45) emphasises that “readers are given sufficient information to be able to judge the applicability of findings to other settings which they know”. Transferability was ensured by making the sampling process, purposive sampling, transparent, giving a dense description of the research methodology and detailed data collection in the contextual environment of the participants.

4.8.4 Confirmability

Confirmability is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias. Furthermore, it refers to the extent that the research findings can be confirmed or corroborated by others (Lincoln & Guba, 1981). Strategies for enhancing confirmability include searching for negative cases that run contrary to most findings, and conducting a data audit to pinpoint potential areas of bias or distortion. It is concerned with ensuring the researcher has acted in good faith, so it aims for “objectivity” ensuring that the research findings have not been overtly swayed by personal values. For this study, the researcher attempted to declare bias by attempting to be as objective as possible by explaining and declaring limitations of the study. Bias was removed by ensuring that:

- Data collection up to analysis well documented (Creswell, 2007).

- Prolonged engagement in the field, and provision of detailed field notes.
- Multiple data sources were used. The study was first validated by the reviewed literature.

Confirmability was ascertained by the written field notes and the use of a tape recorder supported the semi-structured interviews as a point of reference (De Vos et al., 2007). Confirmability was achieved through prolonged engagement with participants, observing them during data collection without allowing bias of the researchers' own perspectives to influence the conversation. Open-ended questionnaires were completed by the respondents at their own convenience without coercion or influence of the researcher.

In this study the truth value or internal validity has been achieved through:

- Triangulation of methods (Triangulation is the major approach used to evaluate the outcome of this study). The role of triangulation is also confirmability of the findings since it reduces the effect of investigator bias (Shenton, 2004).
- Thick descriptions of research processes from the beginning of data to the reporting stage.
- The focus group interviews conducted with teachers and individual open-ended questionnaires which were completed by them, in order to triangulate data. The outcomes of the focus group interviews were triangulated with the user-satisfaction questionnaire completed by the teachers as well as documents of relevance to the answering of the research question. Thus, the triangulation exercises were done at various levels of data collection and research processes.

In conclusion, Guba's four criteria for trustworthiness are credibility, transferability, dependability and confirmability which are provisions that may be made by a qualitative researcher wishing to address trustworthiness (Shenton, 2004).

Lincoln and Guba in Shenton (2004) recommend “prolonged engagement” between the investigator and the participants in order for them to gain an adequate understanding of an organisation and to establish a relationship of trust between the parties. The danger emerges, however, that if too many demands are made on staff, gatekeepers responsible for allowing the researcher access to the organisation may be deterred from cooperating.

4.9 ETHICAL CONSIDERATIONS

Researchers concur that research in the field of human behaviour requires attention to be paid to ethical principles throughout the research process (Leedy & Omrod, 2010). Durrheim and Wassenaar (2002:66-70) propose that ethical guidelines are meant to “protect the welfare and the rights of research participants” based on autonomy, non-maleficence and beneficence as briefly explained below.

4.9.1 Permission

Ethical clearance was obtained from the Ethics Committee of University of Limpopo and Provincial Department of Education. Informed consent was obtained from the participants before the study commenced. Permission was also obtained from the participants to use a tape recorder and to take notes during the focus group interviews. The researcher ensured that the participants expressed themselves freely with no coercion. Consent forms were explained and signed. Permission was also obtained from the participants to audio-tape them during the semi-structured interviews.

4.9.2 Informed consent

“Informed consent is a cornerstone element in codes of ethics for research in the social sciences” (Finch, 2005). In the study before starting the interviews information letters were sent to the teachers about details of the research before they were signed for agreeing to participate. Confidentiality and anonymity were ensured by using codes instead of the names of participants. The identity, privacy and dignity of the participants were protected by means of codes thus ensuring that no connection between the participants and the research data could be made (Seale, Gobo, Gaubrium & Silverman, 2004; Cormack, 2001).

4.9.3 Autonomy

This principle necessitates the researcher to respect the autonomy of the research participants (Durrheim & Wassenaar, 2002). In this respect, the researcher informed the participants what was expected of them so that they could make an informed decision to participate voluntarily in the research. This means that the participants were informed of the legal capacity to give consent; be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, over-reaching, or other ulterior form of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision. The participants in this study were informed before acceptance of the nature, duration and purpose of the method and study. They were informed that they were free to withdraw from the research at any time. The participants were informed about the confidentiality of the information supplied by them and that only information and data relevant to the study would be used.

4.9.4 Confidentiality or non-maleficence

In considering this principle of no harm to the participants, participants were informed that no harm would befall them since anonymity was ensured. All references to their names, schools and district names were removed from the data. They were also informed that information they provided would be treated with confidentiality. They were not at any point requested to use their names. During data analysis, they were given pseudonyms and their open-ended questionnaires were coded using numbers.

4.9.5 Beneficence

Durrheim and Wassenaar (2002:66) explain that the principle of beneficence “requires the researcher to design research such that it will be of benefit. The participants are teachers of EFAL; as a result they can individually become aware of the importance of SBA and Literature as they delve into the questionnaires and interviews. Financially the participants were compensated for their travel for focus group discussions. In conclusion mutual trust between researcher and participants was maintained so that data was collected in good faith. Data was not fabricated, nor fraudulently used (Denzin & Lincoln, 2000)

4.10 LIMITATIONS

There are limitations and delimitations to this study. The scope of this study is limited to research in only one province and, therefore, results could not be applied to similar contexts from other provinces. However, in this study triangulation of data helped to verify results, and support the accuracy of the

themes developed out of the questionnaires. Another possible limitation is the fact that the study focused solely on experiences on how teachers assess SBA, further studies could look into experiences of learners. A broader scope of questions may have given more insight into other complex problems when dealing with experiences of learners in EFAL as well. Additionally, the sample in this study comprised a small number of participants. However, more than one data sources, which included interviews, questionnaires and then relevant document review was used to make the study credible. Recommendations were also given (refer to chapter five).

4.11 SUMMARY OF THE CHAPTER

This chapter described the methodology of the proposed study, including the methods of focus groups, questionnaires, documents and field notes. This chapter also provided the rationale for the methodological decisions for this study. The demographics of the subjects, the design and procedure and the method of handling and analysing the collected data were also explained. The research design utilised multiple methods of open-ended interviews and focus groups. Field note-taking was also considered when focus groups were conducted. This chapter has also highlighted how the ethics were upheld. The following chapter presents and discusses the results of the study.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter provided the operationalisation of data collection and analysis following the qualitative research methodology and design in investigating teachers' experiences in the assessment of English First Additional Language literature set-works in secondary schools in Limpopo Province. This chapter presents the findings and discussions from the data sources, namely, focus group interviews, open-ended questionnaires and documents. For each data source, the questions which were asked were used as guidelines for presenting and discussing the results. These questions are used in the sequence they appear in the interview guide and questionnaire to make it easy for the reader to follow the sequence of findings. Questions will be followed by themes, subthemes and in some cases categories when the findings are presented.

When the findings are presented for focus group interviews and open-ended questionnaires responses are first being presented in a descending order to validate the majority of the respondents for a particular question before the issues are discussed. Table of frequencies are used to indicate the majority of responses. The researcher however, included the numerical data by means of tables to represent data to break the monotony and to give the research another appearance. (Owen: 2005). The word *other* is in these tables to refer to responses that are totally irrelevant to the research question or responses that are complete but duplicate the question instead of giving answers. Then all the

major findings from all data sources are summarized and synthesised. Examples of excerpts are indicated to support the respondents' views in the focus group interviews and their responses in questionnaires. For each data source the researcher first presents the findings before discussions are done.

Grammatical inaccuracies have been edited because the study is on the experiences of teachers and not necessarily on the use of language. Erratic responses were corrected to make the message clear at the same time noting that meaning is not changed in the process.

It is worth remembering that the purpose of this study was to investigate the experiences of English First Additional Language (EFAL) teachers on assessment of Grade 12 literature set-works in secondary schools in Limpopo.

5.2 FINDINGS FROM FOCUS GROUP INTERVIEWS

5.2.1 Biographic information

The focus group interviews were conducted with twenty purposively sampled EFAL teachers from five districts of Limpopo Province, namely, Capricorn, Mopani, Sekhukhune, Waterberg and Vhembe. These participants were sampled because their responsibilities were related to EFAL literature set-works They taught in secondary schools and teaching in Limpopo Province. Each focus group comprised five participants aged between 30 and 51. Participants included to both males and females as indicated in the table that follows:

Table 5.1: Biographic information of focus group participants

Date of the interview	2 July 2015	20 September 2015	07 October 2015	21 October 2015
Number of participants	5	5	5	5
Gender of participants	male male female female female	male female female female female	Male female female female female	male male female female female
Age range	41 50 51 40 39	46 46 38 32 44	37 51 43 48 30	44 43 35 38 42
Pseudonyms	F1P1 F1P2 F1P3 F1P4 F1P5	F2P1 F2P2 F2P3 F2P4 F2P5	F3P1 F3P2 F3P3 F3P4 F3P5	F4P1 F4P2 F4P3 F4P4 F4P5

Questions 5.2.2 to 5.2.9 will present the questions 1 to 8 , results, themes and examples of responses from participants. (Refer to appendix E)

5.2.2 Question 1: What is your knowledge on school-based assessment and Paper Two (literature set-works)?

This question has been changed from the initial one after consultation with the research statistician during the piloting of the questionnaire. (Earlier the question read “To what extent do you think literature set-works should or should not be taught in secondary school?) The comment was that the first question

should clearly clarify for the researcher that the participants are aware of the key concepts at hand. It was deemed imperative to commence with validation of these two concepts, namely, school-based assessment (SBA) and literature set-works (also referred to as literature, Paper Two, and Literature Set-works) by the participants, since these concepts are quintessential to the study. The researcher wanted to ascertain whether the teachers were familiar with the terms before any other questions are subsequently asked. The understanding of the concepts was the starting point to ascertain that the participants understood what the core of the study was about. When the participants were asked about their knowledge on school-based assessment and Paper Two (literature set-works) was, the *theme of knowledge of existence of school-based assessment and literature set-works* emerged. The theme will be discussed below with its four subthemes.

(a) Theme 1: Knowledge of existence of school-based assessment and literature set-works

- *Subtheme 1: School-based assessment concept*

Out of 20 participants, only one educator mentioned that she was not aware of the term SBA. However; she mentioned that she knew that learners had to be assessed in schools in literature set-works, but she had never heard of the term SBA as illustrated in the excerpt:

“In my teaching experience about Literature I have never come across school-based assessment. What we do at school we just give the learners books and then we... we read the short stories and the poems and we explain as far as possible to them...”

Although the teacher is aware that learners are assessed in schools, she was not aware of the concept itself. This was surprising given that she taught Grade 12 learners. There are a number of documents that mention and explain this

concept, for example, forms for completing SBA marks and moderation, documents on curriculum and types of prescribed books used. The researcher assumed that perhaps the teacher did not understand the question, or the teacher is familiar with another term. The remaining teachers' responses otherwise indicate that they were familiar with the concepts.

- *Subtheme 2: Aims of SBA*

When teachers were asked about their knowledge of the concepts *Literature* and *SBA*, they mostly elaborated on the aims of SBA instead. This suggests a substantiated familiarity with the concepts at hand. Their responses include the following examples of excerpts from the participants' responses:

“CASS helps teachers to cover the curriculum” “It encourages learners to study.” “Learner attendance is improved.” “It is continuously assessed.”

The participants overall responses elucidated the following aims of school-based assessment:

- It helps to cover curriculum
- It encourages learners to study
- It improves learner attendance
- It is continuous
- It is beneficial to learners since it is added to their year mark and
- It motivates teachers to do their work.

Most teachers view SBA as a mechanism to impel administration of assessment and teaching through assessment tasks. They give more prominence to the accomplishment of tasks and curriculum coverage than the main aim of SBA which is to prepare learners and to ensure that they grasp content as per their

grade. In other words they do not view SBA as a formative way to help learners. For Paper Two, which is solely on literature, learners should be developed into creative, independent readers who appreciate literature for its own sake. SBA should, in essence, be conducted continuously and should serve the purpose of developing learners into independent readers of literature. Teachers should concentrate on assessment that prepares learners through constructive interventions that ends in improvement in performance. It should aim at generating progress of the learner over time, not just as a once-off intervention. Teachers emphasise the aims of SBA as a propeller for them to comply with SBA and not necessarily as a formative assessment.

- *Sub theme 3: Aims of Literature*

Teachers' mentioned at length of the aims of literature suggest that they know the intentions and benefits of literature. For this question the aim was to establish the knowledge of the concepts, but the participants further expatiate on the aims of literature. The teachers' ability to move further into the intentions of literature convinced the researcher that the participants have knowledge of the term. The respondents mentioned the main aims of literature are:

- Creativity,
- Development of love for reading,
- Enjoyment,
- Exposure to language,
- History learning,
- Improvement of all language skills,
- Improvement of vocabulary,
- Knowledge increase,

- Love for writing and self-awareness, and
- Motivation.

Despite mentioning the aims of literature, they also pointed out that they faced a number of challenges as far as teaching the subject was concerned.

- *Subtheme 4: Challenges in teaching literature*

Categories for this sub-theme are workload and lack of time.

✓ *Workload*

When asked about SBA and literature set-works, teachers also indicated the challenges they face in the paper are workload and meagre time to accomplish the aims of literature as illuminated below:

“I am saying the task is also a challenge if you are a teaching all the papers.

✓ *Lack of time*

“You find that in Paper Two you don’t have enough time with learners to read with them ...”

Question two asked about the availability and the use of departmental documents for assessing literature set-works in schools.

5.2.3 Question 2: Which examples of departmental documents do you use for SBA of literature set-works? Please explain how you think they are implemented.

This question aimed at eliciting information from teachers on their knowledge of the relevant documents utilised in assessment of literature set-works. The

theme that emerged from their responses is *implementation of documents for literature set-works*, with two subthemes

(a) Theme: Implementation of documents for literature set-works

- *Subtheme 1: Knowledge of documents for SBA of literature set-works*

The types of documents that were mentioned by teachers when asked to mention the departmental documents they knew and utilised in assessment of literature set-works in schools were:

- CAPS document for EFAL,
- Previously written question papers,
- Examination guidelines for EFAL, and
- Literature set-works study guide (*Mind the Gap*)

Most respondents mentioned the documents used for CAPS for EFAL and previously written question papers. The researcher, however, realised that the most popular document, which is the CAPS document for EFAL says little about how to assess literature set-works. It shows several paragraphs entitled “Approaches to teaching literature” that do not fully explain how to assess literature set-works. There are several good teaching strategies mentioned, such as reading as much of a literary text in class time as possible, and the value of class discussions and written responses in relation to the literary work. However, the document mentions that literary interpretation is essentially a university-level activity and that it is a challenging task to teach literature. On the whole, the document is not entirely resourceful for literature assessment. It simply refers to “Literary Study”, without indicating steps or any ways to teach and assess particular prescribed genres.

The other concern with the CAPS document is that it abnegates the use of line-by-line analysis of literary texts, whereas it emphasises that it is challenging. This might also confuse teachers. Whilst there is some validity in this claim,

that literature is challenging, the document further does not show teachers how to teach and assess literature set-works. CAPS document emphasises that studying literature should be regarded as a pleasurable experience; however engagement with a text is not very easy. The CAPS EFAL documents stresses the following:

- approaches to teaching literature,
- time allocation in the curriculum,
- intensive reading focusing on the formal study of literature,
- texts used for the integrated teaching of language skills, Grades 10-12,
- formal assessment tasks, and
- allocation of marks.

The same document stresses the use of previously written question papers which the researcher assumes may persuade teachers to be over reliant on them, instead of creatively developing their own assessment tasks.

The second type of document that the participants mentioned in is the examination assessment guidelines. Few teachers who participated in the discussions knew about the examinations guidelines in EFAL as stated in chapter two. This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document (see chapter two). The document supplements what must be taught and assessed and they cannot substitute the CAPS EFAL document and prescribed books.

One participant explained:

“The guideline for literature, that one guides on the questions we must assess, and guides on marks that must be allocated for the questions, and then even the set-works that the educators are supposed to set on them.”

Additionally of the four focus group interviews, two participants mentioned the official study guides for EFAL Literature set-works and knew how to access them. This will be clarified more in the following sub theme

- *Subtheme 2: Resourcefulness study guides*

Although a study guide is a document that aims to facilitate effective learning and the acquisition of learning and giving support; to the teachers it serves as a guide that can support both teachers and learners to better understand literary content, especially for texts based on unfamiliar settings. The response echoed by the participant below shows that the teacher regards the document, in this case a study guide, as reliable material to use in teaching of literature set-works. The teacher stated:

“I would like to say that I support Mind the Gap. As a matter of fact it solved my problems with The Secret Life of Walter Mitty. I think every teacher should have this study guide.”

Although *Mind the Gap* is seen as a valuable additional support material to the teacher, other teachers indicated that they did know it existed. According to the DBE website the study guides available in EFAL are *Mind the Gap* and Grade 12 EFAL language SBA exemplars. *Mind the Gap* study guide is available in all genres prescribed for Grade 12 EFAL literature set-works, namely, *Nothing but the Truth* (play), *Romeo and Juliet* (play), *A grain of Wheat* (novel), *Lord of Flies* (novel), *To Kill a Mockingbird* (novel), poetry and short stories.

The participants' reactions when one participant deliberated on the study guide suggested that not all teachers knew and had the document. One of the teachers who mentioned that he had never seen the guide before could not even get it right, referring to it as *Mind the Map* instead of *Mind the Gap*.

The teachers' responses indicate that there is little interaction with DBE policy documents for assessment of literature set-works. Some official documents relevant to the assessment of literature set-works include assessment policy, circulars, EFAL literature examination guidelines and school assessment plan documents, all of which were not mentioned by teachers. The popular documents that the teachers mentioned were only CAPS policy document and previous examination papers. The lack of knowledge and application of support material that are used in assessment of literature set-works in secondary schools might suggest that there is inequitable distribution of or lack of resources among schools, or just lack of accountability on the part of teachers.

This question revealed that teachers responsible for teaching EFAL literature set-works lack knowledge of departmental documents that must be used in the assessment of this paper. Few teachers knew about the document on literature assessment guidelines on examinations which provides guidelines on how to design tasks, allocate marks and evenly distribute the cognitive demands to questions.

Literature review proved that there are many documents that are relevant to the successful implementation of SBA in literature set-works. These documents include and not limited to prescribed works, assessment policies, circulars, assessment guidelines in literature set-works, departmental literature study guides, annual Umalusi and DBE reports on literature set-works examination papers. The DBE reports clarify errors and misconceptions committed by Grade 12 candidates in large scale examination. There are also reports on SBA conducted by Umalusi from sampled schools in the province. Among these departmental documents not a single teacher made mention of assessment policy documents, namely, NPA, the official document that is paramount in every subject assessment in schools. This question revealed that teachers possess inadequate knowledge of departmental documents used in the teaching and assessment of the literature paper. NPA is one of the key

documents in the implementation of SBA. Teachers not knowing about such document suggest lack of commitment and seriousness on their part.

In conclusion, the question that sought to find out the participants on EFAL policy documents revealed considerable discrepancies in this regard. Literature teaching and assessment seems to be highly challenging according to the participants in the previous question. However, the unavailability and inadequate use of prescribed sources exacerbates the predicament teachers are already in. Officially prescribed documents serve as sources for enrichment on both methodology and content knowledge of literature set-works. Besides, these are documents prescribed by the DBE to supplement other materials in the paper. If they are unknown, literature assessment is obviously compromised. This question revealed that EFAL literature set-works teachers lack knowledge of departmental documents that must be used in the assessment of this paper.

Question three concerns the programme of assessment in literature set-works.

5.2.4 Question 3: What is your opinion of school-based assessment programme in literature? How do you follow the programme?

Although the participants mentioned the pros and the cons of the POA in literature set-works, some are not aware that there is an official programme that must be followed on Literature set-works assessment. However, by many teachers concurred that the programme in assessment of literature set-works assessment is available but it is not judiciously followed. The challenges alluded to by the participants range from personal, managerial to curricular issues.

(a) Theme: Execution of the programme of assessment in SBA of literature set-works

- Subtheme 1: time allocation of EFAL literature tasks
 - Subtheme 2: learner confusion
 - Subtheme 3: bureaucratic control and interruptions
 - Subtheme 4: shortcomings of the POA
-
- *Subtheme 1 and 2: time allocation and learner confusion*

The participants stated that the programme confuses learners because lot content must be completed in a short space of time: many literary texts, namely poems and short stories, must be dealt within a short period of time. The participants alluded that teachers found it challenging and confusing. They responded that due to the complexity of language use in Literature, learners struggle with it. For example, they struggle on the use of figurative language. According to the respondents, learners take time to grasp the meaning of literary texts. The assumption is that if learners do not get constructive feedback in challenges they have, they inevitably will perform poorly in successive assessments. One teacher said:

“To a certain extent, whatever we are doing hardly helps learners. The work is just too cumbersome. There is too much work and really very little time to do anything constructive.”

“...So most learners end up confused ... because you will teach them and not have time to revise it with them.”

As far as time is concerned, the participants' further said that the allocation for literature set-works in term two was not prudently planned. They mentioned that there is too much work and very little time to do it. They also noted that it was not proper to have the first formal task administered in term two. The teachers also note that they were unable to offer feedback to learners due to little time set aside for EFAL. They indicated that there was too much work to do in teaching of literature set-works. It seems the challenge in the programme is generally a curricular matter which raises a serious concern in the teaching of EFAL literature set-works planning and allocation of time. This is captured in the following excerpt:

“As from last year we only had literature test in term 2, and also in Grade 12... So, I do not know why they have tried to eliminate the test in the first term...and move it to term two!”

- *Subtheme 3: Bureaucratic control and interruptions*

Apart from the respondents' assertions that they categorically find POA flaunted, they also showed concern about interference by the authorities in the running of the POA in their assessment of literature set-works in their respective schools. Furthermore, participants commented on the serious oversight over the literature set-works by the managers and school management teams. When asked of their opinions of SBA programme in Literature and how the programme is followed by the respondents, they mentioned that:

“... We language teachers are not given time, even if when they make arrangement they do not consult us.” “And then at schools, school managers sometimes, they devote too much time to content subjects.”

In addition, the participants' mentioned that the neglect on EFAL literature set-works is also exacerbated by the circuit managers, who interfere in the

programme in schools. Teachers mentioned that they are willing to compromise to cover the curriculum but:

“You find that the circuit expects..., to provide monthly schedules so we hardly have time left to concentrate. ...”

The researcher feels that teachers feel less efficacious to perform their duty of teaching and assessing literature set-works. Since the authorities interfere in the teachers’ work, they may lose hope and focus. Circuit managers should in essence be the promoters of policy on assessment to ensure that it is complied with. The participants feel they do not feel motivated to implement the programme because of the control and interference of the authorities. One participant stated:

“Teachers want to go an extra mile, but you find that the circuit arranges contrarily to what we arrange in schools. They expect us to give certain number of tests.”

It is frustrating for teachers to follow two programmes at the same time. The national protocol for assessment (DBE 2011a:5) requires every teacher to submit all annual formal POA to the subject head or management team of the school in order to draw up an assessment plan. The suggestion here might be that even though teachers follow the policy to develop their general school POA, it would be ineffective due to the interference they alluded to from their schools and circuit managers.

- *Subtheme 3: Shortcomings of the programme of assessment*

The participants complain that the arrangement and allotment of tasks in EFAL literature set-works assessment is lop-sided and inadequate. Teachers responded that the tasks for literature set-works have been reduced; there is no formal assessment task allocated for term one assessment. Teachers view this as a flaw by the DBE on the POA in literature set-works. They believe that more attention is given to content subjects and Papers One and Three rather than

Paper Two (literature set-works. Perhaps what they would like to see is that every term should be allotted a formal literature task, than have these tasks in term two. If not reviewed, it may send a message that literature set-works are not important and that they should be taught or assessed as from term two. It might also send a message to the reader that the POA is not mandatorily followed. The responses from the participants suggest that there is no uniformity in schools in the implementation of SBA in the literature set-works assessment programme. As such assessment might be subjectively administered out of the teachers' willingness or unwillingness as stated below:

"In my case we used to set the paper, the whole paper is marked out of 70, whilst in some other grades it is 45 on the mark sheet, on the template they will just set that amount of marks ... They just compile the tests and the learners prepare the two tests. Yes, they just teach things for the test, and then give them the tests, short tests, not long tests. They only come across long tests during May or June..."

"The programme is not working..."

It is well-documented in the above excerpt that some effective teachers are affected by the way the POA is run when it comes to literature set-works. It is evident that there are a number of reasons teachers are discouraged, and interference by the authorities is one of them. Teachers mentioned that they attempt to organize extra time for EFAL literature set-works but managers allot more time to Mathematics and Physical Science. Due to lack of teaching time teachers offer learners questions and answers to prepare for the test and then

"The learners get full marks."

From the responses above the following factors were found to influence the execution of POA in EFAL literature set-works that the assessment is not

authentic, valid or reliable. Teachers seem to teach and assess learners on what has been “drilled” in the classroom. This may send the wrong message that learners are doing well in SBA, whereas it is not the case.

In conclusion, the POA followed in assessment of Literature set-works in Grade 12 has proven to be ineffective:

- It does not help learners since literature set-works is too cumbersome to teach.
- There is too much work and very little time for feedback.
- The interference from the circuit offices, some requiring monthly schedules something which is not part of the POA of the subject or the school.
- Most learners end up confused since there is no time for feedback.
- School managers sometimes, devote too much time to content subjects such as Mathematics and Physical Sciences.

In conclusion the findings are consistent with what Umalusi revealed. Umalusi (2010:26-27) found that the assessment plans and/or work schedules developed by schools were, in some cases, not adhered to and therefore deviated from the prescribed POA. According to CAPS EFAL document, POA is designed to spread all formal assessment tasks in all subjects in a school throughout a term (DBE 2011a:80). Formal assessment tasks are marked and formally recorded by the teacher for progression and certain purposes after having gone through quality assurance.

The following question examines the type of questions that teachers ask in their tasks when they assess literature set-works.

5.2.5 Question 4: Explain your experiences as a literature teacher and assessor in Grade 12. Relate specifically to the type of questions and tasks administered in SBA

This question aimed at finding out experiences teachers have as assessors and designers of their own questions and tasks in literature set-works as explicated in chapter two. This particular question was informed by the reports as mentioned in chapter two that learners are unable to respond to higher order questions, contextual questions, questions relating to figurative language and that they are unable to follow instructions in question papers at the end of the year. When participants were asked about the types of questions they asked, the following theme emerged;

(a) Theme: Questioning in literature set-works

- *Subtheme 1: Types of questions asked.*
- *Subheme 2: Over-reliance on previous EFAL literature question papers.*
- *Subthteme 3: Language barrier of learners.*
- *Subtheme 4: Inability to design literature set-works assessment tasks*
- *Subtheme 5: Poor quality of literature tasks*
- *Subtheme 6: Lack of teacher efficacy*
- *Subtheme 1: Types of questions asked*

From the teachers' responses, it was elicited that they ask a variety of questions such as contextual discussions, open-ended, higher order questions and insightful questions. Overall, teachers responded that they ask/apply the following types of questions:

- characterisation

- comparison of characters
- contextual questions
- discussion questions
- figurative devices
- insightful questions
- higher order questions
- open-ended questions
- paraphrasing

The majority of teachers mentioned that they asked questions on characterisation. The second popular type of questions was contextual questions. Even though they are the customary way to test literature, they can be used to elicit higher order responses if they are well implemented. The problem is that such questions often become arid comprehension exercises because learners expect to find answers from the provided piece of text for guidance as confirmed in 2015 NSC diagnostic report (DBE 2015e:79).

The participants were also in favour of the way questions appeared in the figurative language section as indicated in the following excerpt:

“We also have a question that requires learners to use the figurative languages and those types of questions in most cases they are very difficult for learners, they cannot correctly respond to them.”

One participant stated that learners did not find it easier to relate to questions that required them to think in a more in-depth way and to relate to what is happening in the text.

“....at times you find that certain set-works address things that are far beyond their situation...”

Although teachers have some knowledge of the types of questions to task, they mentioned that they experienced challenges in setting these questions. Teachers indicated that they could develop their own formal assessment tasks but they have challenging factors such as time, unfamiliar settings in prescribed set-works and learners' poor language background. Some teachers revealed that they did not ask questions themselves; they make use of previously written examination papers instead. Literary concepts and notions unfamiliarity with certain literary genres and conventions might also bring about problems. Lack of knowledge about these literary concepts makes the texts bewildering and demanding to understand (Maley, 1989, Khatib et al, 2011).

- *Subtheme 2: Over-reliance of previous question papers*

It was mentioned by the participants that they make use of previous examination papers for various reasons. They mentioned that they familiarise their learners with the type of questions that are set so that when they come across them in the examination they should not get confused. The statement suggests that teachers use the previous examination papers to familiarise learners with the format and standard of the large scale assessment papers. This raises questions again should not teachers be assessors and designers of their own tasks? If teachers do not design or develop their own assessment tasks, it may imply that they are incapable of doing so. One of the exciting strengths of SBA is that it gives teachers the chance to develop their own suitable assessment tasks to meet their learners' needs. It is unlikely that the majority of the respondents can do it themselves since they stressed that they use previously used material; in SBA teachers should modify tasks and design new ones instead of habitually copying and pasting since they are informed by what learners need for improvement.

In the following response teachers maintain that the development of tasks is cumbersome for them, which negates the qualities of an efficacious teacher. One participant unambiguously stated:

“The point is mam there is no time to set all these tasks in the format that they want ...” “I also use previous question papers to set for CASS.”

The two preceding utterances may suggest the following:

- Teachers cannot set their own tasks in the required format
- Teachers use previous examination papers due to their availability or
- Teachers lack time

- *Subtheme 3: Language barrier*

Amidst the challenges teachers indicated of experiences in assessment of literature set-works, they mentioned that learners struggled to respond to questions. Teachers stated that there were particular instances where learners were unable to express themselves because the texts are abstract or unfamiliar. Some teachers pointed out:

“The manner in which the learners have to express themselves in English ...on its own it becomes a barrier where you find out that some learners struggle...”

“Yes and at times you find that certain set-works address things that are far beyond their reach ...”

The problem that was alluded to in chapter two that learners cannot *read between the lines* was confirmed by teachers in their responses. The utterances

below validate the affirmation that teachers are aware that learners have problems with responding to the figurative language.

“What I have experienced is that learners do not understand figurative language. ...”

The participants' responses stated above authenticate that learners experience serious challenges in responding to questions and tasks set during the year in SBA. This sends out the message that it is not impossible to realize that if learners experience problems during the year, where there should be continuous help and feedback, they should not be expect them to perform better in the summative (year-end) assessment. It is noteworthy that these tasks are administered by the teachers themselves after numerous interventions and feedback strategies.

- *Subtheme 4: Inability to design literature assessment tasks*

Although teachers mentioned that they could not set their own tasks because of time constraints, others stated that they solely rely on their clusters to set formal tasks. As such they barely set any tasks themselves as indicated below:

*“I do not think I had ever set a test except for class activities ...
We choose a cluster group that sets a test for everyone....”*

The second reason that proves teachers do not develop their own tasks:

*“I train my learners by making use question papers... or copying
down the format of final question paper...” “So I cut and paste...”*

Based on the responses from the focus group interviews, it appears those teachers' lack skills for setting quality assessment tasks in literature. Responses have also revealed that they do not have confidence in themselves in developing their own tasks. The quality of assessment tasks lies in the setting of the questions and on feedback, because teachers ask questions to elicit learner understanding and for performance to give feedback for further

improvement. Teachers' responses lack originality, creativity, credibility and accountability.

In addition, teachers mentioned that they reuse previously used papers because they do not only lack time to set, because they believe that previously written papers are standardised and cover all cognitive levels. This sends out a message that firstly, teachers are not certain or efficacious about what they should design, teachers are not confident with the types of skills they have to design tasks. One teacher stated that they ended up giving learners papers and memoranda, which is the same as giving learners free marks. One participant stated:

“Because they know very little, we just go ahead and spoon-feed them all the time.”

The generosity with marks may impact on the learners' motivation because teachers send the wrong signal to educational stakeholders, parents and SMT as well as learners themselves that they (learners) performed well in the year, whereas it is actually replication of assessment tasks done before. Learners can therefore just reproduce what they have been given or told. This sends the wrong message to moderators of SBA. If teachers supply learners with all previous papers and memoranda, this may result in passive learning where there is no critical independent thinking. Thus, they could end up regurgitating information during examination with no understanding or capability of interpretation of questions. Furthermore, it may send a message to learners that they will expect the same practice to be exercised during the examination, which is not practical. Perhaps this is the cause that at end of the day they are unable to respond to the similar types of questions at the end of the year.

Teachers showed they struggle with designing tasks on their own admitted they are not capable of developing their own tasks for the content that they have taught. The lack of teachers' efficacy in task design is plainly illustrated hereunder:

"We also use previous question papers from other provinces. We just download them and compare. It is done like that. Because if I can use my own questions it may be embarrassing in the examination and you find that they do not pass, unlike when they are used to my questions. I just drill them to be able to answer every question paper."

- *Subtheme 5: Poor quality literature assessment papers*

"...sometimes even the curriculum advisors commit unnecessary mistakes. They send papers that are of low quality to schools, or previous question papers for that matter!"

The above response from a teacher suggests that quality of assessment tasks is not assured. The poor quality of papers originates from the structures that must assure quality. Even though the tasks are said not to be standardised or up to the prescribed levels, learners are never the same. No class of literature set-works is the same as the other, warranting the use of the same assessment task. Learners are different, so their assessment tasks should also be different. Teachers have also shown concern about the quality of assessment tasks they receive from the other structures like circuits, clusters or districts offices. To learners it seems assessment is not fair or credible enough if one follows what teachers say about the nature of the tasks. To learners whose duty is to study what has been provided to them, for example, previous question papers, they find assessment as merely regurgitation of information. One teacher said:

"... So the questions that they put in there, some of them we already assessed them before...."

- *Subtheme 6: Lack of teacher efficacy*

The ability and motivation to help and encourage learners to achieve goals of literature should be the primary aim of EFAL teachers. However, the evidence from preceding responses indicates that not all teachers in the study have teacher efficacy. According to teacher efficacy theory; teachers should have a belief to be motivated and perform according to their roles of teaching and assessing. Their responses indicate that they overly rely on past question papers, cluster-based papers, and papers are regarded as having low quality. Teachers further indicated that they lacked time to develop tasks. This suggests that teachers might not be capable or efficacious to set their own tasks for their own unique learners.

Most educators claimed that their tasks are cluster-based. These tasks however, originate from clusters, but are regarded by the same teachers as lacking quality or standard. The surprising factor was one in one focus group, some teachers were not aware of the cluster papers. Teachers doubted their own competency, potential and efficacy to design assessment tasks which is paramount in assessment tasks design. This should be coupled with thorough knowledge of the subject. Lacking knowledge of the content and competence to design tasks, denies teachers the power to motivate or influence learners to follow literature. It can, therefore, be concluded that the use of these papers just perpetuates the retention of knowledge without understanding. There are therefore doubts surrounding the validity and reliability of tasks designed by teachers. In the researcher's opinion, teachers have a difficulty in designing their own tasks so they rely on previous papers. It is advisable to urgently provide training to teachers on the design of quality tasks in literature set-works.

In principle, questions are set according to cognitive levels as mandated by the CAPS policy of (2011a). According to the document in EFAL each assessment task must comprise questions from all cognitive levels according to the stipulated percentages per level so that the cognitive demand of the paper is

met. Questions must be appropriately pitched across all cognitive levels as indicated below:

- Literal (level 1): Questions that deal with information explicitly stated in the text.
- Reorganisation (level 2): Questions that require analysis, synthesis and organisation of information that is explicitly stated in the text. Levels 1 and 2 yield 40%.
- Inference (level 3): Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions. Level 3 yields 40%.
- Evaluation (level 4): These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.
- Appreciation (level 5): These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus is on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). Levels 4 and 5 yield 20%.

Furthermore, the theory of teacher efficacy encourages teachers to strive to get to know what is expected of them in methods and content and use it to their learners' advantage. As a result, assessment tasks must be designed to promote language as the literature describes. The teacher should manage the situation and decide what will be the best way forward. Although time-consuming, the efficacious teacher will skilfully try to persevere, and plan to create opportunities for learning and assessment for each learner's progress. Responses for this question revealed that EFAL literature teachers are not

efficacious. The aim was to establish the teachers' experiences in setting tasks and questions finally revealed that there are numerous challenges in the development of SBA tasks in EFAL literature set-works.

The following question concentrated on the role that the school management team plays in moderation of literature tasks.

5.2.6 Question 5: What role does the SMT play in assessment and moderation of SBA in literature tasks?

According to the policy on moderation, all formal assessment tasks must be moderated before they are administered in schools. "Moderation cannot be divorced from assessment because it is through moderation that it is determined whether or not teachers mark too strictly or too leniently. This could serve to identify specific learning problems or difficulties across classes or grades and the result of the moderation could be fed back into curriculum develops staff training or remedial action" (Moderate assessment, 2008).

The question was designed to examine whether policy on moderation is upheld by the SMT's in assessment of EFAL literature tasks. The objective was to find out the manner in which the literature set-works paper is moderated in schools since literature (chapter 2) asserts that there are challenges in moderation of EFAL. When asked about the role of SMT in moderation of SBA of literature set-works', teachers generally shared the same views that the formal literature set-works tasks must be moderated by HOD's who are a component of the SMT.

All the participants in the focus groups were of the opinion that moderation is beneficial. Some mentioned that because moderation refers to approval of

assessment tasks and checking of marking, it encourages teachers to know the subject as they must design, the correct length of papers, ultimately discouraging indolence. Although participants communicated various benefits of moderation in schools as well as challenges of teaching and assessing in SBA of literature set-works, all focus group interviewees showed frustration when it comes to the way moderation processes are conducted in their schools. Responses in this question revealed the following:

(a) Theme: Knowledge of moderation

There were four subthemes identified under to support the above theme:

- *Subtheme 1: Moderators and their roles*
- *Subtheme 2: Benefits of moderation*
- *Subtheme 3: Challenges of moderation*
- *Subtheme 4: Lack of teacher efficacy*

- *Subtheme 1: Moderators and their roles*

Overall, the participants demonstrated some understanding of the concept moderation, its benefits and the challenges that are faced in carrying it out. They mainly indicated that moderation in schools is administered by HODs. They mentioned it is a huge responsibility for HODs in EFAL literature set-works moderation. As a result some schools delegate teachers to assist HODs with moderation in the absence of an HOD in EFAL. Although teachers are aware of the challenges such as insufficient HOD's they also indicated good practices that are followed, for example.

“... in a school we make use of subject heads... and the head will be responsible for the moderation of tasks before learners write and also after writing.”

Concerns may be expressed about the level of competence of these subject heads. This is an effective moderation system only if it is ensured that these delegated teachers have the knowledge of literature set-works and moderation processes. If they are delegated to moderate, they should be professionally developed to thoroughly execute the duties of moderation in this particular paper – this is serious quality assurance standard that should not be compromised.

- *Subtheme 2: Benefits of school-based moderation in literature set-works*

Teachers do acknowledge that there are the advantages or benefits of moderation of literature set-works to maintain standards, quality and consistency. Their responses elicited that moderation of SBA in literature can serve numerous purposes, namely:

- Curriculum coverage,
- Setting standardised tasks,
- Ensuring that marks are allocated properly,
- Adding value to SBA,
- Motivating teachers to do the work,
- Ensuring that teachers mark objectively,
- Ensuring that tasks are correctly designed,
- Complying with policy,
- Monitoring teachers' work,

- Promotion of dutifulness,
- Internal moderation is promoted,
- Consistency, and
- Quality assurance.

Some teachers stated that although moderation is an effective way to improve quality, sometimes it is not well administered. There were serious challenges and malpractices in moderation of EFAL literature set-works that were mentioned; poor moderation, lack of resources, workload and poor quality of tasks.

- *Subtheme 3: Challenges in moderation*
 - Poor moderation

The participants mentioned that departmental heads do not thoroughly moderate assessment tasks. They just stamp the papers without delving into the content. It seems to the researcher that the moderators only carry out moderation to the level of compliance only, because participants pointed out that moderation is done but quality is compromised. Furthermore, teachers voiced out that moderation is treacherously employed. Teachers explained that some departmental heads approve assessment tasks in advance; meaning a stamp is applied to the task sheets before they are concluded. They do not look into the integrity of tasks. It does not serve the purpose here, but it is a technical way to comply with the requirements of SBA.

“They just stamp and approve...”

- *Lack of resources*

It was stated by the participants that teachers are assigned duties to moderate as subject heads because schools lack HODs. It appears that there is a shortage of departmental heads in schools responsible for literature set-works. One teacher stated that there was also a multi-grade teaching and moderation that is practised by some teachers. This is only for compliance purposes since schools lack competent HODs. The lack of resources finally brings about an extra workload for teachers of literature set-works. Teachers also acknowledge that departmental heads have a lot of other responsibilities. It is alluded to by teachers that the departmental heads do not follow the principles set out in the guidelines.

“Will they really have time to study, okay, for example, an HOD for languages, am I going to have time to relate to Sesotho guidelines? Venda guidelines ...? You know some of the things are not practical.”

- Low cognitive demand in tasks

The participants categorically stated that HODs lack knowledge of the content. They lack knowledge on how to formulate questions that cover all cognitive levels. One participant doubts the integrity of moderators in the following excerpt:

“So the people who are not knowledgeable are the people that are moderating us, and a lot of other, like as the other participant has said, low order questions, how are you going to identify high, low questions when you are teaching English in Sotho, for example!”

The participants also expressed discontent with what happens in schools, especially with the incompetence of the SMT in general and HODs in particular, as one teacher notes:

“... It is important that they have to know the books that the learners are reading so that they can be able to moderate, how do they moderate the work that they do not know, because they do not have knowledge about it...”

- *Poor quality of tasks*

The teachers said that they do not design standardised tasks, and the HOD could not see that there was something wrong. The teacher commented “They just stamp and approve.” The participant stated that even though she could demonstrate this to the HOD, nothing helps, because the HOD cannot see the difference.

“They do not follow the guidelines.”

- *Heavy workload*

Apart from all the challenges that the departmental heads have, teachers mentioned that departmental heads have a lot of other responsibilities to perform.

“Another thing, it is not only their mistakes. There is a lot of paperwork that these people are doing”

It is recognised that departmental heads are overloaded with work; as such there is nothing they could do. This suggests that teachers accepted that the HODs have strenuous limitless functions given to them. Secondly, response revealed that the SMT, HODs in particular, showed lack of knowledge and skills to moderate EFAL literature set-works tasks, as such, teachers have low expectations from the HODs as their mentors, seniors, supervisors and colleagues. Thirdly, it was surprising that some schools did not have departmental heads for EFAL literature set-works at all. Lastly, the findings from this question showed that teachers experience some malpractices in their

schools. These types of conditions may lead to helplessness which may result in negligence and insubordination due to lack of development, satisfaction and commitment in the work situation. On one the hand, teachers' responses reflect that moderation when implemented can yield good results. The challenge is:

"...in fact there is no one who cares about the paper..."

- *Subtheme 4: Lack of teacher efficacy*

In spite of the main concern about lack of support from the SMTs teachers were able to share some positive insights on the value of moderation of SBA literature tasks in EFAL. Teachers see moderation as the approval of formal assessments by the HODs or SMTs member. Few teachers saw moderation as a form of monitoring and support process for quality assurance and teacher development. The view of teachers on moderation concerns pre-moderation, which is done before a test is administered and post moderation to check how the teacher has marked. Moderation, monitoring, support and reporting cannot be divorced from one another because they work inseparably, however, teachers in this focus group interview emphasised moderation as a way to approve tasks to be written. It must not only be about compliance of setting tasks, but moderation is important because has to do with quality of tasks. In conclusion, it is apparent that there are enormous trials that teachers experience in this paper.

The next question was asked to elaborate on the benefits of SBA that teachers might have experienced in the assessment of literature set-works.

5.2.7 Question 6: Elaborate on the benefits that SBA may have or may not have in literature set-works.

(b) Theme: CASS benefits learners

When responding to this the question, the majority of teachers agreed that assessment of literature should be continued in schools since it is beneficial. This was validated by teachers overwhelmingly stating the numerous functions of literature as stated in the following summary of benefits with corresponding responses. The reason for assessing literature set-works are indicated below with excerpts to support the participants' voices.

- Weighting

"...beneficial to the learners because it adds to their year mark."

- Improvement of school attendance

"CASS also ensures regular school attendance."

- Continuity and consistency

"...there is a sort of continuity in teaching at the same time."

- Critical thinking

"Literature is taught, it broadens the learners' minds and I also believe that it also makes them aware of certain things they did not know."

- Writing skills

"They can also be encouraged to write. No one is a born a write..."

- Increase in vocabulary

"When teaching literature, basically it increases learner's vocabulary and it makes some of them to be very good in the future."

- Appreciation of literature

“They are able to appreciate the writings of other people.”

- Reconciliation

“The aim of literature is to reconcile...”

- Career development

“...in the case of drama, it can encourage learners to become professional actors.”

- Learning

“It improves their learning.”

5.2.8 Question 7: What are the challenges in literature teaching and assessment?

The participants mentioned a number of issues when they were asked about the challenges they face in the assessment of EFAL literature set-works. Various themes emerged in this question that attempt to answer the research question. These themes are as listed below:

- (a) Learners' illiteracy,
- (b) curricular issues,
- (c) bureaucratic control,
- (d) lack of resources,
- (e) lack of support,
- (f) workload,
- (g) lack of moderation,

- (h) lack of knowledge of literature set-works, and
- (i) lack of teacher efficacy.

(a) Theme: Learners' illiteracy

Teachers showed a high level of frustration concerning learners' lack of independent reading. Teachers were unanimous about the inability of learners to read on their own. They complained that learners want the teachers to read word for word with them. One educator commented about the disadvantage the DBE brings to EFAL classrooms by introducing intervention strategies that allow learners to progress to the following grades whereas they are not ready.

- *Subtheme 1: Learners who are qualified to progress due to age cohort*

*"Learners are stuck in matric and you cannot blame them.
The person who came up with that! "Eish!"*

The teacher in this case was complaining about the implementation of the intervention strategy on the progression of learners who are not supposed to be retained twice in a phase. The participants mentioned that these learners qualify to automatically progress to the following grade due to multiple failures and being over aged. Teachers mentioned that such progressed learners were unable to effectively participate during reading lessons as indicated below:

"When you teach these learners, they just look at you showing that they are lost, and when you ask them questions they simply say nothing."

"They cannot read, they move from 8 to 12..." "When you ask them to read, some can just keep quiet because they cannot pronounce those words."

“...these learners already know that even if we cannot do much, we are going to the next standard. They know about this policy.”

The Department of Basic Education has introduced a number of initiatives and incentives for children to attend schools. These include initiatives to reduce repetition, and providing favourable conditions for parents to send their children to school. However, according to the participants, the learners abuse these interventions. Research has shown that repetition is much greater in higher grades than in the lower grades (Cape Times 20 June 2011.) According to an international comparative study, South Africa’s average level of repetition in primary schools of 7 percent was higher than the 5 percent for developing countries. For developed countries it was less than 1 percent. The report found the incidence of repeating a year was much greater in higher grades than in lower grades. “This occurs as a result of teachers in the higher grades trying to deal with pupils who have failed to master basic skills in primary school, but who have nonetheless progressed from grade to grade.” (*Shock high school dropout rate* Cape Times 20 June 2011 Michelle Jones (Education Writer)

- *Subtheme 2: Language barrier*

Participants mentioned in their responses that they experience challenges in assessing learners in EFAL literature set-works. Firstly, in most cases learners do not understand the figurative or literary language. Secondly, they cannot interpret questions in higher order or levels. Thirdly, learners are often confused by settings which are not familiar so vocabulary is abstract to them.

(b) Theme: Curricular issues

- *Subtheme 1: Undue long period for set-works*

Teachers commented that the current set-works have been in the curriculum for an undue time. Teachers did not even have a clue in which year the current set-works were introduced; they were just aware that the period has been unnecessarily elongated. The set-works, as a matter of fact, have in existence since 2008. This means they have studied for nine years. This is also an additional problem to the participants. The frustration of teachers is illustrated in the excerpt below:

“At the end of the day it achieves nothing, even the set-works are not changed. They have been too long in the curriculum.”

- *Subtheme 2: Lack of reconciliation*

Furthermore, to some teachers it is not about the period only, one teacher commented that the literature set-works that are currently studied are not serving their reconciliatory purpose as indicated below:

“To me the literature now has no purpose. It is concerned with the past and this impact on all learners irrespective of colour or race.... The aim of literature is to reconcile, it is not done.”

- *Subtheme 3: Allotment of tasks*

Teachers also raised concern with the POA for EFAL literature set-works in the curriculum. Although the term one task in literature set-works has been cancelled, it seems to be an advantage to teachers because they believe they will be able to concentrate on other Papers, which are, Paper One, Orals and Paper Three. This is evident in this response:

“But now that it is no longer having many tasks we are going to have enough time to teach the grammar and the essays. ... “

The placement of literature set-works test in term two is, according to the teacher, an indirect signal that literature assessment tasks can only be dealt with only in term two. Although the teachers mentioned that it would give them ample opportunity to teach other papers, it raises serious concerns again whether teachers would be able to cope with the coverage of all prescribed works mentioned in the programme of assessment from the second term.

In addition a challenge noted again in the focus group discussion is the teachers' incessant complaint about the interruptions of the circuit management in the programme of assessment of literature set-works in schools.

(c) Theme: Bureaucratic interruptions

Some teachers complained of preference being given to some subjects besides English. The participants complained that they had to abide by two different programmes, one for the school and the other for the circuit which according to the teachers, did not work in unison. The teachers also stated that the arrangements by circuits also confused and frustrated learners. Another crucial issue raised by the participants was that they did not even have time to give feedback to the learners because of the tight schedule from the circuits and school demands.

(d) Theme: Lack of resources

Teachers realised that the intentions of literature are good, but they complained about lack of resources. Teachers were disappointed, something, which may adversely affect the implementation of SBA in literature set-works. The participants indicated gaps in following areas:

- physical resources,
- human (teachers and departmental heads),
- finances,
- prescribed books, and
- overcrowded classes.

Firstly, the teachers stated that they had to photocopy prescribed books, however, they often did not have sufficient finances in their schools to accomplish this. In some school they have to share one computer for test preparation and recording processes and this delays them. Secondly, teachers indicated that they did not have enough departmental heads in their schools. One educator mentioned that she served both as a teacher and an HOD because she taught Grade 12. She was viewed as a senior teacher who must mentor all other EFAL teachers in the school. Another teacher indicated that there was the only one language HOD, as such delegation of subject heads is done to take care of moderation. Additionally, one participant stated that teacher indicated that there is only one language HOD because their school is too small to be granted more posts for HODs. The lack of teachers in the school declares the teaching and assessment of literature set-works a redundant exercise like the following teacher stated:

“Manpower must also be there. In certain schools only one teacher teaches literature you teach from grade 8 to up to 12, its possible. So you just half cook the learners.”

Thirdly, financial resources were also reported to be lacking in schools that are granted funds by the DBE due to the status of their quintiles. The teacher from such a school mentioned that the finances are not enough to make copies for learners’ prescribed books for literature set-works paper.

Fourthly, the lack of textbooks was also illustrated by teachers. Learners lack textbooks which are fundamental in every South African classroom.

“The challenge is lack of materials; lack of resources like literature textbooks...”

Some teachers did mention that they had materials but more were needed. One of them said:

“We do not have DVD’s, to show to learners for a drama or a play. We also not have dictionaries in schools ...”

The DBE should ensure that every teacher is given support material for effective implementation of SBA in literature since it was observed in the preceding questions that teachers are not competent enough in the assessment of literature set-work

Lastly, the participants mentioned that they taught and assessed in overcrowded classes. They were also concerned that they assessed the same way as schools that had few learners in classes. The teacher said:

“We must work according to certain schools. Eish, I nearly said the name of schools which are among certain schools who are advantaged, limited number of learners of learners, with resources, we are competing with such schools, which is impossible. Imagine in the class, I am having more than 60 learners.”

(e) Theme: Lack of support

Some of the participants indicated that they only received assistance at the beginning of year in so called ‘briefings’ where they are advised on how to prepare the files for CASS submission, and provide documents to organise their

files. One participant stated that she has never received any assistance from any curriculum advisor. She also mentioned that their school is taken care of by any curriculum advisor who meets her at district levels. She also mentioned a reason that their school is away from the tarred roads, so no one visits them. However, one participant stated that at her school they received maximal support from both departmental heads and subject advisors. This was because the school belonged to a *Dinaledi school*, and these groups of schools were warranted extraordinary textbooks, support by curriculum advisors and electronic devices. The teacher mentioned that the curriculum advisors sometimes conducted onsite workshops to support teachers on content knowledge, which other educators lamented about.

- *Subtheme 1: Ineffective curriculum advisors*

Teachers also complained of ineffective curriculum advisors who are not competent in literature set-works at workshops. Teachers stated that curriculum advisors are either incompetent or not qualified in the subject because they come to the workshops ill-prepared. The teachers mentioned that facilitators just speak shortly and then order teachers to prepare and present. Curriculum advisors lack knowledge in the paper since most of the time they give instructions for presentations by teachers themselves without giving effective feedback.

- *Subtheme 2: Ineffective workshops*

Teachers attested that they themselves are not refined in literature set-works due to form of language used, especially poetry and Shakespearean works. The figurative language is challenging for them as well as to learners. Teachers suggested that regular workshops should be conducted so that they can fully understand how to teach and assess literature. They further showed concern

about the duration for the workshops that they attend, that they are not effective. Their concerns are supported in the excerpts below:

“They do not workshop us. They say two things and say “go and present, go and present.” They do not even give us feedback on the things we are presenting. So the facilitators must be prepared. We go there blank and come back blank as before.” “The workshop must not be one day.”

(f) Theme: Workload

Teachers mentioned that they struggle to cope with the assessment in this paper due to a huge workload. Departmental heads are unable to offer monitoring and support because they are overloaded with work. It was surprising that even though they were overworked, teachers knew and acknowledged that they must prepare CASS files. Teachers also mentioned that it was not only them who were overworked, but departmental heads as well.

(g) Theme: Lack of moderation

Teachers' responses show moderation as the approval of formal tasks approved by the HOD or SMT member. Few teachers saw moderation as a form of monitoring and support process. The views of teachers on moderation are that pre-moderation, which is done before a test is administered and post-moderation check how the teacher has marked. Moderation, monitoring, support and reporting cannot be divorced from one another because they work inseparably, however teachers in this focus group interview emphasised moderation as a way to approve tasks to be written. It must not only be about

compliance of setting tasks, but moderation is critical because it is a quality assurance step. However teachers' responses indicated that the current status of moderation of EFAL literature tasks does not assure quality. Responses of teachers showed evidence that some tasks are moderated in advance, and are approved even before they are set: The responses showed that teachers were aware of the operation of moderation, but only a few participants appraise support of the SMT. It was also established by the teachers that the SMT's do not have content knowledge of Paper Two

(h) Theme: Lack of knowledge in EFAL literature set-works

Another factor worthy of note is that teachers also suggested that EFAL curriculum advisors lack knowledge in this paper. The participants showed discontent with the lack of support and development by their curriculum advisors.

“They send papers that are of low quality to schools, or previous question papers for that matter.”

(i) Theme: Lack of teacher efficacy

- *Subtheme 1: Teacher bias*

One teacher pointed out that some teachers do not have knowledge of all genres, as such, they select and teach only what they are comfortable with. The teacher argued that this can be disadvantaging learners from knowing what literature is. The teacher showed a serious concern because she said:

“At times teachers are biased to an extent they concentrate on particular genres and leave out others which disadvantages the learners’ learning of literature.”

Teachers have a challenge in understanding the literature set-works themselves, so learners as less experienced individuals in the language will experience worse challenges than teachers. This can be a reason that teachers also have challenges with certain genres, where for example, the teacher likes poetry but learners do not.

- *Subtheme 2: Poor quality of assessment tasks*

Teachers indicate in many comments that they do not trust in their own abilities as designers and assessors. The inability of teachers to design their own assessment tasks were shown in the following comments:

“Because if I can use my own questions it may be embarrassing in the examination ...”

“We also use previous question papers form other provinces. We just download them and compare. It is done like that. “

- *Subtheme 4: Lack of motivation*

Reading form the teachers’ response, learners were portrayed to be less motivated in reading and in responding to literature assessment tasks. Efficacious teachers should use proper teaching method, that is, student-centred and interactive teaching methods to stimulate learners’ enthusiasm, creativity and critical language awareness. Genres like poetry will be very helpful in fulfilling all the ultimate aims including aesthetic consciousness and extensive reading. Discussions of literature, be it novels, plays, short stories or poetry bring out reasoning related to character motivation; predictions; visualisation of actions, and creative critical analysis of the story. However, if

teachers are not motivated all is in vain. As mentioned earlier in this section, teachers are unable to offer feedback to learners due to pressures from the circuit offices for improvement in other subjects. As a result learners get frustrated and confused. As stated in chapter two, formative and self-referenced feedback should enable students to perceive a sense of control over their progress. The move to introduce SBA suggests that feedback through continuous assessment may help learners develop motivation to perform better in summative assessments like final external examinations, which does not happen according to the teachers' responses. Teacher efficacy underlies many important instructional decisions which ultimately shape students' educational experiences (Sodaak & Powell, 1997). It is strongly linked to teaching practices and student learning outcomes. Perhaps it is for this reason that learners do not feel motivated because teachers are themselves demotivated.

Self-efficacy is sometimes defined as the belief of people in their capacity to manage events which have an influence on their life and on their environment, so that their needs will be satisfied, and also as the capacity of people to achieve the required motivation, cognitive skills and actions, in order to succeed in the execution of the tasks. Participants mentioned instances that suggest sheer lack of motivation of learners and teachers themselves. Teachers mentioned that learners are lazy to read. Being lazy or indolent is a sign of lack of motivation, lack of vision or inability to understand the one who motivates. Teachers confessed that they know learners cannot read, so they read for them, so that they can accumulate mark for CASS. Teachers further indicate that they offer them question papers and memoranda to prepare themselves for upcoming tests. Teachers do not mention how they motivate them to read. They do not show enthusiasm or willingness to motivate to learners how to read.

Participants' responses indicated a lack of teacher efficacy in terms of enthusiasm, willingness to teach, teacher satisfaction and ability to assess.

Implementation of skills in design of assessment tasks and assessment was lacking. Other instances to prove teachers were not efficacious are the following:

- Lack of willingness to encourage learners,
- Acceptance that learners cannot read,
- Allocating learners undeserved marks,
- Spoon-feeding learners,
- Lack of improvisation, and
- Overuse of previously written question papers.

Additionally teachers indicated instances where they advise learners to respond to only what teachers know. Concerning learners' answering of questions, it was realised that teachers force learners to respond to only what was learned in the classroom. Furthermore, there was also a realisation that teachers mark learners' work subjectively. This suggests that teachers that lack knowledge of genres and are anxious that learner are more knowledgeable than themselves. According to the assessment of EFAL literature set-works learners are supposed to choose two genres when they respond to assessment. Teachers in this study have shown that they are not specialists in literature set-works; this is confirmed by their channelling of what learners must answer. As a result, learners are discouraged to study independently and critically. The results showed that teachers have little knowledge and understanding of literature set-works. If teachers do not allow learners to use or to portray strengths learners will not be honed in high level of knowledge and skills. Although teachers know that assessing literature set-works in schools have good intentions, it seem these aims are not instilled in learners due to the factors mentioned earlier on, some of which are, workload, time, allocation of tasks, incompetent subject

specialists, lack of support, teachers lack of efficacy and lack of learner teacher support material.

Amid these challenges, there were teachers who showed determination to motivate and improvise so that learners perform according to set standards. Some teachers felt that if effective workshops are conducted there could be improvement in the literature paper.

The following question investigated the teachers' personal experiences

5.2.9

Question 8: What are your personal experiences that you can share relating to literature set-works assessment and school-based assessment?

Teachers' personal experiences were categorised according into the following themes:

- (a) duration of prescribed set-works,
- (b) learners' illiteracy,
- (c) lack of resources,
- (d) lack of support,
- (e) teacher bias, and
- (f) teacher efficacy.

(a) Theme: Purpose of literature prescribed set-works

Participants stated insupportable elements they have experienced in their assessment of literature set-works in schools, namely:

- the purpose of literature
- the longevity of the prescribed works

One participant felt that the message driven by the prescribed literature set-works that have been prescribed now are neither reconciling nor uniting. According to the participant's comments, the current prescribed set-works is not relevant for democratic South African classrooms since they dwell much on the past. The researcher believes that although literature is based on history or the past, teachers should be flexible to make it suit learners' understanding and context. Literature should be diversified in local, national and international forms. It must teach the individual for the society's benefit, which is enshrined in the NCS principles. Africanising of assessment practices is relevant here, instilling in learners those values of African cultural philosophies and ideals such as Ubuntu. This might add to the transformation, redress, inclusivity, human rights and other NCS principles. Literature has the potential to portray the society's good intentions. Teachers need to rethink when they assess EFAL literary tasks. It goes with teachers' abilities to turn bad stories around and manipulate all texts to suit learners' interests; however, it requires meticulous choice of texts, knowledge of content, methodologies, teachers' efficacy and willingness of learners to be taught and assessed.

(b) Theme: Learners' illiteracy

Another important aspect that was elicited from the participants' responses is learners' illiteracy. When asked again about their experiences in assessment of literature set-works, teachers responded in the majority of cases that learners are reluctant to read. Teachers complained of the learners' inability to read and comprehend literary texts, especially figurative language. Teachers explained

that they use previously written papers to familiarise learners with the structure or format of the paper, but surprisingly learners still find these papers challenging, as has been pointed out earlier. This may suggest learners might not comprehend what is exactly expected of them or what they are prepared for. The study therefore suggests that perhaps learners are learning by memorising which does not help them, because successive reports mention that learners cannot attempt certain types of questions. Perhaps it is because they are not prepared to think for themselves because teachers provide learners with papers and memoranda something which does not encourage learners to think. Perhaps this is the reason for their inability to answer contextual questions and open-ended questions that requires a certain level of understanding. This view is supported by DBE diagnostic report that learners experience difficulty in writing examinations. They misunderstand instructions and, they cannot respond to both higher order and contextual questions.

(c) Theme: Lack of resources

Lack of resources is another possible reason for educational underperformance (Clarke, 2011). In this study, it was raised in all discussion groups that there is lack of resources in schools. According to teachers there are resources that could enhance learner performance and understanding of literature set-works. Reference materials such as dictionaries and videos are vital to enhance learners' understanding of literature set-works. This study found that when talking of resources, reference is not only made to learners' materials. It includes human resources (departmental heads and teachers) and physical resources (technological devices, libraries, prescribed books, and other support material). Teachers lack support material in EFAL literature set-works, like study guides as illustrated by a teacher who did not know of the existence of the study guides *Mind the Gap*, an important guide which helps enhance literary knowledge.

Participants suggested that the DBE overlooks disadvantaged schools. One participant was worried that it is unfair to compare performance of disadvantaged schools to schools which are well-resourced. Another teacher mentioned that in their school they have only one computer; which is used by all staff members. Out of frustration, the teachers resort to the convenient method of *cutting and pasting*, and relying on previously-written papers. Most participants in this study mentioned that they run short of textbooks. In addition, since the majority of schools do not have libraries, the exposure to English reading material is almost non-existent. One participant mentioned that she made use of television and mobile phones as teaching devices to help learners understand the section in a play (*Nothing but the truth*). This teacher also mentioned that she had set up a chat group with learners and advised them to watch relevant programmes related to what they learnt in the literature class

(d) Theme: Lack of support

When looking at the participants' responses in sharing experiences, the following areas of concern were mentioned: lack of support by departmental heads in schools and lack of support from subject specialists (also called curriculum advisors or subject advisors). The biggest challenge that teachers displayed in this question is lack of support by SMT. Teachers showed that the SMT's are not knowledgeable as far as literature set-works are concerned. The majority of participants, who responded to the question that requested them to share their own personal experiences, also complained about the inadequate support from the curriculum advisors during workshops. Although the workshops are facilitated, the worrying factor to teachers is that they are neither sufficient nor efficient. However, participants believe that workshops are vital. The participants indicated that if they receive thorough training, on regular a basis, they would be able to make choices of what they must teach.

(e) Theme: Teachers' bias

The teachers are also biased in teaching and assessment. Teachers end up teaching and assessing what they know themselves rather than what they should teach, since the programme is inconsistently followed. There was also a sign of restriction of learners' choice when they respond to assessment tasks.

(f) Theme: Teacher inefficacy

One aspect that emerges in the findings from this study is the inability of the teachers to motivate, encourage and prepare learners to develop appreciation for literature. In this question, some teachers mentioned that they did not credit learners who responded to genres that were not done with the particular teacher. Teachers, on the one hand, want to see learners uphold critical thinking and application of critical use of language. As such, teachers should not restrict learners to responding to texts that they only comprehend. Forcing learners to respond only to what the teacher likes, does not only retards progress and learner interests, but it creates mistrust and unfairness in assessment.

Furthermore, participants also complained about the confusion raised by the choice of learners themselves when they had to respond to questions. The question paper normally comprises five questions, two novels, two plays, two poems and two short stories. Teachers explained that these choice from a variety of genres, confuse some learners. The implication might be that learners are not thoroughly prepared for formal assessment tasks. The teachers' responses generally indicate there are challenges they experience in assessment of literature set-works in their schools. However, since literature set-works is a subject that also needs SBA requirement for learners to be promoted, it warrants their determination to meet the objectives for the Paper.

Participants have shown evidence that some learners are unable to read, and teachers are unable to motivate them. Teacher efficacy is about belief to perform and to motivate learners to perform in their tasks. Teachers who cannot motivate cannot be termed efficacious. A teacher who is not motivated will certainly fail to motivate learners. Developing efficacy is not a matter of a second, it demands perseverance, determination and willpower to learn and teach for change. Teachers did not display an efficacious character as they plainly indicated on many occasions in the study, that they lacked time, they lacked influence and they lacked skills, to mention only a few. One of the social cognitive theories on teacher efficacy emphasises that teachers can emulate others' good practices in their teaching and assessment to improve performance to enhance their performance (Kellaghan & Greaney, 2003). However, in this study it were evidential that some teachers are less powerful in their assessment strategies since they used poorly focused questions, cutting and pasting and adhering to poorly constructed cluster papers.

More evidence was apparent in the following revelations:

- Teachers are not able to set their own tasks due to time.
- Teachers categorically stated that they compromise standards due to too much work.
- Teachers are frustrated with the learners' inability to read.
- Teachers are frustrated by the lack of efficient and effective curriculum support.
- Departmental heads that lack content knowledge frustrate teachers more.
- Teachers allocate more marks to inflate SBA.
- Teachers categorically stated that the POA is flaunted.

Learners who study EFAL Literature set-works are therefore severely disadvantaged as their incapable teachers unable to teach and assess on their own. Confirming the findings of this study, is the research by Reyneke, Meyer and Nel (2010) which has also shown that some factors are still badly influencing teacher performance, namely, protocol, lack of resources, weighting of CASS, standardisation and moderation and illiteracy of learner's in the FET band. The investigation on experiences of EFAL literature teachers in assessment of literature set-works in Limpopo secondary schools revealed the following major themes through focus group interviews:

- (a) Bureaucracy,
- (b) Knowledge of documents,
- (c) Knowledge of genres,
- (d) Lack of content knowledge,
- (e) Lack of resources,
- (f) Lack of support,
- (g) Learner illiteracy,
- (h) Overuse of previous papers,
- (i) Poor quality of tasks, and
- (j) Workload

Data was also collected through open-ended questionnaires for enhancement of credibility of this investigation. The findings and discussions from open-ended questions on the experiences of teachers on assessment of EFAL literature set-works in secondary schools in Limpopo Province are presented in the following section.

5.3 FINDINGS FROM OPEN-ENDED QUESTIONNAIRES

5.3.1 Introduction

Section A of the questionnaire comprised closed-ended items relating to respondents' biographical data in terms of district, age, level of education, years trained to teach English literature and years of experience in teaching Grade 12 literature set-works. Sections B, C and D incorporates open-ended questions; these enabled the respondents to elaborate to on their experiences of EFAL as teachers of assessment of literature set-works in their Grade 12 classrooms, as openly as possible. Section B comprises five questions, questions 7 to 11 and which are presented below. **Findings for Section A of the questionnaire on teacher biographic information will be presented in the following section.**

5.3.2 Province

The aim of getting this demographic information was to ascertain that the respondents are Limpopo EFAL teachers, and not teaching in any other province. The participants for this study were selected from Limpopo Province to specifically fulfil the aim of the investigation, which was to obtain a deeper understanding of teachers' experiences in Limpopo secondary schools - the purposive selection of participants represents a key decision point in a qualitative study. According to the teacher information, all respondents were found to be teachers employed as EFAL teachers in Limpopo secondary schools.

5.3.3 District

As indicated in 4.1, the highest percentage of respondents is from Capricorn district. It should be cautioned however, that although Capricorn has the highest representation of respondents it cannot be concluded that their representation exceeds the information provided by the other districts because in qualitative research only information-rich data is looked into and not numeric persuasion. The lowest representation was from Vhembe district, as indicated in the table.

Table 5.2: showing the number of EFAL teachers per district

District	Number of respondents	Relative frequency	Frequency %
Capricorn	44	0.31	31.0
Mopani	28	0.20	20.0
Sekhukhune	35	0.25	25.0
Vhembe	13	0.09	9.0
Waterburg	19	0.13	13.0

5.3.4 Age

By far the majority of EFAL teachers are in the age category of 40 to 49 years. The least respondents are in the age category of 20 to 29.

Table 4.3: Table showing age of EFAL teachers

DISTRICT	CAPRICORN	MOPANI	SEKHUKHUNE	VHEMBE	WATERGURG	TOTALS
AGE						
20 +	3	2	1	1	2	9
30-39	4	5	6	4	5	24
40-49	27	18	19	7	8	79
50-59	9	3	7	5	3	27
60-69						0
Total	43	28	33	17	18	139

5.3.5 Highest level of education in English

The majority of the respondents were educationally mature and experienced in teaching.

Table 4.4: Highest level of education in English

District	Capricorn	Mopani	Sekhukhune	Vhembe	Waterburg
Certificate		1			
Diploma	25	13	13	3	8
Degree	8	14	17	8	10
Post-degree	6	2	3	0	0

139 teachers responded to the open-ended questionnaire on their experiences on assessment of literature set-works in Grade 12. All the respondents except eight indicated that they had been trained to teach English FAL. All, except one respondent, are qualified in the subject and have majored in English and have received formal training in teaching literature set-works for more than three years. This means many of the respondents have obtained the basic qualification of matric plus three years training. There is a need to recognise that the teaching of EFAL literature set-works is a challenging task as indicated

in chapter two. If the teacher is not knowledgeable in the subject, the intentions of SBA and literature set-works is likely to be compromised. The teachers own education and training is therefore crucial in applying the principles of CAPS in literature assessment of set-works. Teachers who have rudimentary knowledge and/or skills will provide a literary context that is effective in the attainment of literature aims. Besides, before teachers are able to engage in roles of an educator, they first have to be capable of possessing content knowledge.

The qualifications of the teachers determine the level of subject content they have trained in. In this case it indicates the preparation the majority of teachers have received minimum qualification to teach literature set-works. Knowledge of specific subject content is a priority, especially considering that literature does not entail ordinary facts, but it requires analytic, interpretive, creative skills to understand refined and figurative language used.

Although subject matter knowledge is widely acknowledged as a central component, how to teach and assess literature set-works requires additional skills. Teachers' own subject matter knowledge influences their efforts to help students learn subject matter and students' opportunities to learn. They must also be able to explain particular unique concepts in different literary genres. Besides, every subject matter field, although continually changing and growing, includes specific information, ideas, and topics to be taught and assessed. The issues critical to knowledge about the subject vary from subject to subject. In literature, for example, a critical dimension of knowledge about the subject is the distinction between literal and figurative language and intentions of the author. Substantive knowledge of the subject is important. Still, since teachers' work is centrally involved with knowledge and the life of the mind, their own intellectual qualities are critical. Teachers must critically understand a set of ideas and content in terms of both its substantive and syntactic structure, how to do analyses of the themes and characters in every prescribed genre. As such, teachers' knowledge about learners, the curriculum, pedagogy, and the content must be adequate.

5.3.6 Number of years trained to teach English literature

Table 4.5: Number of years trained to teach English literature

District	Number of years							
	0	1	2	3	4	5	6	7
Capricorn	-	4	3	15	15	2	-	-
Mopani	-	-	1	9	15	1	-	-
Sekhukhune	-	-	1	12	11	1	-	-
Vhembe	-	-	1	1	6	1	-	-
Waterburg	-	-	1	3	8	-	-	-

5.3.7 Number of years teaching in Grade 12 literature set-works

Table 4.6: Table: Number of years teaching in Grade 12 literature set-works

DISTRICT	Number of years				
	0-4	5+	10+	15+	20+
Capricorn	3	2	3	4	9
Mopani	1	4	5	3	5
Sekhukhune	3	4	6	6	9
Vhembe	1	1	2	3	5
Waterburg	1	4	3	4	5

The quality of teacher training for the implementation of EFAL literature set-works in Grade 12 is vital. Teachers must have an understanding of the assessment processes as laid down in NPA and EFAL CAPS. Teachers need competence in designing assessment tasks, offering feedback and being able to use their results to teach and apply more assessment.

A study by Adeyemi (2008) examined teachers' teaching experience and students' learning outcomes in secondary schools in Ondo State, Nigeria. The

findings revealed that teachers' teaching experience was significant with students' learning outcomes as measured by their performance in the SSC examinations. Schools having more teachers with five years and above teaching experience achieved better results than schools having more teachers with less than five years teaching experience. Considering the findings, it was recommended that government should encourage experienced teachers to stay in the job by providing them with more incentives and better promotional prospects. The importance of experienced teachers in schools has been highlighted by many researchers (Akinleye, 2001; Ogundare 2001; Commeyras, 2003). Researchers have also given different opinions about teaching experience and students' learning outcomes in schools (Al-methen, 1983; Schuler, 1984; Waiching, 1994; Ijaiya, 2000) that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years (Ijaiya, 2000). Several studies have found a positive effect of experience on teachers' effectiveness; specifically, the learning by doing" effect is most obvious in the early years of teaching (Dunkin, 1997; Rice, 2004; Bauer, 2005). In measuring teachers' effectiveness, Stiggins and Duke (1990) suggested three parallel evaluation systems. The findings showed that there is a significant relationship between teachers' teaching experience and students' academic achievement in the Short Service Course (SSC) examinations in Ondo State, Nigeria.

Considering the findings of this study, it was concluded that teaching experience is a critical variable in students' learning outcomes in secondary schools. Most teachers who shared their experiences in teaching EFAL literature set-works have more than twenty years' experience in teaching the section. The aim of gathering the biographic information was to establish that the researcher sought information from the relevant sample and not for numbers as such. The findings for section B are presented below:

5.3.8 Question 7: To what extent do you assess learners in literature set-works during the year? (Comment on what, when and how you assess learners in literature set-works)

The aim of asking this question was to determine the following:

- What is assessed?
- When assessment is done? and
- How literature set-works are assessed in EFAL?

(a) Theme 1: What is assessed?

Teachers mentioned that they assess learners on themes and characterisation. Teachers have not comprehensively stated the aspects or features that should be pertinently assessed in the genres. Besides, this lack of knowledge of what must be assessed is a weak area because it was evidentially responded to by minority of the teachers. Being confronted by the NCS for EFAL with its four main Learning Outcomes and sixteen Assessment Standards, each heading a group of smaller outcomes to the total of 106 that have to be attained progressively over three years, can be quite daunting.

(b) Theme 2: When is assessment done?

Concerning the notion of when they assess, most teachers stated that they assessed at the end of the unit. Others said they ensure that they covered what was required by the programme of assessment and asked only on two genres as prescribed by the CAPS.

(c) Theme 3: How is assessment done?

The majority of the respondents stated that they used class work activity and tests to assess literature set-works at the end of the unit. The implications are that teachers still use traditional ways of assessment. This is contrary to the principles of assessment that learners must be assessed on a variety of assessment tasks in a continuous way providing constructive feedback in that process. Almost every teacher stated that they assessed learners themselves in EFAL literature classrooms. Different responses were indicated on how they conducted the assessment. The following information show the types of assessment techniques that the respondents applied when they assessed learners in literature set-works. The number of teachers who used the technique is written in brackets.

- class work (57)
- test (58)
- oral (15)
- discussion (2)
- assignment (1)
- role play (1)

Table 5.7: Table showing the types of tasks teachers use for SBA of EFAL set-works

Technique	Number of frequencies	Relative frequency	Frequency %
classwork	57	0.41	41.0
test	58	0.42	42.0
oral	15	0.10	10.0
discussion	2	0.01	1.0
assignment	1	0.01	1.0
role play	1	0.01	1.0
Other	5	0.04	4.0

Teachers who mentioned that they utilize previous question papers stated that previously used papers were readily available and they included questions from all levels of cognition. Teachers mentioned that they applied questioning to assess as they taught. They pointed out that it was an effective way to establish learners' involvement and for clarifying possible confusion. Few teachers mentioned the importance of cognitive complexity. Some teachers also mentioned that they made use of questions to informally assessed learners. Teachers mentioned that they asked questions as they taught. Some mentioned that they assess formally by employing contextual questions and others mentioned that they used previous question papers. A worrying factor, though, is that reports by Umalusi and diagnostic reports on learner results for Grade 12 indicate that the majority of the candidates cannot attempt higher order questions. The literature on SBA makes it clear that teachers should ask a variety of questions ranging from level of comprehension to appreciation level (CAPS 2011c:79). Those who indicated that they asked questions as way of assessing did not state the type of feedback they gave to learners after their responses. They did not even clarify how these questions were asked.

The current NCS CAPS subject policy statement on EFAL does not equip teachers with knowledge and skills on how to assess literature. The Subject

Assessment Guidelines do not provide adequate information on preparation of teachers on fundamental teaching and assessment of literature set-works. The statement (2011c:16) provides a reason that “teaching literature is never easy”, however a detailed guidance on how to teach and assess literature set-works is not emphasised. The CAPS EFAL subject policy (2011c:31) also mentions that relevant elements for each genre must be taught and assessed but it does not explicitly state how they must be taught and assessed. The teaching plan which is prescribed to teachers, states that intensive reading appropriate to literary texts must be done and further provides examples (figurative language, structure, character). Apparently this is not sufficient.

Informal assessment occurs many times during teaching; it is unsystematic and can lead to incorrect faulty conclusion about learners’ performance. That is why they warrant for feedback since teachers must engage in on-going assessment using a variety of procedures to determine the impact of instruction on learning, which was, however, not mentioned by teachers. CASS gives recognition to the learning of competencies which are in progress as much as to the complete attainment of competencies in the form of a final product. The teachers’ responses have shown that although CASS is school-based, it may lack uniformity in the way it is practiced (DOE, 2007). Assessment should focus on the advancement of learning (assessment for learning) and it should be impacted by sharing of learning targets, questioning, feedback, peer and self-assessment and formative use and summative assessment.

EFAL CAPS (2011c:79) also shows how the question levels of difficulty should be distributed across the prescribed cognitive level percentages which are 40, 40 and 20. To assist teachers in formulating and distributing questions over the spectrum at different levels, taxonomies can be useful (Raooof, 2013).

Teachers also mentioned that they assess learners according to programme of assessment (POA). POA for CAPS prescribes that literature task be

administered in the second term. The prescribed POA for EFAL in Grade 12 allocation of tasks is indicated below

Table 5.8: Programme of assessment

TERM	FORMAL TASKS IN EFAL PER TERM
One	<ul style="list-style-type: none"> • Task 1: listening task • Writing task • Writing task • Test
Two	<ul style="list-style-type: none"> • Reading aloud task • Speaking task (Prepared speech) • Literature (test) • Mid-year examination
Three	<ul style="list-style-type: none"> • Writing Shorter transactional text • Trial examinations • Paper 1 – Language in context • Paper 2 – Literature • Paper 3 – Writing (Can be written in August/September) OR Written test

The above POA illustrates that EFAL literature set-works is formally assessed in from term two of the academic year. The researcher feels that if teachers only follow the POA as it is prescribed, the likelihood is that EFAL literature set-works is only considered in the second term, which might derail progress.

Teachers were unable to explicitly indicate what they mean by assessing according to the programme of assessment. Some responded as indicated:

“After we have done or read a portion of the set-work I set questions on them for learners to write .”

“I treat two genres in this paper. I assess learners every week by one or two classwork pieces.”

The following question requested the respondents to explain how they applied various cognitive levels when they assessed literature set-works in EFAL.

5.3.9 QUESTION 8: How do you apply cognitive levels when you assess learners in literature set-works?

The rationale for this question was informed by the inability of EFAL literature set-works candidates to respond to higher order questions, contextual questions and to reflect on figurative language questions. The 2015 Diagnostic report on NSC (2016a) states that *“candidates showed difficulties in answering the 3 – 4 mark questions, which all questions with a high cognitive demand were.”* When asked how they applied cognitive levels when they assessed learners in literature set-works, teachers responded that:

- They make use of previous question papers (31),
- They ask all types of questions (20),
- They ask low, medium and higher order questions (18),
- They group learners to discuss on given topics (8),
- They ask high order questions (6),

- They apply Bloom’s taxonomy (6),
- They ask insightful questions (5),
- They ask knowledge and comprehension questions (4), and
- They apply frequent questioning in their lessons. (2)

Table 5.9: Table showing how teachers apply cognitive levels

Code	Number of frequencies	Relative frequency	Frequency percentage
Previous question papers	31	0.22	22.0
All types of questions	20	0.14	14.0
Low, medium and higher order questions	18	0.13	13.0
Discussion of given topics	8	0.06	6.0
High order questions	6	0.04	4.0
Bloom’s taxonomy	6	0.04	4.0
Insightful questions	5	0.04	4.0
Knowledge and comprehension questions	4	0.03	3.0
Frequent questioning during lessons	2	0.01	1.0
Other	39	0.28	28.0

Examples of teachers’ responses from the questionnaires are:

“I concentrate on higher levels only.”

“I look at the questions that are usually asked in the question papers and give them to learners.”

“I concentrate on the previous question papers and give to learners to practice.”

The majority of the respondents mentioned that they applied previous question papers to assess learners in all cognitive levels for various reasons. They

indicated that previously used question papers are standardised and thus they include all levels of cognitive demand that each assessment task requires. According to subject statement on EFAL (2011c:79) assessment tasks must entail prescribed levels of cognitive demand from the three categories of levels of questioning, namely:

- Literal and reorganisation questions (40 %),
- Inference questions (40 %), and
- Evaluation and appreciation questions (20 %).

Every formal assessment task must, hence, comprise all cognitive levels types of questions with the corresponding percentages per level(s). The EFAL CAPS document (2011a:32) further provides the examples of questions that can be asked for: knowledge, comprehension, application, analysis, synthesis and evaluation.

From the above responses it is suggested by the teachers' responses that they apply questioning as a technique to assess learners on various cognitive levels. There is evidence in the responses that there is a mixed support for the notion that questions are asked before, during, or after reading. It should however, be noted that questioning only does not tell whether learners have the ability to respond to texts; the types of questions asked is what must be considered. In other words, learners can be led through questioning techniques to guide them through texts; it is paramount to include all levels of questioning that begins with literal, inferential to applied skills. Looking at the candidates' 2015 examination responses of large scale assessment in literature set-works paper, it is evident that learners respond well to literal questions than higher order ones. It is vital to explore the types of questions levels that are prescribed to guide learners in SBA of literature set-works.

Most of the teachers have categorically mentioned that they use previous question papers to teach and assess all cognitive levels in literature set-works. DBE maintains that candidates do not do well in inferential, evaluation and appreciation levels. It is then ironic that if teachers apply previous question papers that are standardised, how can learners not become familiarised with the format and questioning thereof! The whole scenario suggests that teachers might not be giving constructive feedback for learners to know what is correct or there might be reasons learners cannot grasp the content. In addition, it raises a concern about why the majority use only previous papers which were meant for certain groups of learners. Learners are never the same, and therefore they cannot be treated the same as far as assessment is concerned. The kinds of questions teachers ask may stunt or promote learner high-order thinking; teachers themselves must have expertise in questioning skills to promote higher order cognition among learners. Teachers can be taught how to enhance thinking skills guided by taxonomy of cognition (Moodley, 2013). The principles of progression, higher knowledge and higher skills call for teachers to provide learners with skills to be critical language users and to be able to perform well according to their levels of complexity.

The quality of teachers too, is measured by the performance of learners on assessment tasks (Mestry, Hendricks & Bisschoff, 2009). Numerous factors such as socio-economic background of learners, lack of resources, poor teacher pedagogical content knowledge, lack of professional collaborative practices and poor instructional leadership (Christie, 1998, 2008; Bloch, 2009) contribute to the literacy and education crisis. One of the key contributing factors is that teachers do not ask learners questions or set activities that engage them in critical thinking at different levels as those provided in the educational taxonomies of, for example, Bloom (1956), Anderson and Krathwohl (2001) and Barrett (1968). In their responses, some of the teachers' answers are not convincing. Teachers are unable to label the types of levels

that tasks demands. This is a suggestion that they are probably not designing appropriate tasks in Literature set-works.

Although the DoE has made the literature on Bloom's and Barrett's taxonomies of cognition available, it appears teachers are not fully aware of each cognitive level and how to use them effectively in assessment. The researcher presumes that preparation for school assessments, informal and formal, begins with the kind of questions and learning tasks that teachers offer in the classroom. Employing low order questions only or inability to formulate thought provoking questions, is the weak foundation that leads to learners' failure to extend their thinking beyond low-order levels in summative large scale assessments.

Additionally, the level at which teachers use previous question papers, seems to challenge their knowledge and expertise to ask the kind of questions that probe learners' critical thinking. The design of questions is informed by Bloom's (1956) and Barrett's taxonomies which should be applied in every assessment task. One of the foci in the study by Moodley (2013) on the need for learners to learn how to think, that is, to extend their intellect beyond literal, lower order cognition; showed that there are numerous benefits for asking higher order questions. They are both psychological and educational, with reciprocal effect. When teachers' own pathways for thinking are created, and if they have a sound understanding of cognitive taxonomies, they are better positioned to create pathways for higher order thinking among their learners. However, it is probable that this problem is caused by shortcomings in the teaching strategies or methodologies applied by teachers, by the lack of content knowledge on the part of teachers themselves, or by teachers neglecting to cover the entire curriculum. The diagnostic report on NSC performance of 2015 (2016a) emphasises that the poor quality of answers even in lower-order questions suggests that some of the candidates were not adequately exposed to the relevant content form of questioning. Responsibility rests upon all teachers to

develop the necessary skills for responding to all questions as learners progress from one grade to another. That is why it is crucial that teachers should know the diagnostic reports in the literature paper assessment, which was not known to teachers in the identification of documents carried out through interviews.

The document on examination guidelines in both official and FAL languages, explains the types of questions and cognitive levels using Barrett's Taxonomy, showing various types of questions which can be set in such a way that all the cognitive levels are catered for. In this study, it was revealed that teachers themselves are unable to design their own assessment tasks to cater for all cognitive levels. The CAPS document on EFAL stresses the use of previously written papers for revision purposes; however, to teachers it seems like a solution to their inability to design their questions. The following question concerns the use of previously written papers.

5.3.10 QUESTION 9: To what extent do you make use of previous question papers?

When the respondents were asked the extent at which they use of the previous question papers they said:

“All the time!”

“Previous question papers are used frequently to assess learners understanding of the set work and also to expose them to the type of questions they normally asked.”

“I accede to over-utilization of previous question papers and this is due to the high workload, therefore I often find myself with no

choice except to cut and paste questions from previous question papers.”

“Every time I give a test, I use previous question papers to acquaint the learners with the style of setting question.”

The above indicates that previously written papers are overly used. It is worth noting that subject policy on EFAL CAPS (2011c:73-76) emphasises the regular use of these documents for revision purposes. The responses for this question prove that teachers use previous question papers to a very large extent; hence they also stated their reasons for employing them. The responses that respondents gave include for:

- informal assessment (26),
- practice and revision of work done (24),
- setting of assessment tasks (22),
- familiarising learners with the examination format of the paper(18),
- standardisation (12),
- availability (4),
- relief off workload (4), and
- other (29).

Table 5.10: Table showing the extent to which respondents use previous question papers

Code	Number of frequencies	Relative frequency	Frequency %
• Informal assessment	26	0.22	22.0
• Practice and revision of work done	24	0.20	20.0
• Setting of assessment tasks	22	0.18	18.0
• Familiarizing learners with the examination format of the paper	18	0.15	15.0
• Standardisation	12	0.11	11.0
• Availability	4	0.03	3.0
• Relief off workload 4	4	0.03	3.0
• Other	9	0.08	8.0

From the above information, it is suggested that teachers predominantly use previous question papers for informal assessment, practice and revision as well for setting tests and other formal tasks. The papers are used for both informal to formal assessment. This therefore implies utilisation of the papers at almost all stages of teachers' assessment, formally and formally.

One respondent felt that the kind of format for previous papers is acceptable and that his learners should be familiar with the paper so they do not get embarrassed in the examination. This suggested that this particular teacher did not believe in his knowledge and skills and therefore lacks teacher efficacy.

The aspect of cognitive levels is again raised in this question. Teachers mentioned that they use previous question papers because they include all cognitive levels. It was commendable for teachers to realise that not all questions belong to the same level; however, teachers are unable to develop their own tasks based on that observation. It further suggests that teachers use the papers to assess precisely as in the papers, are which displays lack of

creativity, innovation and content knowledge to flexibly design assessment tasks as required by Literature teachers.

The teachers indicated awareness of the ideal alignment which should exist between the syllabus and the examination. According to Majara (2008:100), “past examination papers constitute a potentially powerful resource for influencing the teaching and learning. It requires the teacher to measure and evaluate several variables in many learners within a short time. By critically examining their practice in the light of the demands imposed on them by the papers, teachers can work out some modalities of reconciling the two, such that they improve their practice. According to Majara (2008:101) past examination papers can be utilised in such a manner that the focus is on learners for constructivist teaching by drawing themes to be used in short term activities such as overnight homework, individual or group class work and practical work. Opportunity for evaluation and immediate feedback should be created so that the students’ learning can be enhanced. Use of questions from past examination papers can also help the teacher to establish learners’ prior knowledge by engaging learners in activities, discussions, where learners can express their opinions visually and verbally as long as teachers offer activities for immediate feedback and correction of visible misconceptions. They can therefore be used for facilitating development of higher order thinking skills.

It might be acceptable that using previously written papers makes the examination structure familiar and hence removes fear for the examination, it allows for discovery of learning problems before the actual examinations. However, their overuse can also have some detrimental effects on teaching and learning of the subject. Some learners may end up narrowly focusing on answering examination questions without critical thinking, thus promoting regurgitation of information. The overuse of these papers may deter the supportive and instructional roles of formative assessment and place undue

emphasis on summative assessment. The learners may end up seeing assessment as an end in itself and not a preparation towards achieving an educational goal. The Minister of Education, also affirmed in the National senior certificate examination 2014 schools subject report for Limpopo (2015f:4), that the decrease of 2.4% in the overall performance as reflected in the national pass rate, can be explained by the policy changes that were implemented in 2014, which she firmly believes will produce positive outcomes in the medium to long-term. The policy changes introduced are intended to infuse quality into the system, based on the raising of standards and higher cognitive demands reflected in the curriculum, design and structure of question papers.

The position researcher feels that if the main aim of drawing questions from past examination papers is to provide students with practice of examination and broadening the students' horizons in terms of answering those questions, which tallies with what Sieborger (2004) indicated as a positive aspect of exposing learners to past examination papers, then an improvement would have been made in summative examinations. However, this does not currently happen in assessment of EFAL literature set-works in South Africa. In the focus group interviews, teachers complained that they did not have time to cover all the required content and they are right. However, the time would be more effectively spent designing and implementing activities to help students develop the cognitive structures that will equip them for independent learning and feedback is imperative in this regard. Creativity, on the other hand, must be an EFAL literature teacher's skill. It is vital for literature set-works teacher to have such creative skills to be able to positively impact on learners and contribute to better learning. If teachers assess on the basis of their own creativity, they will be motivated to take steps to enhance their teaching and assessment. One of the reasons that teachers mentioned for using past papers is that these are readily available; this questions their creativity as task designers and assessors. EFAL literature set-works teachers should be innovative, creative, motivated assessors and task designers who are able to develop materials and

assessment tasks for their learners according to the requirements of the NPA and subject policy. The English language teacher should give importance to reflective teaching by willing to attempt new ideas and be able to break free from traditional teaching assessment. The continuous use of previous papers does not only turn teachers into copy-cats, but also renders their thinking and creativity redundant. Teachers need to be creative first in order to encourage learners to reach the zenith of literature which is “to develop their creativity” (EFAL CAPS, 2011c:11).

The efficacy of teachers in this subject should be enhanced, but if teachers continue to reuse tasks designed by others, it does not ensure validity of tasks. The role of the literature teacher is to ensure that the learners are entertained and encouraged to read independently. Applebee (1989:34-35) in Kilfoil(1993:56) advises that good teachers arouse interests in their students and inspire curiosity in literature as it touches their lives. Therefore, the pressures of the constraints of lack of resources, examination systems, lack of interest in classes, must not deter success of teachers. Teachers must do away with traditional and uncertainty in their classes. Kilfoil (1993:58) advises that their effectiveness and knowledge should be based on:

- Extensive reading of children’s literature,
- Knowledge of criteria for the selection of texts at school level,
- Knowledge of the reading process as well as textual and literary strategies and conventions,
- Knowledge of and knowledge about language and language use (linguistic, sociolinguistic and psycholinguistic), and
- Knowledge of methodology and the aims and goals of the syllabus.

The teachers’ role is that of a knowledgeable mediator and facilitator, having a knowledge which encompasses language, literature, learning and reading

theories, methodology and specific learners and contexts. The reduction of content knowledge by sticking to ready-made questions from previously used papers and giving answers to learners actually make them more redundant, discouraged and less motivated. As long as everything is provided for them without effort, learners will not perform in the examination since they were never prepared to think themselves. According to the 2015 diagnostic report by DBE (2016a), it was evident from the candidates' responses in the literature paper that a large number of candidates treated the question paper like a comprehension exercise, looking for the answers in the given passages instead of using those passages only as a base. This made it clear that the candidates did not interact with the prescribed texts on the required level and only did a superficial reading since they lacked some very basic knowledge required to respond to questions, which may mean the use of previously written papers might not be helpful to the learners.

The responses given by the teachers showed that they were aware of a number of factors which should go into the construction of a question paper, but they do not implement them. It may imply that teachers confide in the construction of assessment tasks by someone else. These results therefore warrant for offering recommendations for further teacher development for success in this paper on designing of their own assessment tasks. This is also stressed by Lumadi (2013:220) that "The professional development of teachers needs to connect teachers' existing knowledge to the current approach by reflecting on their perceptions, assessment practices and the relationship between their perceptions and practices."

5.3.11 Question 10: Choose the genres that you teach and briefly explain the important aspects that you assess in each.

The question as such requested respondents to choose the genres that they teach in literature and briefly explain the important aspects that they assess in each of their choices. The questionnaire provided the respondents with a choice among the prescribed genres for EFAL, namely; novels, plays, short stories and poetry, since these genres are prescribed for EFAL literature set-works in Grade 12. According to CAPS, learners are supposed to study a variety of literary works, however they are assessed on only two genres in formal assessment tasks for SBA and for large scale assessments. However, learners are encouraged to enrich themselves through films, selected TV series/documentaries, radio drama and essays. Additionally learners are advised to study biographies, autobiographies, folk tales, myths and legends.

Table 4.11 Distinctive features of genre in EFAL literature set-work

Genre	DISTINCTIVE FEATURES FOR GENRES
Poetry	<ol style="list-style-type: none"> 1. Internal structure of a poem, figures of speech/imagery, rhyme, rhythm 2. External structure of a poem, lines, stanzas, typography 3. Figurative meaning 4. Mood 5. Theme and message 6. Identification and explanation of figurative language and rhetorical devices as they appear in different texts, for example, simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement 7. Identification and explanation of author's/poet's/producer's intention 8. Explanation of choice and effectiveness of how elements support the message/theme. Elements may include figures of speech, imagery, structural elements and sound devices, for example, rhyme, refrain, rhythm, alliteration
Drama	<ol style="list-style-type: none"> 1. Character, characterisation, plot, conflict, background, setting, narrator, theme elements support the message/theme. 2. In addition to figures of speech and imagery, elements may include figures of speech, imagery, structural elements, for example, plot, climax, characterisation, stage directions, dramatic irony, setting
Short story	<ol style="list-style-type: none"> 1. Key features of literature text include character, action, dialogue, plot, conflict, background, setting, narrator; theme elements support the message/theme. 2. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, for example, plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, setting

Novel	<ol style="list-style-type: none">1. Key features of literature text include character, action, dialogue, plot, conflict, background, setting, narrator, theme2. Elements that support the message/theme.3. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, for example, plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, setting.
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Teachers were given four genres to choose from. The findings on the choice and knowledge of aspect assessed in each genre are tabled below:

Table 5.12: Genres chosen by teachers in their assessment of EFAL literature set-works

Genre	Number of teachers who teach and assess the genre	Number of teachers who know the features thereof	Number of teachers who do not know features of genres selected
Play	88	62	26
Short stories	82	46	36
Poetry	50	31	19
Novel	31	6	25

The results indicate that the play is the most popular genre selected by respondents, taught and assessed in most secondary schools. For this particular genre, two books have been prescribed, namely, *Nothing but the Truth* and *Romeo and Juliet* written by John Kani and William Shakespeare respectively. Participants indicated that they choose it for their Grade 12 literature set-works classes due to its brevity and its context which is of South African background. Of the two books, *Nothing but the Truth* is the shorter one and based on apartheid South Africa and the dawn of democracy. From the above table, the suggestion is that the most popular genre among teachers is *Nothing but the Truth*. The teachers' choice of the genre clearly shows their preference, comfort or perhaps familiarity with the environment. Concerning the special elements for play, 26 teachers out of 88 who preferred this play, did not possess content knowledge on the requirements of literary features to be assessed in a drama or play. This raises concern on the content knowledge of teachers on this specific genre since lack of content knowledge in this genre can be a deterrent to learners' appreciation of literature. Lack of content knowledge by the teacher will obviously hamper learners' knowledge

of the text. In the 2014 large scale assessments, the most popular genre was poetry, followed by the play. Although *Romeo and Juliet* is not a South African literary work, it has a film version for many years. Probably candidates found it less challenging because they have watched it some stage. This can be the situation since most teachers mentioned that they have selected *Nothing but the Truth* due to its brevity and South African background, learners performed better in the least chosen genres.

The second popular genre in this study is short stories. For this genre, more than half of the respondents knew the requirements to teach and assess it. According to the teachers' responses, they do not show extensive knowledge of the requirements of poetry. Novels were the least selected books. For literature to be taught successfully, teachers cannot assume that they are teaching specific literary works - abilities and skills which may be applied to the reading of any works of literature (Brumfit & Carter, 1986).

These findings are supported by current literature that learners still struggle in the Literature Paper. There is still a lack of competence in using and understanding subject-specific terminology and definitions (Diagnostic report on NSC 2015, 2016a). This has obvious implications for the ability of candidates to engage with subject content generally and to express their knowledge of the subject, while a lack of understanding of the action verbs used in the questions inevitably leads to inaccurate interpretation of specific questions. A speech by Rakometsi (2015:87) confirms the findings that markers of EFAL literature set-works were not familiar with all the genres when they marked the large scale literature set-works paper.

Additionally, the 2015 NSC question paper included three genres, namely, prose, play and poetry in this order:

- Question 1 (novel) *To Kill a Mockingbird*
- Question 2 (novel) *Lord of the Flies*
- Question 3 (novel) *A Grain of Wheat*
- Question 4 (play) *Romeo and Juliet*
- Question 5 (play) *Nothing but the Truth*
- Question 6 (short stories) *Short Stories*
- Question 7 (poetry) *Poetry*

Candidates performed least successfully in the novel *A Grain of Wheat*. This novel was also the least popular choice. Candidates performed the best in the novel *To Kill a Mockingbird*, but only a few candidates answered this question. The most popular questions were Question 5 (*Nothing but the Truth*), Question 6 (*Short Stories*) and Question 7 (*Poetry*).

Question 11 dwelt on the emphatic effort made by teachers on higher order questions.

5.3.12 Question 11. How much emphasis do you place on higher order questions?

According to the EFAL literature set-works paper on questioning, higher order questions yield more marks than low order questions. Wissing (1993:102) emphasises that higher order skills (analysis, synthesis and critical evaluation), must be developed in and by literacy teaching rather than focus on factual information which is knowledge objective. The pupil's higher intellectual and emotional processes should be applied instead of pupils being fed, with information such as "summarising." Learners must be taught how to

respond to such questions; be able to read between lower order and higher order cognitive skills. In other words problem solving must be made very clear in context and content of the questions. The higher the cognitive objectives, the more difficult the questions will obviously become (Krahtwol, Bloom & Masia 1970:9). According to CAPS EFAL policy the cognitive demand of each assessment task is 20% of higher order level questions. In other words, in every assessment task, there must be allotment of such questions. Teachers should ensure that learners know how to respond to such questions. Additionally, the principles of progression, higher knowledge and higher skills call for teachers to provide learners with skills to be critical language users and to be able to perform well according at their levels of complexity.

When asked how much emphasis they put in higher order questions, respondents replied:

- They did not explain, they just mentioned that they use them (30),
- They make use of previous question papers because they are standardised (17),
- They asks learners questions as they teach,(16)
- They apply open-ended questions (5),
- They advise learners to check mark allocation (5),
- They ask learners questions one by one in classroom to practise using higher order skill (2),
- They adhere to the 20% requirement when papers are set (5),
- They have a heavy workload, so they pay no attention to higher order questions (4),
- They contain challenging questions (3),
- They group learners for discussions (2),

- They put little effort since learners will never get them correct (2),
- They ask learners for personal opinions as they teach (2),
- They ask learners to explain the theme (2), and
- They use group work (2).

Table 5.13: Teachers' emphasis on higher order question

Codes	Number of frequencies	Relative frequencies	Frequency percentage
They did not explain, just mentioned they use them.	30	0.22	22.0
They make use of previous question papers because they are standardised.	17	0.12	12.0
They asks learners questions as they teach	16	0.12	12.0
They apply open-ended questions.	5	0.04	4.0
They advise learners to check mark allocation	5	0.04	4.0
They ask learners questions one by one in classroom to practice using higher order skill.	5	0.04	4.0
They adhere to the 20% requirement when papers are set.	5	0.04	4.0
They have heavy workload, so they pay no attention to higher order questions	4	0.03	3.0
They contain challenging questions	3	0.02	2.0
They group learners for discussions.	2	0.01	1.0
They put little effort since learners will never get them correct.	2	0.01	1.0
They ask learners for personal opinions as they teach.	2	0.01	1.0
They ask learners to explain the theme.	2	0.01	1.0
Utilising group work.	2	0.01	1.0
Other	12	0.09	9.0

The majority of the respondents again turned to the use of previously written question papers, as a means to teach how to apply higher order skills. The least number shared a different view that, they are overburdened with

workload that they do not have the time to design their own tasks to prepare learners for such skills.

The ability to apply higher order skills is not only school bound, but it is universally used outside literature classrooms. Because higher-order thinking essentially takes place in the higher level of the cognition, it must be nurtured by appropriate teaching strategies that will facilitate critical thinking. While lower-order thinking is more easily defined as mastering facts, higher-order thinking builds learners who become confident and successful in decision-making, prioritising, strategising and problem solving because it hones intellectual skills. Kellaghan and Greaney (2004:viii) confirm that some teachers are unimaginative in their questioning strategies. Teachers often use poorly focused questions, a predominance of questions that require short answers involving factual knowledge, the evocation of responses that involve repetition rather than of reflection and lack of procedures designed to develop higher order cognitive skills. Personal responses in higher order skills prepare learners to be confident, independent readers. The findings in this study offer several implications for the literary assessment by teachers in secondary schools concerning higher order skills - teachers resort to the overly use of previously written papers as a means to assess learners formally and informally.

Teachers' responses indicated that they ignore the teaching and assessment of higher order questions because they do not yield more marks. It means learners are also missing the crucial point of critical thinking which must be fully instilled in them at his stage. The responses do not only suggest learners being denied an opportunity to learn, but it also demonstrates that teachers themselves cannot attain that level of reasoning as well. Their comments show that they still lack efficacy to help learners achieve the goals of literature, because teachers themselves are not proactive about it. It further indicates

that teachers are not positive and motivating enough in teaching learners the relevant skills. The following excerpts shed light on lack of teacher efficacy as far as knowledge of content and assessment is concerned.

“About 30 % of any assessment task.”

“As an EFAL educator, I don’t give much emphasis to higher order questions but makes some effort to make the learners to experience such questions. A few learners would be happy to try such questions.”

As a researcher the question to ask is: “Do teachers know and implement the recommendations by DBE?”

Hynds’s view (in Langer, 1992:78-97) of the cognitive dimensions is that teachers’ questions or ways of asking questions in literature teaching should be questioned. It should be determined how the types of questions teachers ask over a period of several classroom interactions relate to the requirements of the particular genre at hand and the general learners’ achievement. It might be questioned whether the teachers’ input is relevant towards building learners cognitive skills to answer such questions in the large a scale assessment. In other words, if teachers teach higher order skills by asking learners individual or challenging questions like they stated, they should be able to determine or evaluate the learners’ responses to reach a desirable outcome. The teachers should be able to probe learners and guide them to evaluate and to make inference from questions asked. However, approaches to literature teaching based solely on taxonomies of reading levels may not be entirely appropriate for explaining what happens when readers understand and interpret literary, as opposed to non-literary, texts. From a sociolinguistic perspective, teachers' questions have also been envisioned as part of a social interaction (Hynds, in Langer 1992:80).

Perhaps with reference to the DBE annual subject reports, it is not surprising that these teachers do not mention how they assess higher order questions. The teachers' responses of questioning practices have revealed that there is little effort put on questioning higher order questions, confirming the findings by DBE (2015f:81) that some candidates did not seem to have fully grasped the requirements of commonly used assessment terms such as 'why', 'how', 'discuss' and 'explain'. In responding to these questions, candidates tended to seek all the answers from the extracts. Furthermore, they tended to give one-word responses when required to explain or discuss. It further confirmed that open-ended questions still remain a challenge. Many responses to this type of question showed that candidates were unable to make judgments regarding their understanding of the text. It may then be assumed that teachers assess literal questions which impede learner's competency to respond to highly pitched questions. If learners are taught how to answer higher order questions it is least expected that they would find lower order questions overwhelming in high stake assessments.

Some teachers responded that they focus on literal questions because they yield more marks, and learners would never be able to answer higher order ones. Teachers should indeed teach and assess lower order questions, but higher order questions must be taken into account as well since they must be recognised as per CAPS, because these teach learners how to think critically. They help learners respond responsibly and to abstractly interact with texts ultimately learning how to solve problems in daily life. Higher order questions teach more to learners than just getting three or four marks in an assessment task. They motivate learners to explore, analyse and critique texts and lives. Simpler questions can be asked to test if learners have understood literary features like setting, background and characterisation.

Teachers should also guard against undercutting the creativity and enjoyment of reading at the same time. Literature teaching and assessment therefore calls for efficacy from teachers. Teachers should strike the balance between

content knowledge, assessment and the purpose of literature which is enjoyment of written literary texts, and that calls for a teacher who is knowledgeable, determined and creative in teaching and assessing EFAL literature set-works. The following question requested respondents to share their opinions on the reasons for assessing or not assessing literature set-works in school.

5.3.13 Question 12: In your opinion mention the reasons you think literature should be assessed or not be assessed in secondary schools.

Almost every teacher affirmed that literature must be assessed. Two educators mentioned that it must not be assessed because it is time consuming and it is meant to be read for enjoyment and not to be formally assessed. On the other hand, the reasons given by the majority of the respondents who affirm that literature set-works must be assessed in schools are that literature:

- encourages critical thinking (13),
- improves vocabulary (12),
- increases independent reading (10),
- improves language skills (writing, listening, speaking, reading) (8),
- is life experience (5),
- develops love for literature itself and reading (3),
- time wasting (3),
- is a component of curriculum for EFAL (2),
- is educative in nature (2),

- prepares learners for tertiary learning (2),
- builds problem-solving skills (2),
- shapes learners lives thorough role modelling by characters (2),
- for enjoyment not assessment (2),
- upholds morals (1), and
- other (22).

Table 5.14: Reasons for supporting and disproving teaching literature

Code	Number of frequencies	Relative Frequency	Percentage Frequency
Encourages critical thinking	13	0.14	14.0
Improves vocabulary	12	0.13	13.0
Increases independent reading	10	0.11	11.0
Improves language skills	8	0.09	09.0
It is life experience	7	0.06	06.0
Develops love for literature itself and reading	3	0.03	03.0
It is time wasting	3	0.03	03.0
It is a component of curriculum for EFAL	2	0.02	02.0
It is educative in nature	2	0.02	02.0
It prepares learners for tertiary learning	2	0.02	02.0
It builds problem-solving skills	2	0.02	02.0
It is for enjoyment not assessment	1	0.01	01.0
It upholds morals	01	0. 01	01.0
Other	22	0.25	25.0

Overall, the study found many indications of positive intentions of literature set-works from teachers which indicated the resourcefulness of this Paper. However, despite the apparent merits of literature set-works that are noted above, issues of concern were also highlighted in teachers' responses. Two participants indicated that the teaching and assessment of literature set-works in schools was time-wasting since literature is meant for enjoyment and secondly it was time consuming. It has been pointed out earlier in Chapter two that there are many intentions of teaching literature. Although the teachers' guide emphasises that the aim must to encourage enjoyment, for Grade 12 learners, it entails more than that. It requires learners to have substantial knowledge on literature. This knowledge must include elements such as linguistics and methodology. They need to know how to interpret literary texts and support their arguments. They do not only learn the features of literary

texts, but they need to understand the vocabulary, structure, register, background of the author, connections of texts to the outside world, cultural value and personal worth among other issues. Although the benefits are wide-ranging, teachers must be careful of what they choose to teach and assess. Literature as a tool for EFAL can be adapted for all levels of learning, it is only cautious selection, thorough planning and conscientious effort that is required in this Paper.

Most participants in the study complained that time was inadequate; the key point is that literature can be a very flexible tool for any language teacher in order to attain the aims enlisted by the respondents. This does not happen without a degree of passion, planning and more planning. Teachers need to delve in more teacher learner support material to expand knowledge in literature teaching. The literature used in EFAL Grade 12 currently is no longer restricted to canonical texts from countries such as UK, USA alone, but includes the work of writers from a diverse range of countries and cultures as long as they are in English. Literary texts can also offer rich sources for teaching and assessing all four language skills -, listening, speaking, reading and writing, in addition to exemplifying grammatical structures and conventions. Literary texts are representational rather than referential and their language communicates at only one level and tends to be informational. The representational language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties. Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity (McRae, 1994). They also give students the chance to learn about literary devices that occur in other genres.

Literature is supposed to give students the tools to critically be able to analyse and criticize as well. The kind of literature set-works done in the classrooms should transcend to the outside world. Apart from offering a distinct literary

world which can widen learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure. In addition, educators must provide room for literature to promote the kinds of thinking that will help learners analyse what they read and support their opinions about the text, and formulate their own views and world views. It's crucial that they know these features of literary texts. A play or a poem can bring up certain dilemmas and powerful emotional responses. All this can be transposed to their real lives. The wider intention of literature is in essence educating the whole being since it benefits linguistically, educationally, emotionally, critically and personally.

Studying the language of the literary set-works helps to integrate the teaching and learning of both language and literature.

“It should be assessed because it helps learners gain vocabulary and an ability to think and write. It also develops love for reading.”

“It should be assessed because it teaches learners to think, write and speak.”

5.3.14 Question 13 Explain what you think are the challenges for you in assessing of literature set-works.

In question 13, teachers were asked to explain what they thought the challenges were in assessing of literature set-works. In response to this question teachers mentioned problems pertaining to learners, curriculum, protocol, learners and themselves. Respondents indicated that they were negatively impacted by the following factors:

- Language barrier (43),

- Overcrowded classrooms (34),
- Lack of resources (27),
- Heavy workload (19),
- Illiteracy of learners (19),
- Lack of time (13),
- Lack of support (11),
- Inability to design tasks (7),
- Lack of foundation (9),
- Lack of interest (5),
- Allocation of time for literature set-works (3), and
- Other (5).

Table 4.15: Teachers' challenges in assessment of literature set-works

Code	Number of frequencies	Frequency	Frequency percentage
Language barrier	43	0.22	22.0
Overcrowded classrooms	34	0.17	17.0
Lack of resources	27	0.14	14.0
Heavy workload	19	0.10	10.0
Illiteracy of learners	19	0.10	10.0
Lack of time	13	0.07	7.0
Lack of support	11	0.06	6.0
Lack of foundation	9	0.05	5.0
Inability to design tasks	7	0.04	4.0
Lack of interest	5	0.03	3.0
Allocation of time for literature set-works	3	0.02	2.0
Other	5	0.05	5.0

Teachers stated that learners were unable to follow instructions, as a result their performance in EFAL literature set-works was adversely affected. Teachers have also been found to overlook or undermine learners' strengths in the performance in literature set-works. Teachers laid personal policies that impact on learners' autonomy on choice of genres they want to respond to. Maybe teachers are not ready to read and know the genres themselves, thus restricting learners to respond to what they have taught them only. The question that arises here is: Do teachers give learners autonomy to study on their own? An attempt to answer this will be presented in recommendations.

It is evident that teachers are not ready themselves to assess learners in all four genres. One teacher mentioned that some learners would leave schools with no basic knowledge of genres and that teachers do not teach when they assess. This study has shown that teachers do not empathise with the learners or rather they do not assess objectively. Literary texts can present teachers and learners with a number of difficulties including text selection, length, cultural difficulty and cultural appropriateness. Teachers will definitely be in trouble if they choose according to the previous group's performance because learners are not the same. One genre that suits one year's group might not be relevant the next year. They also need to find out the appropriateness, availability, background and texts that do not offend or exploit learners.

In summary the following themes emerged from the teachers' responses on their experiences in assessment of literature set-works:

- Learner illiteracy,
- Curriculum issues,
- Bureaucratic control,
- Lack of resources,
- Lack of support,

- Workload,
- Lack of moderation,
- Lack of knowledge, and
- Lack of teacher efficacy.

“Learners cannot even understand simple questions. We do not have enough reading books.”

“Learners are not easily convinced to read. Classes are huge.”

The following questions are from section D of the questionnaire (See Appendix E)

This section of the questionnaire comprises five questions based on selection and support in EFAL literature set-works. The questions aim to find out if policies on selection support teachers experience in assessment of literature set-works.

5.3.15 Question 14: How is Grade 12 EFAL literature set-works material selected in your school?

Teachers responded that they select genres in their school through the following criteria:

- Learners’ previous years’ performance (17),
- Readability level (14),
- Understanding (11),
- Availability of the set-works in the school (11),
- As per prescription in the national catalogue (9),

- African authorship (7), and
- Brevity (5).

Table 5.16: How set-works are selected in schools

Code	Number of frequencies	Relative frequencies	Frequency %
Learners' previous years' performance	17	0.25	25.0
Readability level	14	0.21	21.0
Understanding	11	0.16	16.0
Availability of the set-works in the school	11	0.16	16.0
As per prescription in the national catalogue	9	0.13	13.0
African authorship	7	0.10	10.0
Brevity	5	0.07	7.0

Teachers displayed varying reasons on how set-works were chosen in their schools. According to their responses, the teachers' choices were motivated by the curriculum, brevity, background of authors, availability of set-works in schools, interests shown by the previous group, simplified texts, their own preferences and their students' interests. Four categories of structures that select set-works for schools were identified by the respondents, namely;

- HOD's (49),
- EFAL subject committee (9),
- Teachers themselves (11), and
- Clusters (2).

A broad framework to guide and inform teachers and selection in the implementation of all aspects of the new English curriculum must be designed (Silverthorne, 2009). Teachers stated that they had been using literature over a long period of time, which did not only bring monotony to class, but also disregarded other works that could be introduced in the classroom. If teachers

hold on to same texts for long, they may lose interest and creativity as well as authenticity of assessment tasks for literature set-works. According to the responses by teachers they were dissatisfied with the choice of books in EFAL which are currently studied. They provided the reasons for longevity, complexity and shortage of LTSM. Teachers indicated that they choose genres due to brevity of such texts. Longer texts can still be used, but in a necessarily scaffolding and slower manner, likely using a range of reader response style activities (Carlisle, 2000; Hirvela, 1996; Oster, 1989). Students face not just the twin challenges of vocabulary and syntax, but also the length of a text, or texts. Although teachers had the opportunity and possibility to choose their two own books, they pointed out that there were perhaps the only books available in their schools.

One teacher mentioned that they follow the pattern shown by the previous learners' interests on set-works. Although interest and relevance are paramount, it is not always easy to select according to potential interest of the learners. The school will always have different learners in terms of literature and preferences. To some of these teachers it would not be possible to choose in terms of the preceding factors because, they only look into the availability of set-works in their schools due to shortage of books. As a result, teachers do not have a choice, but to utilise what they have. Other teachers are however often unwilling to use books from popular fiction on the grounds that these do not contain the same level of richness of language, or quality of moral teaching found in the literature selected. Teachers may also disapprove some controversial books of controversial or offensive content due to sensitive subject matter to the learners

Set-works must not just be purchased because there is money; there are considerations which must be made. The study by Al Faki (2014) on the suitability of the literature textbooks found out that in Sudan the teaching of

literature has witnessed a very hard time of absence due to a faulty political decision. Sudan witnessed deterioration in the students' linguistic ability because literature is vitally important in providing the students with the required help and assistance to go about. Selected literature set-works should really meet the students' needs; their students' linguistic needs, their background, culture, religion, traditions, attitudes and interests. To evaluate such materials, some important aspects such as variety, availability, layout and design, activities, skills, language type, subject, content and guidance must be considered. The study by Al Faki (2014) found that literature is an important device to improve language teaching and learning and provides interest and motivation to language learning. In North Sudan, however, this is unattainable, because most of the books selected for the students were available yet to a great extent unsuitable.

Some criteria such as measure of vocabulary difficulty, syntactic complexity, such as sentence length must not be overlooked. It is important to select themes with which the students can identify. Certainly, one common experience of most EFAL students is their struggle with a language and culture with which they are unfamiliar. According to Donelson and Nilsen (1980:14-15), literature must be meant for young adults, dealing with the problem of personal growth and development. Furthermore, most literature for young adults tends to be relatively short, and the characters usually limited to a small cast of characters with a young adult as the central character. Most importantly, from an EFAL perspective, many of the books tend to be stylistically less complex. Literature must be carefully selected and approached in a manner which promotes an aesthetic interaction between the reader and the text. The key to success in using literature in the ESL class seems to rest in the literary works that are selected.

Whilst South Africa has a literary critical heritage that derives to some extent from Britain, the existing literary set-works selected in Grade 12 has a representation of South African, British and American literature.

With regard to the comment by the participant, notion of social transformation, which is a central feature of the NCS, is not promoted by current literature set-works. The participants feel that the injustices of the past, based largely on racial lines, still resonate in the selected literature, and this is understandable. However, South Africa multiculturalism and multilingualism should be embraced. Principles of NCS must be considered by selection committees. Literary works could be part of reconciliatory, transformative and participatory process for countries which were once troubled by injustices.

5.3.16 Question 15. How do you normally select genres that you teach in class? Please explain briefly.

To respond to the above question teachers stated that they applied the following elements to select set-works for their classes:

- Teacher interest,
- Level of difficulty,
- Brevity,
- Enjoyment,
- South African background,
- Learner interest,
- Availability,
- Familiarity,

- Previous learner performance,
- Prose, and
- Cluster.

Examples of excerpts from teachers' responses are:

"I check the level of difficulty."

"According to interest of the teacher of course, we cannot give learners all the books. It is impractical."

"I choose the easier ones and the ones learners like."

Table 4.17: How respondents choose literature set-works for their classes

code	no of frequencies	relative frequency	frequency %
teacher interest	38	0.37	37.0
level of difficulty	23	0.23	23.0
brevity	9	0.09	9.0
enjoyment	9	0.09	9.0
South African background	9	0.09	9.0
learner interest	6	0.06	6.0
availability	5	0,05	5.0
familiarity	5	0.05	5.0
previous learner performance	3	0.03	3.0
prose	2	0.02	2.0
cluster	2	0.02	2.0

The highest number of respondents mentioned that they select set-works that are less challenging; due to their familiarity and/or simple diction. Teachers also felt that they choose set-works which align with level of learners' competencies. The texts which are brief are also preferred by teachers as well as those that have South African background. Some teachers stated that they

choose set-works that were readily available in their schools and those that were enjoyed by learners. The choice of genres using this criterion cannot be reliable since teachers always have different enrolment of learners. The least number of teachers stated that their choice was determined by their heads of departments, learner background and teachers' interests.

The following question requested the respondents to share their experiences on the administration of moderation of EFAL literature set-works.

5.3.17 Question 16: Briefly explain how moderation in EFAL literature is done in your school.

The responses of the respondents were as below:

- HOD is responsible (50)
- Justice not done (35)
- Just Checking (15)
- Procedures outlined (6)
- Other (18)

Table 4.18: How moderation is done in schools

HOD is responsible	50	0.40	40.0
Justice is not done	35	0.28	28.0
Just checking	15	0.12	12.0
Procedures outlined	6	0.05	5.0
Other	18	0.15	15.0

Moderation and assessment are inseparable procedural practices in education. As a general rule, SBA should be procedurally moderated to assure quality. This is because SBA is an important component of Grade 12 promotion mark. Besides it is one way of monitoring and controlling all systems of assessment including assessment tasks, teachers, standards of these tasks, feedback mechanisms and how learners continuously perform as they are assessed. It is a prerequisite for flexibility, consistency, quality and development among all involved SBA.

When the respondents were asked to complete information on how moderation in EFAL literature set-works was done in their respective schools, they responded:

- HODs are responsible for the moderation,
- Pre-moderation and post moderation are responsibilities of the HODs,
- There is no moderation at all,
- It is only stamping and administration, no thorough moderation is administered,
- Moderation is done for CASS submission purpose only,
- It is done by subject heads because there are no HOD's,
- There is heavy workload for HOD's hence poor moderation, and
- Moderation is stressed only in the Grade 12.

Some of the teachers mentioned that:

“The HOD does moderates, actually I teach and moderate my own work because I am the HOD; my senior who is the deputy the principal is for Mathematics and Sciences. I am used to this vicious cycle, it is pathetic.”

From the responses stated above, it is apparent that there are multiple challenges in the execution of moderation of SBA in literature set-works.

The above factors indicate that standardisation is compromised.

- Some teachers do not follow moderation policy,
- Some wait for assessment tasks from clusters which are of low standard, and
- Some teachers develop their own standardised papers but they are unable to administer them because cluster papers are sent to schools.

Responses from teachers when asked about the roles their School Management Team play during moderation, they provided numerous challenges including:

- Lack of support by the SMT,
- Lack of content subject knowledge by their departmental heads (thereafter HODs),
- Lack of staffing of HODs,
- Lax attitude of the SMT, and
- Shortage of resources.

Additionally teachers showed concern in the way moderation was executed in their schools. The following response attempts to sum up the incapacity of the HODs. One major limitation here is that teachers view moderation as a method of controlling the flow of papers that must be written. Another disadvantage is that they seem to be giving credit where it is not due by being benevolent with marks. Moderation illuminated by the above responses is that teachers view moderation as the task of the HOD's or SMTs to give them a go ahead to administer formal tasks. One important factor that is overlooked is

that moderation is not only about approving or disapproving tasks; it is not about checking the strictness or leniency of marking. It is also about giving feedback to the teacher, and organising remediation for development so that quality is assured.

In this process moderators do not only check that marks have been accurately captured, but moderators should also check if marks are fairly awarded. The literature on generosity of marks has been an outcry from Umalusi that teachers in some provinces inflate learners' marks. Moderation is sometimes not properly conducted.

“..They order the HODs, “just put a stamp.” “Moderation forms are even filled prior to CASS.”

Some of the educators indicated that they did not get sufficient support from their departmental heads. Some of these educators stated that their departmental heads did not have knowledge of the subject. Some complained that their departmental heads regarded moderation to be followed only in Grade 12. In other grades it is overlooked. However, some of the educators added that they do not have departmental heads in their schools. They are their own monitors and supervisors since their schools do not qualify to have departmental heads given a fewer number of enrolled learners.

Another gap in the implementation of moderation process is the one left by unavailability of departmental heads in schools. Some of the teachers mentioned factors that contribute to the problems experienced by the schools' lack of resources and departmental heads that lack insight into the content of the paper. As such, quality and standardisation is compromised. “The availability of LTSM like standardised assessment tools, should be non-negotiable” (Thobedi, 2006). It is the responsibility of the Department of

Education to supply standardised assessment tools to all schools and train teachers to use them.

One educator mentioned that what she had been trained to teach at the university she attended was different from what she had to teach learners in the classroom. Teachers should have been thoroughly trained and prepared for school and curriculum so that they exactly know what to anticipate in the classroom. They should also be guided by the school management team or their departmental heads. Teachers must therefore be fully equipped and fully supported by their departmental heads and subject advisors.

The teachers complained of the weakness of clusters that just “cut and paste” old question papers without considering their current types of learners. Long (2006:5) blames this on the weakness of cluster leaders and points out that, while the IEB in South Africa provides workshops to train examiners and moderators of the external examinations, resources have yet to be found for the training of cluster leaders though the need has been identified. Throughout the world, a pressing need has been identified for supporting teacher dialogue particularly with regard to issues of assessment. In these circumstances there are serious concerns about standard setting and teachers being supported to be able to make reliable judgements in which learners and the wider community can have confidence. The majority of the teachers mention that their departmental heads hold meetings with them but did not mention what they discuss in such meetings. It seems these meetings are held as a way of complying with policy.

5.3.18 Question 17. Please explain how you get supported by your departmental head in this particular Paper.

- Moderation of formal tasks only (29),

- Support but not stated how (11),
- Insufficient help (9),
- Calling meetings and discussions (7),
- No HOD (7),
- No response (7),
- Just supplying material and no developmental support (6),
- Maximal support (6),
- No support at all (6,
- Little support (4),
- Subject heads help (3),
- Holding brief sessions (2),
- Checking and stamping (2), and
- Other (9).

Table 5.19: Forms of support by departmental heads in EFAL literature set-works

Code	No of frequencies	Relative frequency	Frequency %
Moderation of formal tasks only	29	0.27	27.0
Support but not stated how	11	0.10	10.0
No sufficient help	9	0.08	8.0
Calling meetings and discussions	7	0.06	6.0
No HOD	7	0.06	6.0
No response	7	0.06	6.0
Just supplying material and no developmental support	6	0.06	6.0
Maximal support	6	0.06	6.0
No support at all	6	0.06	6.0
Little support	4	0.04	4.0
Subject heads help	3	0.03	3.0
Holding brief sessions	2	0.02	2.0
Checking and stamping	2	0.02	2.0
Other	9	0.08	8.0

Teachers report the serious lack of support in EFAL literature set-works due to a huge shortage of knowledgeable HODs in literature set-works. Teachers reported that there were schools which are not visited because they were in rural areas, and far away from the districts offices. These schools are completely neglected.

Teachers mentioned that the concentration was mainly on Maths and Physical Sciences. Consequently, the time devoted to EFAL literature set-works is minimal. The learners' exposure to literature set-works is obviously also tarnished. In South Africa, EFAL is generally used as LOLT to teach English language and other subjects. The common sense is that if learners cannot do well in EFAL, other subjects have the probability of being negatively impacted

as well; the same content subjects may be compromised since they are in most cases taught and assessed in English.

It was realised that the majority of teachers lack the motivation and confidence to set their own papers. Teachers feel that learners are not playing their part in EFAL literature set-works. Teachers reported learners are weak in reading skills. One teacher indicated that she asks questions they just look at her, with no response or indication of interest. Teachers also report that some of these learners are below average in grammar. Teachers rely heavily on previous papers and the cut and paste methods. They commented:

“There is no support.”

“The HOD facilitates meetings and moderates teachers’ tasks.”

“My departmental head will visit me in class during IQMS. She will then give comments and try to assist where I lack....”, and

“The departmental head in my school is specialising in African languages (Sepedi) and therefore understandably not offering any more support than being the overseer of the work I do.”

5.3.1.9 Question 18 Please explain how you get supported by your curriculum advisor in this particular Paper.

By asking this question, the researcher wanted to determine if the respondents received any support by their curriculum advisors. The teachers responded:

- Curriculum advisors provide general information only in the first term (31),
- No support is given at all (24),
- They meet their curriculum advisors only at CASS moderation (17),
- Not enough (14),

- Respondents meet their curriculum advisors only at workshops (11),
- Maximal support (6)
- Curriculum advisors are not competent (3)
- There are no visits to schools (1)
- There are no curriculum advisors (1)
- Other (11)

Table 4.20: Responses on support by the curriculum advisors

Code	Number of frequencies	Relative frequency	Frequency percentage
Curriculum advisors provide general information only in the first term	31	0.23	23.0
No support is given at all	23	0.18	18.0
Meeting curriculum advisors only at CASS moderation	17	0.13	13.0
Not enough	14	0.11	11.0
Respondents meet their curriculum advisors only at workshops	11	0.08	8.0
Maximal support, they even come to our schools	6	0.06	6.0
Curriculum advisors are incompetent in this paper	3	0.02	2.0
There are no visits to schools	1	0.01	0.01
Other	25	0.19	19.0

Many teachers indicated that they do not receive curriculum support from the advisors in this paper. Teachers mentioned that they get supported only at the beginning of the year, which is not effective. The indication is that if teachers are not supported, there might be anomalies occurring in the teaching and assessment of the paper. These lived experiences of teachers portray a lack

of support in the paper that is changed every three years. In essence teachers should be getting extensive support since this paper has to do with unfamiliar, abstract and complex language which might not be clear to every teacher. Besides, teachers must be developed and monitored on implementation of SBA to avoid discrepancies like generosity of marks and rejection of SBA by quality assurers. *“Not much...”*

“Provision of information, material, like templates of rubrics etc”

“The guidance of the curriculum advisors is not that satisfactory. I only meet the curriculum advisor once per quarter.

5.4 RELATIONSHIP BETWEEN THE FINDINGS FROM ALL DATA SOURCES

5.4.1 Major findings from data sources

As stated in chapter 3, triangulation was maintained during data collection.

Documents here have been used as a method to search for the literature in the field of SBA of literature set-works, and also as the documents applied in assessment of literature as a Paper. This section indicates similarities in the findings between focus group interviews and open-ended questionnaires. Similarities were found from open ended questionnaires and focus group interviews as indicated below:

Table 5.21: Major themes from focus group interviews and questionnaires

Focus group interviews	Open-ended questionnaires	Documents
<ul style="list-style-type: none"> • Aims of school-based assessment • Bureaucracy • Knowledge of documents • Knowledge of genres • Lack of content knowledge • Lack of resources • Lack of support • Learner illiteracy • Overuse of previous papers • Poor quality if tasks • Workload 	<ul style="list-style-type: none"> • Aims of literature • Bureaucratic control • Challenges of SBA • Illiteracy of learners • Lack of ability to design tasks • Lack of content knowledge • Lack of support • Lack of teacher efficacy • Overuse of previous papers • Poor moderation • Selection of genres • Workload 	<ul style="list-style-type: none"> • Aims of literature • Challenges of SBA • Illiterate learners • Inability to design tasks • Selection of texts • Content knowledge • Lack of teacher efficacy • Overuse of previously used question papers • Poor moderation • Workload

5.4.2 Discussion of findings

This section discusses the summary of the main findings that emerged from all data sources including the literature studied in chapters two and three:

The themes are discussed in terms of the order they appear in the list above.

- **Aims of literature**

When teachers were asked whether literature set-works should be taught and assessed in schools they instead mentioned the aims of literature to accentuate that they understood its course. However, teachers seem to be encountering multiple shortcomings in management of literature assessment that they could not influence. These aims of literature are also clarified in CAPS (DBE: 2011). The efficacious teacher would be able to teacher

- **Aims of SBA**

All data sources focus groups, open-ended questionnaires and literature (documents) showed that there are benefits in employing SBA and at the same time shortcomings have been registered in South Africa and globally. Shortcomings of SBA were given in teacher development, support, internal moderation systems and processes and monitoring and co-ordination (Poliah, 2009) The 2013 Technical Report on National Senior Certificate (DBE 2014b) as an official document by DBE also announced serious observations made about SBA and moderation including the following:

- Poor marking processes resulting in the inflation of marks,
- Inaccurate marking guidelines and misapplication of rubrics,
- Poor moderation of learner evidences which manifests into the so-called shadow marking,
- Evidence of lack of quality moderation of assessment tasks.

- **Workload**

The findings from focus group and questionnaires indicated that teachers are loaded with work in English language teaching. Teachers raised concerns about the number

of papers and literature set-works they had to teach. According to Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee and Rule (2005:60), factors like teaching, preparation and planning, assessment and evaluation, management and supervision; records and report-keeping, professional development, pastoral care, extra-curricular activities, guidance and counselling; breaks and other disruptions can contribute to teachers' workload.

The Human Science Research Council, (HSRC) (2005:ix) acknowledged that C2005, together with the system of CASS and the Integrated Quality Management System (IQMS) have made great demands on educators' time, Most teachers responded in the focus groups that their workload has increased.

- **Poor quality of assessment tasks**

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Maile (2013:19) establishes that teachers' inability to teach also impacts on their assessment skills. It is highly unlikely that a teacher who cannot teach can assess correctly. This is also evidenced when teachers set papers that are not standardised and which are not quality assured by HOD's (Poliah, 2009). The overuse of previously written question papers tasks teachers back to rote-learning. This is supported by the repetition of the use of previous question paper by the CAPS policy document for EFAL itself. Teachers also highlighted that they use these papers for training, structure and familiarisation of the paper.

Study by Reyneke et al (2010) revealed that the majority of the practising teachers who enrolled as students for the practical component of the Advanced Certificate in Education (ACE): Inclusive Education (learning difficulties) in 2008, lacked English proficiency. In this study it was proven again that teachers do not have knowledge of the literary texts In addition, Van der Berg and Shepherd (2010:4) found that assessment leniency (inflated CASS marks) across subjects throughout the system and low assessment reliability (poor correlation between the CASS and examination mark) contribute to a mismatch between the intended formative value of CASS and how well learners are prepared for the matriculation examination. eNCA (Channel 403: 26/August/2015) indicated that content knowledge of teachers in South Africa

currently is not adequate enough. The theme on generosity of marks is supported by Research conducted by Van der berg and Shepherd (2010) shows that there is discrepancy between internal SBA scores compared to final examination marks, particularly in low performing schools in which CASS marks are vastly inflated.

Besides teachers mentioned in their response that they apply the cut-and paste method because they could not develop standardised tasks, and due to lack of time. The overuse of previously written question papers is also a signal that teachers could not set their own assessment task.

- **Lack of content knowledge**

The MTTN (2014d:10) has commented that what teachers ask now does not meet the cognitive demands. Teachers confessed in the focus group interviews and open-ended questionnaires that they employ cu-and paste method due to lack of resources, time and inability to develop cognitively appropriate tasks. Malaysian teachers' cut-and-paste practices send a message that they do not understand literature themselves. Fook & Sidhu ([Sa] 4) acknowledge the fact that if teachers possess low levels of knowledge in assessment they may not be able to help improve student learning. These teachers may feel overwhelmed and frustrated and consequently might display undesirable work behaviours towards performing best practices in SBA which is exacerbated by literature texts. Although teachers indicated some knowledge of SBA and literature set-works, they lack information on the application of cognitive levels in the setting of tasks. When asked about how they apply cognitive levels when they assess teachers showed mediocrity in their responses. Teachers acceded to the overly use of previously written question papers in the name of informal assessment, familiarisation with format and structure, revision, availability reasons and workload

- **Poor internal school-based moderation**

A study by Mncwango (2015) showed that the face-to-face moderation that must be done between teachers and curriculum advisors is not effective Teachers indicated in the interviews that moderation is of low quality that tasks are even approved

before moderators could be seen by moderators. Papers are signed in advance A report by the MTTN (2014d:121-122) reveals that SBA is perceived by many in the education community as having a negative effect on the quality of the NSC qualification, with the credibility of SBA marks themselves seen as questionable (Reyneke, Meyer & Nel, 2010; Van der Berg & Shepherd, 2008) as there are inaccuracies in the compilation of CASS by teachers. SBA is not well-managed in all schools.

- **Language barrier**

According to Ling and Eng (2016) researchers have discovered that the teaching of literature is very much affected by students' English proficiency level. Additionally the respondents in questionnaires and participants in focus group mentioned that learners could not read. DBE report on NSC (2015) also confirms that candidates had not fully grasped the meaning of some commonly-used assessment terms such as 'discuss' and 'explain'. This is a serious shortcoming, as the questions containing these words often count multiple marks which are lost when candidates give one-word answers to questions requiring explanations or discussions. Some candidates approached the paper as they would a comprehension test by merely seeking all their answers in the extracts. This may signify that they do not understand the instructions or language used. The CAPS policy document also highlights that literature set-works is challenging content. As such, learners of this calibre would require a teacher who is motivated to teach them strategies to read and comprehend literature set-works.

- **Lack of support**

Teachers indicated in the open-ended questionnaire that they did not receive support from their HODs and district advisory. This was supported by the (NEEDU) in a twenty year review of South Africa between 1994 and 2014 indicating that learners' performance is affected by limited subject knowledge of teachers, heads of

department, and subject advisors. Additionally, Action plan to 2019: (2015b:55) warns that many of the weaknesses in schools are a reflection of weaknesses at the district level. This suggests teachers are not sufficiently supported at these levels. Reyneke, Meyer & Nel (2010:284) reported that the participants indicated that training sessions run by district officials are ineffective. When these teachers were asked about the effectiveness of training workshops, Maile (2013:22) proves that teachers themselves are not determined to fully attend sessions or training workshops and trainers, in this case, district officials who should develop teachers.

Support given to learners is not sufficient. In chapter two, Mason (2005) defines feedback as a “means of providing information how and why the child understands and misunderstands, and what directions the student must take to improve learning. Additionally 2013 Technical Report on National Senior Certificate (DBE 2014b) added that poor feedback to learners caused by inconsistent marking. This was also supported by teachers’ comments that they did not have time to offer feedback due to workload and many literary texts that they had to teach and assess. They also expressed discontent with the protocol control of circuit managers and district offices that impose extra duties on them.)

- **Selection of literature set-works**

One of the main challenges in learning literature are caused by the text itself, such as the language of the text, especially when there is a mismatch between the selection of texts and students’ language ability (Irene, 2015). Kaura and Mahmor (2014:119) allude that one challenge in the teaching of literature in Malaysia is the selection of appropriate texts in the literature component. The literature set-works in Limpopo Province have just been changed in 2017 after being in the curriculum for approximately ten years. Teachers mentioned that although some of the pieces the pieces are culturally remote, they had also become monotonous for staying long in the curriculum

5.5 SELF-EFFICACY THEORY AND FINDINGS

In terms of the self-efficacy theory as one of the domains of social cognitive there are reciprocal interactions among the environment, behaviour and personal factors including physiological, cognitive and affective aspects (Bandura, 1986; Raouf, Tan & Chan, 2012).

Teachers' self-efficacy as one form of self-efficacy plays a significant role in moving learners to attainment of relevant outcomes. Teacher efficacy requires teachers to demonstrate their own teaching success,

The teacher-efficacy theory as explained in chapter three expects teacher to remain steadfast and motivated regardless the challenges in the teaching and assessment of literature set works. Most teachers have not shown efficacy since they complained of large classes, unavailability of resources, workload, and abstract vocabulary and learners who could not read. Lack knowledge and proficiency in the subject leads to low confidence as far as teaching is concerned and therefore restricts the development of learners' reading skills. That was supported by Kamunina (2014) and Maile (2013) asserts that standards of assessment can only improve when teachers

According to Collie and Slater (1987:3), a language teacher must attain valuable authentic materials, cultural enrichment, language enrichment and personal involvement in the learners. However teach lack motivation, pleasure in reading. They failed to execute duties as assessors, readers, tasks designers, pastors and s on. Teacher efficacy that teachers should be able to motivate learners to succeed and attain high levels of motivation and performance most teachers in this study most teachers responses implied lack of efficacy in assessment of literature. This study explained the envisaged teacher with efficacy to be the following the one who can do the following:

- Specialises in a subject
- Mediated learning
- Interprets and designs materials
- Leads, administrates and manages

- Reads
- Assesses and
- Build a community

In this study the following were revealed in terms of effectiveness of most EFAL literature teachers

- Most teachers' response in this study revealed that they were not grounded in the knowledge, skills, methods and procedures relevant to the teaching and assessment of EFAL literature set-works.
- Experiences shared by teachers showed lack of sensitivity to the diverse needs of learners. (Example of a teacher who did not credit learners marks for responding to the genre that was not taught by the teacher. Another instance is the teaching of genres that are understood by teachers, and not going all out to seek heat learners is interested.)
- Teachers lack understanding of the requirements or elements of certain genres that they teach. They also lack knowledge on how to interpret the CAPS policy document on how to develop formal tasks in those genres.
- Some teachers lack efficacy to influence the mismanagement of SBA administration in schools, for example, moderation in literature set-works paper and selection of literature set-works materials.
- Although most teachers indicated that they are qualified to teach literature set-works in grade twelve, there were examples of aspects that teachers did not know of. For example, the policy documents, the assessment guidelines and the national DBE website that provides information on the subject that a reading teacher or researcher may be aware of.
- Efficacious teacher must be a teacher and an assessor of their subject content. Most teachers in this study rely on study guides and pre-developed papers for assessment. This is an indication that teachers are not conversant with their content and therefore could not assess. This was also revealed by the study by Maile (2013) that if teachers cannot teach, it implies that they cannot assess. As such provision of feedback will also be ineffective

Although teachers in this study have proved that they know feedback, they mentioned that they were unable to offer feedback due to workload and other beauracratc duties imposed on them by circuit management and district.

According to self-efficacy theory, apart from the effect of contextual factors, and how they can interact to affect teacher self-efficacy, the teacher should be able to turn the situations around and develop strategies to improve learner performance.

Teachers with low efficacy may sometimes turn anxious due to the examples of factors mentioned above, and as a result their performance and that of learners is affected. Bandura (1986:399) emphasises that successes raise efficacy appraisals; repeated failures lower them, especially if the failures occur early in the course of events and do not reflect lack of effort or adverse external circumstances.” Teacher self-efficacy therefore impacts not only on the teacher’s performance, but it also impacts on their learners’ performance.

The study by Rangraje (2002) confirms the findings of this study that the formal and informal social structures, nature of the district, state and national legislative agencies and mass media all impact on the teachers’ efficacy However, teachers who are determined, perseverant and self-assured that they will overcome these distractors are those who reach their goals.

It cannot be overlooked though, that the life-world of the teacher involves a complex network of relationships with himself, with ideas, with objects and with others. Teachers are achievement oriented. (Rangraje, 2002).

Results have shown that teachers with a high sense of efficacy are generally strongly motivated and satisfied with their jobs, persevere when faced with obstacles, maintain good classroom discipline, and attempt to bring out the best in their students. Conversely, teachers with a low sense of efficacy give up easily when faced with obstacles, are afraid to accept challenges, feel inadequate in the classroom, and harbour feelings of guilt and trepidation when their students perform poorly. Teachers need to be developed professionally.

The efficacious EFAL teachers must be therefore be creative and innovative enough to blend their characters and content knowledge into the situations in their classrooms to acquire targets set by the subject, their schools and districts.

5.6 SUMMARY OF THE CHAPTER

In this chapter analysis, presentation and discussion of data was done.

Teachers' points of views were verified from two data sources, namely, questionnaires and focus group interviews. Rich integrated findings emerged from the teachers' real teaching and assessment experiences. A summary about the major findings was also provided by making reference to some documents studied.

The next chapter presents a discussion of the main findings, conclusion and recommendations. In addition, limitations, strategies, commendations and reflections of the study are included.

CHAPTER SIX

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The general aim of this study was to investigate the experiences of EFAL teachers in their assessment of literature set-works in secondary schools in Limpopo Province in order to identify and describe, through focus group interviews and other methods the experiences of purposively selected participants and recommend ways for improvement. This chapter reports on the following:

- An overview of the study,
- Summary of chapters,
- Summary of findings from synthesised data sources,
- Limitations of the research is acknowledged,
- Recommendations for practice and further research,
- Contribution of the study,
- Theoretical contribution,
- Strategies to assessing literature set-works
- Research reflections,
- Commendations to participants, and
- Concluding remarks.

6.2 GENERAL OVERVIEW OF THE STUDY

The researcher was motivated by the reports on the implementation of SBA and the poor performance of candidates in EFAL literature set-works in Grade 12. Besides, many research studies conducted in EFAL are based on assessment in general, a few have dealt with the SBA of literature, let alone literature set-works in Grade 12, hence, this study aimed to investigate the experiences of teachers in assessment of literature set-works in Limpopo secondary schools. The findings revealed multiple challenges in the implementation of SBA in the literature set-works paper in Grade 12, confirming the NSC and SBA challenges annually reported by the DBE. In order to address this aim, the following main research question was posed: What experiences do teachers have on SBA of literature set-works in EFAL? In order to achieve the above purpose, the first objective examined teachers' assessment of literature set-works tasks. The second objective examined teachers' challenges when teaching literature set-works. The third objective explored teachers' implementation of SBA policies of literature set-works and the final fourth objective of the study established recommendations for future SBA implementation in literature set-works paper.

In order to achieve the above objective, a qualitative study was carried out through a literature review, focus group interviews, documents and field notes. A pilot study was undertaken in order to test the research instruments used and as a trial run for the main study. A year later, more groups for focus interviews were conducted. A purposive sampling strategy used helped the researcher to identify varied characteristics of the target population that matched the identified characteristics (Marshall, 1996). The research questions and their associated objectives which guided this study were:

- What experiences do teachers have on SBA of literature set-works in EFAL?
- What experiences do teachers have in assessment of EFAL literature set-works?

- To what extent do teachers implement SBA policies in assessing literatures set-works?
- What recommendations can be established for future SBA in EFAL literature set-works?

6.3 SUMMARY OF FINDINGS FROM SYNTHESIS OF DATA SOURCES

This section provides synthesised major findings from analysed and interpreted data from open-ended +s above.

6.3.1 Objective 1: To examine teachers' assessment of literature set-works tasks

The study found the following major themes for the first objective:

- (a) Knowledge of SBA and literature set-works,
- (b) Knowledge of the types of assessment,
- (c) Lack of knowledge and application on cognitive levels,
- (d) Overreliance on previously written EFAL literature papers, and
- (e) Inability to use higher order questions.

- **Knowledge of SBA and Literature set-works**

The concepts SBA and literature set-works were succinctly defined in chapter two and their relevance to Grade 12 curricula in EFAL. It should be reiterated it was relevant to undertake this study as SBA was formally mandated as a component of CASS in 2001 by the DOE. The literature set-works is a component of EFAL

subjects and it forms approximately 17% of the total mark in EFAL. This study found that teachers are aware of the existence of the literature paper and that it is assessed in schools, except for one participant. Furthermore, three teachers who did not agree that literature should not be assessed in schools substantiated that goes back too much into the past, it is time-wasting and it is too abstract for learners due to its figurative content.

- **Knowledge of the types of assessment**

Teachers still apply traditional types of assessment. The majority of teachers apply tests, homework and class work to assess learners at the end of a unit. These teachers use previous question papers to assess learners.

- **Lack of knowledge and application on cognitive levels**

Although teachers indicated some knowledge of SBA and literature set-works, they lack information on the application of cognitive levels in the setting of tasks. When asked about how they apply cognitive levels when they assess teachers showed mediocrity in their responses. They emphasised the use of previous question papers, but they could not expatiate how they apply them to reach out for learners' assessment on all cognitive levels. This inability is also confirmed by DBE. Furthermore, teachers lack the necessary skills to set their own tasks by relying on previously written papers. This also suggests that teachers lack competence in designing their own assessment tasks in literature. Additionally, teachers explained that they also rely on papers set by their clusters, pointing out, however, that cluster papers are not standardised. They confessed that they cut and paste from previous question papers used in other provinces. Quality assessment of an education system is therefore, as good as the level of competence of teachers in designing and explaining tasks. Due to poor teacher competence in content subjects and English

(which is the LOLT in practically all the schools in the Province), most teachers often fail to provide appropriate mediation for learners to develop adequately the cognitive functions that will enable them to learn their subjects successfully. Other research studies show that teachers do not have the necessary subject content knowledge to enable them to teach the subjects and the grades they have been given the responsibility to teach. If they had knowledge of content and its cognitive demands, they would not apply the method discussed above (Nel & Muller, 2010; Pretorius, 2002). In this study teachers have indicated on numerous occasions that they utilise previous written examination papers. This inability to design their own tasks questions the competence, expertise, creativity and efficacy that teachers should possess as literature teachers. The reliability, fairness and quality of assessment are therefore thwarted. These challenges have also been evidenced by Poliah (2009) in his study on the management of the quality assurance of SBA at the national level in South Africa, emphasising that in order to ensure quality assessment, quality assurance must be given attention to all the assessment processes, which include setting of assessment task, designing the marking guideline, administering the assessment task and marking. The study by Lekhu (2013) also confirmed that teachers cannot prepare their own question papers.

- **Overreliance on previously written EFAL literature papers**

Teachers acceded to the overly use of previously written question papers in the name of informal assessment, familiarisation with format and structure, revision, availability reasons and workload.

- **Inability to assess in higher order question**

Learners annually struggle in responding to higher order questions in summative assessment (end of year large scale examination). This study has shown that many

teachers do not teach and assess higher order questions in schools. When they were asked how much emphasis they put on higher order questions, the majority of them responded that they again make use of previous papers and they ask questions as they teach. Some of them stated that, higher order questions yield little marks, therefore they do not even attempt them with learners since they are too challenging for learners. The teachers also indicated little ability to teach higher order questions. Mcwango (2015:14-19) revealed that problems that have been identified in administration of SBA is that assessment tasks include poorly formulated questions, a predominance of questions that require short answers involving factual knowledge, the evocation of responses that involve repetition or repletion rather than reflection and the lack of assignments or achievements designed to develop learners' higher order cognitive skills. The development of higher order thinking depends on the types of questions teachers employ; the weaker the questions the more learners' thinking is thwarted. More challenges were identified in this study. These are discussed in objective two that examined the teachers' challenges in assessing literature set-works in schools.

6.3.2 Objective 2: To examine teachers' experiences when teaching literature set-works

Teachers' challenges in assessment of EFAL literature set-works in Grade 12 were identified and are indicated in the summary of synthesized themes in both chapter fours and five. These multiple experiences range from personal, the classroom environment and they also related to the higher structures of DBE namely:

- (a) workload,
- (b) lack of resources,
- (c) lack of support,
- (d) bureaucratic protocol,
- (e) learners' illiteracy,

(f) poor moderation, and

(g) lack of self-efficacy

- **Workload**

In every discussion group held and in the majority of open-ended questionnaires teachers complained of the heavy workload they have in literature set-works in particular and EFAL in general. EFAL as a subject comprises four papers and each paper has its own functions and purposes. It is a major finding in this study that the assessment of EFAL literature is compromised due teachers' heavy workload.

Teachers do not only execute duties of teaching and assessing in classrooms. They have to take care for other responsibilities including co-curricular and extracurricular duties. Apart from that, teachers have administrative tasks such as recording and reporting learner performance for evidence of their learner's conceptual progression. Teachers should further ensure that performance is reported to schools, parents, and other stakeholders. For a literature teacher, some effort, enthusiasm, commitment and willingness are called for, because not only one genre must be studied in order to make an informed choice. However, it is vital to mention that literature is not only beneficial to learners in classrooms for progression or promotion purposes, it offers life changing messages to individuals and societies even after the school years. Intentions of this paper cannot be compromised. The DBE should reconsider EFAL teachers distribution of work, otherwise the aims of literature set-works would be jeopardised. Literature is supposed to be enjoyed and appreciated so that it propels creativity and amusement among teachers and learners in the classrooms and even after school years. As such, teachers should not be overburdened with work; otherwise the purpose of literature will be annulled. It is not only the workload that draws teachers' efficacy; the other common complexity is *lack or resources*. Lekhu (2013) also confirmed that most teachers have a "challenge with

the amount of administration work they had to do and marking of the large groups of learners.”

- **Lack of resources**

Limpopo secondary schools still lack prescribed set-works. In every discussion held, the participants claimed that they lack prescribed books in their schools. They stated that they either copy from the few available ones, request from other schools or go for another genre which was not intended to be studied or suitable for their school. Learners, who lack literature set-work books do not only lack content knowledge but are also denied access to books, vocabulary, values and voices from various cultures and languages.

Apart from prescribed books for learners, supporting material is also fundamental for both teachers and learners. Literature is captivating yet a complicated subject. Teachers need some form of references or support material for clarification, validation and guidance on the set-works they teach and assess. Prescribed books alone are just a foundation. Supporting material that can enhance the teaching and assessment of literature are films, videos, references, internet, notes from examiners, notes from authors, et cetera. Lack of resources, especially technical devices like visual aids, TV, computers, cellular phones can also impair and delay progress in the teaching and assessment of EFAL. The lack of material equals poor performance. Teachers in this study revealed that they do not have access to resources including supporting material. Furthermore, the Portfolio Committee on Basic Education on oversight visits to Limpopo and other provinces (2013a) reported that from the engagements with the Provincial Education Department, they identified the following challenges:

- Financial constraints in respect of funding infrastructure backlogs,
- The lack of curriculum advisors,
- Limited budget allocations,

- The lack of necessary lap-tops for teachers, and
- Shortage of books.

Choice of materials is not a question falling directly within the purview of this investigation. It is nevertheless an important question and one which could greatly influence the autonomy with which teachers carry out their work and also the quality of education with which children are provided. Currently Limpopo DOE issued out a circular to schools that schools in quintile four and five should purchase their own top-up materials as from 2017. These challenges are raised here because there is no possibility of success in this paper with a shortage of set-works prescribed for it.

The issue of set-works concerns not only shortage, but length of use in the curriculum. Firstly, if set-works have been in the curriculum for a long time, they can create monotony and disinterest in both teachers and learners. According to the teachers it has been used for many years. The official circular that was first disseminated in 2008 supports that current prescribed set-works have been making their appearance for nine years. There are implications by teachers that they are becoming monotonous and valueless, and even uninteresting to learners who are advanced readers. Secondly, teachers stated that selected set-works are more politically inclined; they create tensions rather than establish reconciliation. Thirdly, less EFAL literature set-works assessment tasks have been prescribed in the programme of assessment. The first formal assessment task is only administered in term two of the academic year. This may send a message to teachers that the Paper can only be considered in term two.

Since curriculum is transformative in nature, it may have probable impact on the society (Silverthorne, 2009). For this reason, South Africa has been restructuring education since 1994 by introducing policies in education and assessment. Matters of literature selection in language studies also have effects on any stakeholder since it has constantly exercised the mind of politicians, literary critiques and selection committees. English literature appears in curriculum for a reason (Viswanathan,

1989; Silverthorne, 2009). The selection of set-works should allow learners to feel pride in their culture, history and beliefs.

Themes, characterisation, plot and the culture presented should be contextualized according to learners' level and the needs of the country. In the current set-works teachers reiterated on one short story that was foreign and had an abstract background. Even teachers themselves could not understand it. For this to be accomplished teachers should be supported in the teaching and assessment of literature set-works; however this study found out that it is not the case.

- **Lack of support**

Apart from heavy workloads and lack of resources, teachers still face another challenge in schools which is lack of support from the departmental heads, and from senior subject specialists or curriculum advisors. Teachers require continuous support, motivation, development and recognition to strengthen their efficacy since curriculum in EFAL changes regularly due change of set-works. Teachers raised the following concerns:

- Departmental heads are not knowledgeable in Literature,
- The school management teams pay attention to content subjects than Literature set-works Paper,
- Departmental heads do not develop them,
- Quality is not assured through moderation,
- There is shortage of departmental heads in schools, and
- Departmental heads are overworked; being responsible for more than one subject.

In addition to the preceding challenges, teachers are also concerned with the equally troubled issue of the lack of support from curriculum advisory section. They are reported to be unavailable, incompetent, inaccessible or unknowledgeable. Teachers further stated that:

- Curriculum advisors come to workshops unprepared; workshops are ineffective and brief.
- Content is presented by making teachers do presentations themselves other than curriculum advisors coaching them on content and methodology.
- Teachers are allotted activities to do and feedback is not given because too much is treated in a short time.
- These findings are confirmed by studies referred to these workshops as “microwave workshops.”

An investigation into the implementation of Mathematics, Science and Technology (Sa) also identified insufficient subject content and pedagogical support to teachers and a shortage of physical resources as some factors that disturb enhancement of teaching and learning in Limpopo Province. To support the above view, Chauke (2008:5) argues that curriculum innovation and implementation requires face-to-face interaction or person to person contact. He advocates that curriculum innovation and implementation is a group process involving individuals working together. This is why curriculum leaders need to make sure that the members of the group are clear about the platform upon which they are to build the curriculum. Reyneke (2008) concurs that teachers are not supported by subject advisors who are supposed to be experts in EFAL. Teachers in this study suggested that effective periodic workshops on literature set-works should happen frequently. The findings therefore reveal that continuous teacher support should be encouraged, practised and monitored by every authoritative structure according to protocol in the Department of Education.

- **Bureaucratic protocol**

Teachers stressed in their responses that authorities interfere on their daily activities by imposing extra curriculum apart from the official programme established in CAPS policy documents. Teachers showed a concern of being disturbed by extra setting and marking of tests imposed by managers to compile monthly schedules on learner performance which add onto their administrative and teaching schedules; and further putting pressure on learners as well. This was also evidenced by Yip and Cheung (2005). They note that many teachers see SBA as work imposed on them by the authorities. They, however, postulate that SBA is seen as adding extra workload and pressure to teachers' routinely busy timetables, mainly because teachers lack implementation skills and supporting resources. Teachers are faced with the demand to complete the syllabus, challenges to complete CASS and challenges to revise their work. All these negatively impact on assessment. This also overrules the policy that schools must develop their own assessment plans for various subjects taught in the schools. To these teachers it seems they will have to comply with two different programmes. Teachers think that their autonomy to design and operate in their own assessment realms is also taken advantage of, by the authorities.

- **Learners' illiteracy**

Teachers encounter serious challenges due to learners who literally cannot read. The condition is worsened by the requirements of literary language because it is not always literal. Teachers face the following challenges from learners:

- Inability to read independently,
- Inability to interpret figurative language,
- Learners' indolent behaviour,
- Inability to follow instructions,
- Incorrect numbering of questions and selection of tasks,

- Failure to respond to higher order questions,
- Inability to respond to questions and
- Lack of motivation.

Teachers stated that learners in Grade 12 cannot read on their own. These are learners who have qualified to progress by the national intervention strategy that allows incompetent learners to be progressed due to age cohort and detention in a phase. Such learners, teachers said, are not motivated to read and their condition is exacerbated by figurative language that is evident in literature, unfamiliarity of settings in literary works, vast scope of EFAL and numerous texts for the Literature Paper.

It has been empirically proven that when assessment is considered as an integral part of learning, students tend to adopt a deeper learning approach which is characterised by making connections and actively searching for a meaning and understanding of a given task (Geysler, 2004). This is a prerequisite for the realisation of significant learning and the development of critical thinking. The key to developing such an integrated learning and assessment approach for the creation of a knowledge base is to build upon the learners' prior knowledge.

Additionally, teachers showed frustration towards learners who remain quiescent and incompetent in Grade 12 literature classes because they cannot communicate in the language. At this level learners are expected to have a developed sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read. Their imaginative use of language is an added method of revealing, reinforcing and highlighting their ideas (EFAL CAPS: 2011c). Furthermore, teachers criticised the introduction of this policy as unfair to learners and teachers. The same revelation made by Manga (1996) on the experiences of teachers in rural schools when the Gauteng Education Department regarding rolled out a policy that no child should fail within a three year phase. Teachers believe that learners who are not qualified to progress deter progress in the teaching of literature set-works because they are not prepared.

- **Poor moderation**

Amongst all the preceding challenges, teachers through their responses were distraught with the level of moderation conducted in their schools, regarding it as a mere technical exercise. Moderation is supposed to ensure quality of assessment at school, district, provincial and national levels through comprehensive and appropriate practices of all subject assessments. However, teachers' responses suggested that it is just a formality; it is not appropriately done as it should. This conclusion was informed by the teachers' number of problems that occur in processes of moderation in their schools, including:

- incompetent moderators,
- lack of support by curriculum advisors,
- shortage of departmental heads in schools,
- departmental heads are overloaded with work, resultantly, and
- poor moderation

- **Lack of teacher-efficacy**

Self-efficacy theory outlined in chapter two has adequately provided the conceptual understanding of teacher-efficacy. An overriding message among all the findings is conveyed that most teachers are not motivated, courageous and willing to teach and assess in literature set-works paper. The findings confirmed that SBA of literature set-works is somewhat done subjectively out of willingness or unwillingness of teachers.

Teachers' efficacy may again be eroded by the learners' lack of love for reading. Teachers' pronounced that:

- Learners do not read at home,
- Circuit managers disrupt schools with their own programmes of assessment,
- There is undue focus on Mathematics and Physical Sciences by SMT's,
- District papers tend to be somewhat copies of papers written before, and
- The overuse of literature set-works which were prescribed since in 2008.

All these factors, coupled with the lack of resources in most schools, raise challenges that contribute towards teachers' lack of enthusiasm and courage to perform in SBA of literature set-works. Efficient teachers would turn these situations around, but those who are not will always give excuses. The lack of teacher efficacy was confirmed by the Minister of Education, when she alluded that there are a lot of challenges in the system including infrastructure, teachers not being in class on time or on task and teacher morale (Sunday Times 24 January, 2016:1).

The third objective was solely on policy in administration of literature set-works.

6.3.3 Objective 3: To explore teachers' implementation of SBA policies in literature set-works

The researcher consulted the legal documents and authoritative standards to investigate the teachers' knowledge of policies on assessment of literature set-works in Grade 12. Policy can only be made manifest through the teachers, who show urgency in the teaching and learning situations. Curriculum and assessment policies are mere words on paper, but these concepts need to be enacted in a teaching and learning community (Taylor & Vinjevold, 1999). They call for accountability from teachers and their authorities for implementation and monitoring of policies. The divide between policy and teaching practice is still problematic; it suggests that, if the curriculum changes, new policies in SBA are introduced. This is directly in contrast with international literature that sees CASS as "the frequent interactive assessments

of student understanding and progress to identify learning needs and shape teaching” (OECD, 2005). Policies that should be adhered to in SBA are available but countless. DBE has prescribed not only policies but supplementary support material for both teachers and learners in assessment of literature set-works.

There are policies and regulations that govern the following:

- Selection of set-works,
- Assessment policy,
- Moderation (school, cluster, district, province, national),
- Programme of assessment,
- Quality of assessment tasks (cognitive demand), and
- Curriculum advisory.

Teaching, assessment and support on literature set-works Paper is ruled by the following examples of documents:

- National protocol for assessment policy,
- Curriculum and policy statement on EFAL,
- Examination guidelines on EFAL,
- Language in education policy,
- Circulars, and
- Supplementary documents that relate to literature set-works paper.

The requirements of these Literature papers are outlined in the Curriculum and Policy Statement on EFAL. They include:

- why literature should be taught,
- how genres must be selected,
- material to be used by both the teacher and learners,

- teaching plan for literature set-works,
- the formal assessment tasks, and
- the types of questions that should be asked.

Policies must be followed to ensure that content competencies, skills, values and attitudes of the subject are addressed. Policies ensure that principles of assessment are upheld, namely practicability, validity, reliability and transparency

6.4 LIMITATIONS FOR THE STUDY

The researcher acknowledges that possible shortcomings in any study could help to improve future research. Hence, the following limitations were identified in respect of this study:

- The researcher made use of focus group interviews approach, meaning that only a sample of EFAL teachers within a Limpopo Province was used for participation in the research, hence responses obtained from these EFAL teachers teaching in the five districts of Limpopo are unique and therefore the findings cannot be generalized to the whole country.
- The research was approached by mainly considering teachers' inputs to address the research questions. For verification purposes, the perspectives of learners and learners' work could have enriched the data.
- The attitudes and dispositions of the sampled teachers towards assessment were only implied in their responses and were not explored by looking into their daily practices. Other future studies future can be observational.
- The use of qualitative research is also highlighted as a limitation of my study and could therefore be a possible opportunity for future research using quantitative methods.

- The sample of this study is from public secondary schools, other research studies can be done on all types of schools to broaden the research on the same topic.
- The study focuses on schools in Limpopo Province only, more teachers can be sampled from more provinces to reflect different results in future studies.
- Despite the above limitation, this study may be acknowledged for the richness of the details of the participants' experiences and recommendations on literature set-works assessment. A limiting factor in this study, due to its qualitative nature, may compromise the generalisability of the findings, due to the small number of participants. Nevertheless, the study was able to accomplish the mission of seeking the truth from lived experiences through rich data.

6.5 RECOMMENDATIONS

This study recognised that teachers are faced with insurmountable challenges in SBA of literature tasks. The following recommendations for practice, policy and potential areas for future research may address some of the challenges

6.5.1 Recommendation for practice

Knowledge of SBA and Literature set-works

The DBE should ensure that documents for administration of EFAL literature set-works are disseminated to all literature teachers in advance for utilisation. It is recommended that newly-developed official learner-teacher support material documents on literature set-works be piloted before implementation. The DBE should ensure that documents are user-friendly, clear, straight forward and accessible.

- Teachers should be offered days to engage in brainstorming and discussion on how to assess all prescribed set-works before the normal school calendar commences. The DBE should arrange samples of hands-on assessment tasks that will develop teachers deal with all genres in the classroom.
- Provision of regular in-service training of teachers on subject content and assessment practices is encouraged, especially on providing support through constructive feedback.
- Teachers should be trained to design their own tasks in relation to all cognitive levels. Although there are question paper banks which are accessible to everyone on DBE portal, DBE must ensure that all teachers are able to fruitfully and selectively use online information for assessment.
- Overreliance on previously written EFAL literature papers for formal assessment must be discouraged.
- All public schools must be equitably equipped with EFAL literature resources. Attention must not only be given to specific schools, for example, Dinaledi.
- School management teams should be trained to be instructional leaders.
- Professional learning communities must be formalised amongst teachers to improve teachers' content knowledge and assessment practices.
- There should be synergy among schools, circuits, districts, examiners, quality assurers, parents and institutions of higher learning on selection and assessment of literature set-works.
- A comprehensive document must be developed on literature set-works. In order for candidates to perform well, their teachers must be knowledgeable of the subject content, and they must know how to deliver the content.
- There is a need for urgent training to train teachers on development of tasks which meet all cognitive demands.
- To be effectively involved in improving the level of assessment of literature set-works, teachers' level of content knowledge and confidence should be boosted.

- It was shared by teachers that their learners prefer to watch, rather than read. As such prescribed literature set-works must preferably be available as film as well.
- Learners should be taught how to interpret and respond to various types of questions.

6.5.2 Recommendations for policy

The study has found that teachers did not have an insightful understanding of the school-based assessment policies and up to this stage they have not yet changed their assessment practices deeply as mandated by the assessment policy of literature set-works.

6.5.2.1 CAPS policy document

- It should be reviewed; it is not clear on how to teach and assess EFAL literature set-works.
- Despite the vast majority of teachers who mentioned that they utilise previous examination papers, most still could not mention that they designed their own papers.

6.5.2.2 Selection of literature set-works

- Teacher-training universities should liaise with the DBE on the prescribed set-works in schools in order to objectively train teachers on relevant texts.
- There is clearly a need for the development of clear guidelines on the aspect of literature set-works programme of assessment to address the past and

reconcile the country's citizenry. Selection committees must not only concentrate on literature that exhumes the oldest skeletons of hatred and racial divides, but must also give solutions for rebirth of unity and understanding of diversity. Cognisance must also be given to the local, regional and international literature.

6.5.2.2 *Restructuring of assessment programme*

- The success of EFAL literature set-works assessment also relies on the designed programme of assessment. POA should be restructured to prioritise assessment of Paper Two. Currently formal assessment resumes in term two of the school calendar. It is further recommend that each term should be allotted a specific genre which should be treated uniformly in all secondary schools.
- The allocation of SBA marks should be revisited. The literature paper is allotted the lowest percentage of tasks, yet learners study innumerable elements in Paper Two.
- The monitoring of SBA assessment should be intensified through intensive school-based moderation by employing knowledgeable departmental heads.
- It should be ensured that the English language teacher should play the roles of a literature teacher; roles espoused in the seven roles of an educator.
- Besides, teachers should be encouraged to be developmental and more efficacious by:
- Updating their knowledge constantly by attending conferences and engaging themselves in research papers.
- Discussing problems and challenges faced by them in the classroom with fellow teachers, hence, professional learning communities.
- Understanding the context and background of students and carrying out learner needs analysis.

- Constantly assessing the effectiveness of their teaching by getting feedback from learners and observers.
- Boosting their efficacy because this study has proven that teachers do not feel confident and competent to assessing literature set-works. The Department of Education should enhance this by:
- Providing serious investment in the sustained professional development of teachers in literature assessment (liaising with universities to offer in-service developmental programmes in the assessment of literature.
- Providing continuous departmental support in the implementation SBA in literature set-works and assessment policies through curriculum advisors and other partners.
- Providing resources for teaching and assessment of literature.
- Encouraging greater parental participation in informal assessment.
- Appointing more teachers to reduce overcrowding and large classes.
- Funding the establishment of functional libraries.
- There is a need to address the lack of support from both school management teams and curriculum advisory on moderation and assessment of literature set-works.

6.5.3 Recommendations for future research

- Further avenues of research could include comparative investigation of the same phenomenon of literature set-works assessment in other provinces to determine how the SBA is manifested in such environments.
- Another research design, ways of sampling and procedures for collecting data like quantitative methods could also be improved.

- It would be useful to compare assessment of literature in schools that offer English as home language and English first additional language.
- The focus of this inquiry was more on teachers. It is therefore recommended that further research can be conducted on the experiences of learners in SBA of EFAL literature set-works as well.
- An action research on teachers' design of SBA tasks could be followed and it can ideally involve teacher involvement, development and finally their efficacy.
- There is a need for research to examine how learners receive continuing support through constructive feedback in SBA. While this study has used self-efficacy theory to illuminate what teachers must do, research into learners' motivation and effort in SBA is strongly recommended. Equally important is teacher efficacy in terms of work motivation and accomplishments of tasks by improving learner performance in EFAL literature set-works.

According to the findings of the study, EFAL assessment practices in secondary schools do not correlate with academic performance. This study assumes that relevant qualifications would enable teachers to teach and assess appropriately. However, that was not what the study has found out. Therefore, based on this study, it is recommended that focus needs to be firmly placed on improving content knowledge of educators on EFAL literature set-works. This may perhaps suggest that teachers themselves even though they can assess in the language, they might not have been sufficiently trained or qualified to teach and assess literary set-works in EFAL. Additionally, teachers may not be proficient in all genres prescribed for EFAL. Therefore, they are unable to transfer literary skills to learners. If teachers physically possess qualifications in literature teaching but they cannot assess the situation the performance of learners in SBA will remain stagnant, nothing will change any time soon.

I therefore firmly recommend that all literary set-works in EFAL be introduced to learners, that is, all prescribed plays, poems, short stories and novels. Literature set-

works must not be confined to only two genres. Another argument is that there is not enough time to study four set-works. The mantra of “One genre one term” should be introduced. The DBE should maintain the prescription of four genres, but ensure that all pieces are taught and assessed in schools for SBA and year-end assessment. Four literary texts are assessed in large scale examination at the end of the year and all four genres be awarded equal rations or percentage. This is suggested so that learners are not denied the preferences, amusement, captivation and civility they can grasp from all these pieces. The report on subject performance in EFAL Paper Two (2011) indicates that candidates attempt all types of genres although some attract more learners than others.

6.6 RECOMMENDATION OF LITERATURE SET-WORKS PAPER AS AN INDEPENDENT SUBJECT

Swemmer (1992:76) advises that linguistics and literature are recognised as different fields of study, as is evident from the establishment in many universities of separate departments of linguistics and specific languages. However, in the researcher’s experience, when the problem of teaching English to non-native adult speakers of English is addressed, the delineation between language and literary study is less readily acknowledged. Perhaps the reason is that there is not yet a clearly defined field of study which is acknowledged as the concern of composition studies. The reason for this may be that this area of study has yet to develop an accepted focus other than the vague concept that it has to do with writing. Learners need to be informed of the separation and unison from early grades. The reality is that there is special refined language learners grasp from the two.

The findings reveal that there are major problems in the assessment of EFAL literature set-works in Limpopo secondary schools. To a certain extent teachers experienced problems that seem to stem from various angles of DBE structures and assessment processes in schools. Coe (1986:291) has emphasised that "traditional pedagogies may have been adequate for the traditional curricula; they are not

adequate for what needs to be done today." The preceding recommendations generally emphasise that the assessment of literature should be reconsidered to promote knowledge and maximal support in schools.

The success of literature and its aims in teaching and assessment depends not only on the core criteria of selection of literary texts, flexibility, appropriateness, clarity and description of assessment tasks, but also on the structuring of programme of assessment of literature set-works to allow literature achieve its aims. This study has shown that POA for literature set-works has a number of loopholes. In addition to the recommendations given in the previous section this study also suggests that literature be granted an independent status as a subject. This was also suggested by Wissing (1993) that the literature guidelines which were set by the government, the committee of the heads of education department in 1991, had flaws in:

- time that will be spent on it
- the number of marks out of which total that will be devoted to literature in examination
- The number of texts which will be prescribed in each year.

According to Wissing (1993:85) teaching literature as an independent subject will eliminate:

- The racial divide, literature will be based on all languages.
- Stereotypes of race and gender. Working from the social needs of the country.
- Mother tongue impasses ensuring that literature is based on all cultures.
- Classroom sizes.
- The age-phase problem.

In some countries, literature is treated as an independent subject. Besides, the role of literature within language education changes considerably from primary to secondary, especially in upper secondary like in the FET in South African context. Whereas in primary and early secondary education reading literature is often integrated into other fields of language learning and education, later on, in secondary school, literature may even develop the status of a discipline. Thus, in the Netherlands “Literature” is a distinct subject and in the former German Democratic Republic (GDR) it counted as a separate subject. The same applies to Nigeria.

The researcher therefore concurs with Wissing (1993) that literature should be taught for its own sake and for its own inherent values. When contemplating educational reform, it is important that we consider the unique contribution offered by EFAL literature set-works. Literature is able to transform learners into intellectually developed beings that can think critically, and communicate ideas assertively. It was found in the study that teachers assess literature as a way that learners do in order to get information and not to obtain literary experience. This will help learners who would want to love to follow literature as a course. They will enter universities with rich information for basic foundations for literature. The development of students' abilities to engage in literary understanding is a unique contribution that literature education can make. So selection, teaching assessment, intentions and meaning of literature set-works is not just a policy it must be a commitment on the part of teachers.

The independence of literature set-works is suggested for the following reasons which were identified in the study:

Firstly, it is worth reminding of the following findings:

- Currently not all EFAL teachers can appropriately assess literature set-works,
- Not all prescribed literature set-works are taught and assessed in Limpopo secondary schools,

- Teachers are biased in the selection and assessment of literature,
- Learners do not have autonomy to select what they appreciate in literary genres,
- Policy is restrictive on teaching and assessment of literature set-works: Only two genres are treated in Grade 12,
- Literature set-works is provided least time and fewest assessment tasks in the programme of assessment,
- Schools receive little support on LTSM,
- Teachers receive little support from schools and curriculum advisors, and
- Teachers do not have subject knowledge in literature set-works.

Secondly, EFAL has a broad curriculum that entails four papers and in each there are aims and skills to be attained. Literature on its own has its aims and intentions. It is not only concerned with knowledge of content but also with application of skills in reading and assessment on various genres. It also requires meta-language to understand the special language used in it. Apart from the special language, learners have to learn and be assessed on both local and international literature, which requires broad knowledge of variety of backgrounds and contexts of authors. A text on its own is not complete; it requires schemata on the particular subject so that it can make meaning to the reader, which EFAL learners do not always possess.

Most importantly, literature is not about marks or SBA; it is also about enjoyment, appreciation and aesthetic attitude to develop intellect and value in languages. This study has however, has revealed that learners do not enjoy reading.

Literature is not only about reading. It requires spontaneity in the ability to read between the lines. Learners should be able to identify the poetic devices used in the texts; they should be able to detect the imagery used. Besides, each genre has its own structure; all these aspects cannot be easier for EFAL learners. What is important is if literature becomes an independent subject, learners will have a

choice, an autonomy to choose what they love doing as they choose between Geography and History (from Social Sciences), or Biology and Physical Sciences (Natural Sciences).

Thirdly, CAPS (2011a:31) pronounces that learners are expected to read, evaluate and respond to the aesthetic qualities of literary texts. They apply the meta-language of literature study to understand and appreciate elements of literary texts. Only two texts, selected from different genres, are selected and treated in the classroom. However, learners must be able to understand the distinctive qualities of different literary forms. They must further be able to identify and explain figurative language and rhetorical devices, effectiveness messages and themes. They must be able to support the message/theme which may include role of the narrator and structural elements like plot, exposition, rising action, conflict, climax, falling action and resolution. They must be able to develop sensitivity to a special use of language that is more refined, literary, figurative, symbolic, and deeply meaningful than much of what else they may read (CAPS EFAL, 2011a) It is also acknowledged in CAPS EFAL policy document that the teaching of literature is never easy, but it is impossible without personal, thoughtful, and honest interpretations and comments from the learners themselves. DBE annual reports on learner performance in literature set-works indicated that candidates do not cope with the following aspects:

- figurative language,
- contextual questions,
- higher order questions,
- confusion of characters,
- misunderstanding of instructions,
- response to literary texts they did not do in class,
- confusion brought by titles and characters from short stories, and
- illiteracy of learners

Teachers have also shown that they are not clear with the distinctive features for all genres. As a result; this study recommends that literature be studied and assessed singly as a subject in the FET phase.

Fourthly, teachers also find it difficult to adapt to the workload among four papers in EFAL. This is again made worse by literature set-works being granted lesser time for assessment programme.

Teachers deny learners the opportunity to study literature because:

- They choose what interests them,
- They are bias on marking and
- They do not teach all genres for learners to make a choice in examination.

The aim of literature is compromised. First of all, there are numerous goals that South Africa would want to achieve due to diversity in South African schools; this calls for a high level of differentiation in EFAL curriculum. Unfortunately, in these diverse classrooms learners are supposed to do only two genres. This is unfair to learners and to their exposure to literature.

In South Africa there are serious atrocities that should be dealt with at early stages of children's learning. Challenges including complex statuses of politics, economy, racism, xenophobia, reconciliation, diversity, gender equity, education, and many more, require early attention and intervention. The researcher believes that literature learning and assessment must be given a platform to be pithily introduced to learners' level, than waiting for them to be introduced to them when they are students. As such, literature should be warranted sufficient time to accomplish its purpose. Appropriate set-works should also be selected according to periods and country's goals. The teacher must also know what interests learners. To do that, teachers must not only be assessors, but they must be readers as well. South African is a multicultural and multilingual country with a history of racial and ethnic complexities. Teachers should be able to use literature to redress, reconcile and to appropriately help learners develop into different people through assessment in the classroom. To accomplish this, time, effort, resources and love for literature are quintessential.

It should be noted that currently learners are supposed to study two genres selected by their EFAL literature teachers. However, selectors, whether at national level or school level, need to be careful with type, length and purpose of literature set-works. The types of chosen set-works should contain themes that should appeal to learners. It does not matter whether it is Eurocentric or local writers; it must just be balanced. South African writers must be included in the selection so that contextual and accessible information can be accommodated. In this study, teachers have showed interest in a brief South African play. Very few teachers have shown interest in Shakespeare's prescribed works, but the researcher would, recommend, like Silverthorne (2009:23) has said, "... keeping Shakespeare in the syllabus, because he is, as Bloom says, at the very centre of the canon. He should remain on the list because of the cultural capital he stands for and in spite of the fact that it takes an inordinate amount of time to read his plays."

CAPS policy for EFAL (2011c) states that literary interpretation is essentially a university-level activity, but further says learners in this phase do not have to learn this advanced level of interpretation. However, learners are denied the "subtlety, intelligence, imagination and flair" of literature. They are denied the textual wisdom of knowing "how texts are being created, manipulated and re-arranged to clarify and emphasise what is being expressed." According to Wissing (1993:152) a whole text means something, not just bits and pieces of it; a good reading of a text incorporates the whole text in interpretative, creative, personal, and exploratory practices.

Teachers encounter serious disciplinary challenges due to overcrowded classes which are not all willing and intending to follow literature studies in tertiary education. This challenge aggravates more serious issues of lack of attention, disciplinary matters and lack of constructive remediation for learners due to huge numbers, whereas if fewer numbers of intended learners can do literature, assessment would be more transparent, reliable and fair. Lack of resources cripples the running of literature teaching and assessment. The authenticity, amusement and appreciation of literature can be affected in the end.

Today with the current focus in EFAL on meeting the particular academic and occupational needs of the students, it is easy to view any attention to literature as unnecessary. Certainly there is/was a rationale for including literature in the curriculum. However, it seems the functions of literature assessment in schools are not recognised. Literature in schools can help learners make sense of the complexities in their lives as individuals and in their societies and prepare them for life's challenges. There is also evidence of teachers not providing sufficient possibilities and opportunities for learners to study all genres in the classroom. The approach of DBE further delimits and constraints the scope of literature learning, and thus close up the learners' discoveries and adventurous potential that can be reached through literature. The nature of the learning interaction in these conditions can still be very fulfilling if learners are assessed on all four genres. Autonomy of learners is curtailed and thus preventing them from exploring all genres in secondary school.

The teaching and assessment of literature in EFAL for communicative purposes undermines the intentions of literature for learners and also rob them of the richness and refinement that it offers. This is prevalent in the little time allotted for literature in the EFAL programme of assessment as outlined in chapters two and four. Furthermore, restriction is made on learners to answer two genres out of four. This poses a disadvantage to learners because literary texts are authentic materials for language learning for developing not only reading skills but all integrated language skills. These skills could promote the growth of listening and speaking skills providing excellent opportunities for vocabulary and promote social, historical, and cultural knowledge that could lead to personal growth in both affective and cognitive domains (Wissing, 1993). The way literature is assessed also belittles the learners' independent thoughts and diverse creative interpretations of literature in assessment tasks. Literary assessment tasks are basically framed around contextual questions in summative assessments.

Teachers should make literature comprehensible to learners. This means that EFAL learners will not necessarily just be prepared for summative assessment through rote

learning of papers, but they should be developed to aspire and appreciate literature as a way of learning and life. They should be provided with opportunities to explore literature. They should be supported. They should not see EFAL literature set-works as a CASS tool but as value to both their academic and personal development. In that manner, learners are then encouraged to focus on reading the instructions and consequently made to realise from an early age that reading for tasks is crucial. One of the ways suggested to address the language issue faced in South African EFAL schools is the use of literature set-works since they indulge in a variety of resourceful texts which are local and international.

The power of literature on individuals cannot be overemphasised. Studying is a fruitful way of involving the learner as a whole person. It provides excellent opportunities for learners to express their personal opinions reactions and feelings. Besides, learners must not be forced to study literature if they are not going to use it at tertiary or as part of their career prospects. Only learners who intend to further literary studies should choose literature as a subject. The same applies to the choice of subjects like learners who enrol for Life Sciences or Physical Sciences which is known Natural Sciences in junior phases of schooling; and, for Geography and History which is studied as Social Sciences in junior phases.

The study recommends that learners be introduced to basic literary concepts in Senior Phase (grade seven to nine) to have a clear idea of what literature is all about. Since CAPS also realises that spending too long on reading a text is deleterious to a clear understanding of narrative line and plot, if literature is done independently, learners who choose it independently will be able to gather responsibility to read texts willingly. For the above-mentioned supporting ideas, I strongly recommend that consideration must be made to give literature set-works independence. Teachers who possess relevant content, skills and efficacy to run literature classes should be awarded that stance. This study cannot generalise that every Limpopo teacher lacks teacher-efficacy.

6.6.1 Teachers' efficacy

Teachers' efficacy can be improved through relevant sufficient knowledge of content, skills to assess and willingness to learn from others. These experiences will be acquired through available resources and support from schools and districts.

Teachers in this study displayed loss of morale, motivation and intention to assess. Teachers showed discouragement because of overcrowded classes, inability to design tasks, set-works that are in the curriculum for many years, learners who cannot read lack of support and resources. Overall teachers' attitudes did not exemplify efficacy on their assessment of EFAL literature set-works. Teachers generally did not raise the issue of the importance of feedback, few teachers raised that. Feedback is the backbone of SBA. Few teachers raised the issue of importance of literature on their personal experiences. There are repeating responses on lack of time, lack of resources or retention of set-works. An efficacious teacher turns situations around. The whole situation warrants for a serious turn-around strategies that will offer literature set-works a platform that it deserves in EFAL teaching and assessment since it was apparent that the motivation and skills are inadequate and lacking. Teachers, who mentioned that they know the documents applied in literature set-works, did not technically mention how they use them or what they entail – only two did that.

The findings of this study reveal that teachers' lacks of efficacy lacks in the in assessment of literature should be addressed. It is evident that:

- Many teachers struggle to design their own assessment tasks leading to the overuse of materials from previous years.
- There is a lack of understanding of meta-language for genres prescribed in literature set-works.

- There is a lack of understanding amongst teachers of the importance of giving timely feedback. Few participants made mention of that.
- Teachers have mentioned that they offer learners marks for CASS since they (learners) are lazy to read.
- Teachers are not certain of the types of questions to set in EFAL literature tasks. Some set essay types questions which the policy does not prescribe.
- Others implement assessment rubrics in literature tests, and some set unseen poetry, which is applicable in Home Language only.
- Teachers complain of overcrowded classrooms; this suggests teachers do not have skills to manage and control large classrooms by using creative methods to teach and assess literature.

In the end, the aims of literature assessment must be attained.

- Teachers should be updated by creating opportunities for EFAL literature seminars and conferences.
- Teachers should be given opportunities to discuss challenges and good practices of literature assessment with their colleagues from other schools, especially neighbouring schools.
- Teachers should be trained to identify their own gaps in assessment of literature and to come up with strategic ideas. Teachers should be able to identify and select genuine set-works according to learners' needs.

The study has shown success in investigating these experiences. It has therefore played a critical role in its unique contribution as it is explained below.

6.7 CONTRIBUTION OF THE STUDY

Despite the limitations of the study, however, it is noted that the findings are generally consistent with those of the literature identified in chapter two. In spite of

the limitations that have been imposed with regard to generalising to other samples, this study does have value to the population under investigation

- This study contributes to the body of knowledge in assessment of literature set-works.
- It therefore contributes to the subject and body of knowledge in English teaching and assessment as well as in research.
- The study provides a framework of easement of literature set-works.1.
- The study provides the recommendations for use by curriculum advisors, teachers and moderators.
- It provides a useful foundation for the selection, teaching, assessment and moderation of literatures set-works. This can be applicable to school, examination centres, marking centres, moderation bodies and largely by quality assurers, Umalusi.
- It provides framework for developing teachers into efficacious professionals.
- One of the important contributions of the research study is that it has focuses on the phenomenon that is confronted by teachers on daily basis.
- The study is available during the time when the nation department of education has just started on the new literature set-works for grade twelve; the study may be applicable to the examiners and novice teachers.
- It provides a guideline on the merits of school-based assessment and assessment of English literature set-works.
- This study might contribute positively to the research field in general and assessment of literature set-works in particular.

In the introduction, the study has identified and explained the discrepancies of large scale examination and the relevant introduction of SBA, which become evident at Grade 12 level, when learners write an external summative assessment. In this

thesis, the researcher looked at various concepts key to the study that shaped teachers' assessment practices in their classrooms. The merits and demerits of SBA have also been widely highlighted. I further discussed the importance of literature in the school curriculum and the common errors indicated by the Department of Basic Education in its annual literature set-works assessment by candidates. The findings in this study have indicated the experiences of EFAL literature teachers in their natural settings augmenting the truth value of qualitative research. This study has provided suggestions by putting forward some recommendations on strengthening the assessment of literature set-works to teachers' practice, policy and potential avenues for research.

The study has also shown that teachers know the benefits of SBA, however implementation lacks quality, monitoring, development and support due to lack of content knowledge and resources. This study therefore has succeeded in investigating teachers' experiences since all the objectives were addressed through literature and teachers' responses. This can transform teachers in their implementation of SBA in Paper Two as well. It has shown that a range of opportunities need to be provided for the articulation of assessment policies, programmes of assessment, moderation, development of tasks, especially the inclusion of cognitive levels in assessment tasks. In due course, teachers, researchers, literature selectors, policy makers and policy researchers may want to consider the need for literature set-works to be reviewed with reference to this study which may provide the basis for further implementation of SBA policies.

This study is unique in this way:

Although it was spearheaded on the experiences in literature, it was able to exhume the conflicting ideas of inequality and discrimination in the EFAL curriculum. The study also revealed that Dinaledi schools receive better resources than other schools in Limpopo province. These schools are privileged as they are provided with extra support materials and extra developmental workshops and briefing sessions because the majority of the learners in these schools take Mathematics and Physical Sciences. It is therefore vital that the DBE should guard against making

underdeveloped and dysfunctional schools become more disreputable. Eventually, this state of affairs will adversely affect the teachers' efficacy. All schools irrespective of their academic status deserve resources.

The study also found that literature set-works paper is given the least attention by schools and Department of Education in general. This investigation has enabled the researcher to provide insights into the teachers' experiences in SBA of literature set-works by answering the research questions. Using this qualitative route, the researcher was able to obtain answers for the research questions by exploring the experiences of teachers through four focus group interviews, open-ended questionnaires, and the documents used in assessment of literature set-works.

6.8 THEORY CONTRIBUTION

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or in accomplishing a task (Chapter two). One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviour and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Self-efficacy therefore represents the personal perception of external social factors. This theory outlined in chapter two has adequately provided the importance of understanding teacher efficacy. An overriding message among all findings is conveyed that most teachers are not motivated, courageous and willing to move the Grade 12 learners forward in literature set-works paper.

The information revealed by teachers' responses in all the findings confirmed that the assessment of literature set-works is somewhat done subjectively and only out of willingness or unwillingness of teachers. It was again inevitable that DBE continues to create inequality among schools; this is reflected in the responses of teachers in

terms of supply of resources, dissemination of information and workshops. As such, teachers may not wholly be held accountable for not being efficacious because of the apparent education inequality in schools which demotivate them. This theme was prevalent in teachers' confirmation in their experiences on:

- Some schools that are supported due to physical reach ,
- Comparison of developed schools which are resourced with under-resourced schools, and
- Policy on progression of learners who are not competent.

This study acknowledges the negative attitude of some learners to literature who demonstrate indolence and some form of illiteracy. It was indicated in the responses how teachers feel discouraged and negatively impacted upon in a number of ways, by the schools, curriculum advisors, circuit managers and districts.

These were teachers' pronouncements:

- Learners cannot read,
- Circuit managers disrupt schools with their own programmes of assessment,
- Undue focus on Mathematics and Physical Sciences by SMT's,
- District papers that are copies of previous examination papers, and
- The overuse of literature set-works which were prescribed in 2008. (until 2016)

Many writers in the field of English language teaching have emphasised the benefits of using literature for language teaching and learning purposes. These scholars state various reasons and justifications for incorporating literary texts in the language classroom, however a little has been done on assessment of EFAL literature set-works in secondary schools.

The findings of this study contribute to the understanding of teaching and assessment of literature set-works in secondary schools. In pursuit of the finding out of teachers' experiences on assessment of literature set-works, this study showed

that school-based assessment is viewed by teachers as a way of compliance and not a strategy to improve learning of literature set-works

On the basis of the data analyzed, the results suggest the following aspects of interest. First, the study shows that novice Iranian EFL teachers feel more efficacious in applying instructional strategies than in managing an EFL class. They also perceive their efficacy to motivate and engage students to learn English not as high as their efficacy for instructional strategies. Second, the teachers perceive their reading skill to be the most highly developed language skill and listening to be the least developed language skill. Third, the teachers report that their use of grammatically oriented strategies is lower than that of communicatively oriented strategies.

The most important finding was the positive relationship between perceived level of language proficiency and sense of self-efficacy. The higher the teachers' perceived proficiency in language skills, the more efficacious they felt.

Moreover, the higher the teachers' sense of self- efficacy the more tendencies they had to use communicative-based strategies in their classes and inclination to focus more on meaning rather than accuracy. This result is different from the findings of other studies (Chacón, 2005; Sato, 2002), which show grammar was the central focus of EFL teachers' instructional activities.

This study adds to the previous literature by examining the relationships among teachers' sense of efficacy and other factors. However, this is a new contribution to the field of teacher-efficacy since self-efficacy of foreign language teachers in general, and EFL teachers in particular, is an understudied area of research. Furthermore, this study was conducted to fill in the gap in the literature and to study the relationship of language proficiency of EFL teachers and their sense of self-efficacy.

Based on the premise that teachers are key agents of change (Ghaith & Shaaban, 1999) and that their self-efficacy should be considered in the successful implementation of educational practice, these findings suggest implications for programs concerned with professional development of teachers. School administrators should develop intervention programs either to maintain or enhance

teachers' sense of efficacy. Since language proficiency was related to a teachers' sense of self efficacy, it is suggested that teacher education programs and schools provide English language enhancement classes for EFL teachers in order for them to maintain or improve their language proficiency. EFL teachers require adequate preparation in all four skills so that they build a strong sense of efficacy to use the language and engage students in learning English

6.9 RESEARCH REFLECTIONS

The involvement with literature set-works has been a keen interest for the researcher since primary school. She always listened and memorised the recitals of the older students in higher grades as they sang aloud poems. However as a teacher she realised that the teaching and assessment of literature set-works is flawed.

Apart from teaching at both primary and secondary schools, the researcher has also experienced the processes of marking all Grade 12 EFAL papers in final examinations. To avoid bias concerning the abovementioned background, the researcher enhanced trustworthiness by bracketing: using the interview guide, allowing respondents to complete open-ended questionnaires in their own time and by member checking.

When the researcher first piloted the instruments, especially the focus group interview she felt intimidated by the fact that it was a setting with a lot of teachers and some invited their friends. It was done after the marking session and most teachers volunteered to participate, however unfortunately only the representation of districts was required, that is five respondents.

The use of the semi-structured interview guide made the work easier and flowing. This piloting helped the researcher to realize that one question, was not clear

enough. When the question was shown to the research officer, it was advised that it be changed. There were some highlights derived from the focus groups as well. Throughout the interview process, the researcher allowed participants to be heard and not be silenced, distorted, disengaged or marginalised in their submissions in order to facilitate understanding of the topic under study through their perspectives (Creswell, 2007) This informed the researcher to solicit different views and meanings from teachers who have lived experiences in implementing the assessment of literature set-works through discussions.

As a researcher and an observer during fieldwork, the researcher maintained research field notes to record personal observations, reflections and notes which could not be expressed verbally. In using the field notes, she was able to capture and keep the field notes and reflections of activities directly observed in the school settings which yielded relevant information to her study. She was able to draw inferences that could not be obtained by relying exclusively on tape-recorded individual interviews and focus group discussions.

The researcher gained insights that some participants displayed reluctance to share information at the beginning, but through probing and encouraging them through, they took part in discussions. Other participants were on par from the onset. In some cases participants were able to cross-question one another and dually reach consensus. It was also formed that some could not verbally express themselves in English during the interviews.

The use focus group therefore helped to balance the data among respondents themselves like in the following cases:

- The researcher felt the sense of establishment of rapport becoming more social through the preparations for focus group interviews by making phone calls to confirm attendance

- Giving them directions to venues
- Forming social network group to make decisions on time and venues for meeting
- Gradually the researcher learnt how to address various people differently. She also learned how to use more African languages for introductory messages and greetings, in distributing and collecting questionnaires.

Among the participants were developed some communal way to express views. In most cases the researcher could read genuine discussions as teachers were able to correct one another and give advice and willingness to share information and documentation after the interviews. She found the focus group discussions to be effective and real since issues were discussed without coercion and consensus was predominantly reached in discussions. Even though after focus group interviews, data were transcribed and all but one could not be reached physically due to geographic distance. The researcher still appreciates the communication that was kept among the participants and richness of information gathered.

The following section therefore commends teachers on the practices based on their responses on their experiences of literature set-works.

6.10 COMMENDATIONS

The aim of the research was to investigate experiences of teacher on their practices, challenges, wins and losses in EFAL literature set-works. Although weaknesses and have been observed as acceded to the findings, there are good practices where teachers displayed signs of efficacy and professionalism which are highly commendable. These will be validated by the verbatim illustrations from what the teachers have mentioned in their responses.

In spite of their experienced difficulties, most teachers had attempted to address the difficulties in innovative ways. They attempt to empathize with learners and their problems in flexible teaching and assessing ways and strategies to motivate them. Some strategies include the co-curricular activities, where teachers offer extra tuition. Other teachers reflected deeply in their teaching and assessment by referring learners to the media, others copy materials to provide for lack of resources or learner support material.

They include:

- Mentioning that they are able to come up with their own assessment material because cluster papers set by their peers are not standardised.
- Setting their own standards and parameters because the programme of assessment requires more time (they offer extra lessons)
- Realizing the importance of literature
- Recognising the importance of standardised assessment tasks and the importance of moderation
- Having basic qualification for teaching EFAL.
- Improvising amid limited resources; by asking for LTSM from neighbouring schools themselves and by copying reading material.

6.11 CONCLUDING REMARKS

Literature set-works enhances critical, competent and creative skills in EFAL language learners. Literature does not only prepare learners to read, but to read between the lines; it motivates learners to question whatever they read since they critique texts and apply them in various language skills in figuratively refined language. For this reason, teaching literature must not be a form of compliance to curriculum coverage by teachers. It must not be a routine of drilling learners with previous question papers for regurgitation of information in examinations. Poor

performance of South African schools in particular question types in literature set-works has been repeatedly recorded in diagnostic reports based on Grade twelve performances in EFAL literature set-works. Literature set-works Paper is high stakes assessments and these types of summative assessments decide the life opportunities of candidates. It must therefore be taught and assessed as such.

Literature may address diverse matters including politics, society, art, democracy, oppression, culture, religion, economy and so on. All South African learners are presented with literature in their classrooms. However, it was indicated by findings in the study that dealing with literature is a challenge due to its unclear literary artistic forms. The South African nation does not lack traditional literature though. Lullabies, songs, rhymes, riddles and fairy tales are forms of literature but literature that is officially prescribed in secondary schools, demands attention, expertise and teacher efficacy than storytelling and reading loud.

The intentions of literature as mentioned in Chapter two cannot be overemphasised. Literature inspires, motivates, educates and reforms individuals. Learners learn spelling, punctuation, pronunciation, attitudes, vocabularies, etiquettes and registers. Every word counts in literature, thus it requires teachers with content knowledge, determination and passion to explore all texts from poetry, prose and play from South African writings, regional African backgrounds and international ones. To some extent some texts may be of alien backgrounds.

For these reasons, this study maintains and supports the proposal made by Wissing (1993) that literature must be independent of other English papers in secondary schools. Literature set-works must not be seen as an insular exclusive paper to teach because it is rich, culture, language and personal experiences which are of personal relevance to learners. Literature can be provocative, helping learners to contest or promote what they might be understanding and embracing in their own communities and themselves. Learners realise meaningfulness of literature apart

from its refined language that will foster their post grade twelve courses and careers choices.

Literature shapes lives. However, it never goes smoothly without timeous selection of set-works, teacher content development on teaching and integrated assessment and provision of support material to accomplish the goal of literature. The study of literature set-works must not be left to the willingness or unwillingness of teachers. The absence of teacher content knowledge, fair, valid and reliable assessment, and immediate constructive feedback may hamper the intentions of literature. The kind of teacher that is envisaged should fulfil the various roles outlined in the Norms and Standards for Educators as mediators of learning, interpreters and designers of materials, leaders, administrators, lifelong learners, pastors, assessors, and subject specialists.

It is evident from the data received from the questionnaires and interviews conducted, that most teachers did not possess that kind of knowledge and skills to assess literature set-works in the selected province. They did, however, express the need to receive training to be enriched with literature teaching and assessment.

The problems of selection of literature set-works, lack of content knowledge, learner illiteracy, inefficacy of teachers, access materials, interruptions by authorities in programme of assessment bear that significance in this study. The sense of frustration and defeat that was reflected by the teachers in this study may in the end compromise the intentions of literature set-works. Equally important is the kind of learner that is envisaged. The one who will be imbued with values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution, through Literature set-works. It has the potential to mould learners' lives. Implementation of SBA can assist both teachers' and learners performance in all EFAL paper since learners learn to read, speak, write and create and critique other tasks with the knowledge gathered in literary experiences. Reading is also improved among teachers promoting content and pedagogic knowledge.

On this basis, the study argues that administration of SBA in EFAL must be improved by making literature set-works an independent subject in order to equip learners with the special knowledge and skills for literature set-works in ways that would make them perform as required in SBA, final examinations, tertiary education and literature-related career prospects.

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DEPARTMENT OF EDUCATION

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STAND 1141 ZONE 8
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EMSLEY MR

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- TOPIC "EXPERIENCES OF ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS IN ASSESSMENT OF LITERATURE IN GRADE TWELVE OF LIMPOPO SECONDARY SCHOOLS".
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not in any way disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Page 1 of 2

Best wishes.

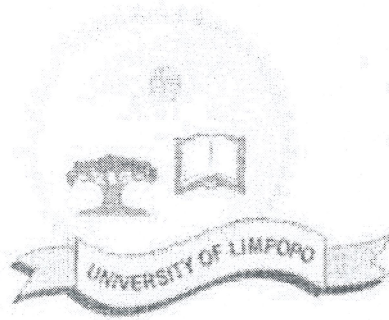
MR Masb

06/08/2014

Dederen K.O

Date

Acting Head of Department



University of Limpopo
Research Development and Administration Department
Private Bag X1106, Sovenga, 0727, South Africa
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**TURFLOOP RESEARCH ETHICS COMMITTEE
CLEARANCE CERTIFICATE**

MEETING: 05 March 2015

PROJECT NUMBER: TREC/20/2015: PG

PROJECT:

Title: Teachers' assessment of English First Additional Language (EFAL) Literature networks In Grade Twelve in Limpopo Secondary Schools

Researcher: Ms MR Emsley

Supervisor: Prof RJ Singh

Co-Supervisor: N/A

Department: Language Education

School: Education

Degree: PhD in Language Education


PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council. Registration Number: REC-0310111-031.

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
 - ii) The budget for the research will be considered separately from the protocol.
- PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

CONSENT FORM FOR PARTICIPATION IN RESEARCH PROJECT

- I volunteer to participate in a research project conducted by Ms MR Emsley from University of Limpopo.
- I understand that the project is designed to gather information about assessment of literature set-works by grade twelve English First Additional language teachers in secondary school in Limpopo Province.
- I am aware that my participation in this project is voluntary and that I may withdraw and discontinue participation at any time without penalty.
- I also understand that I have the right to decline to answer any question.
- I understand that the researcher will not identify me by name in any reports using information obtained from the questionnaire and that my confidentiality as a participant in this study will remain secure.
- Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
- I understand that this research study has been reviewed and approved by the Turfloop Research Ethics Committee. For research problems or questions the department can be contacted through my supervisor Prof RJ Singh at (015) 268 2306 or Ms Emsley at 083 278 1099.
- I have read and understand the explanation provided to me and I voluntarily agree to participate in this study.
- By signing below I am indicating my consent to participate in the research.

My Signature: _____

Date: 09/01/2015

Signature of Researcher: _____

Date: 2015/7/10

Semi-structured questions for teachers who teach EFAL literature set works in grade 12.

Question 1

To what extent do you think literature set works should or should not be taught in secondary schools?

Question 2

What is your opinion of school-based assessment programme in literature? How do you follow the programme?

Question 3

Explain your experiences as a literature teacher and assessor in grade twelve. Relate specifically to the type of questions and tasks administered in SBA.

Question 4

In your own experience, what role does the School Management Team play in assessment and moderation of SBA in literature tasks?

Question 5

Elaborate on the benefits SBA may have or may not have in literature set works.

Question 6

Which examples of policy statements or documents do you have and use for SBA as far as EFAL is concerned? Please explain on how you think they are implemented.

Question 7

What are your other views on the implementation of SBA in English-First Additional Language literature set-works?

Question 8

Please share your good and bad moments in your years of literature teaching and assessment.

Thank you very much for taking the time to complete this survey. Your answers will provide valuable information for better understanding of teacher assessment and more targeted interventions to improve on school-based assessment in EFAL.

Question 1

What is your knowledge on school-based assessment and Paper Two (Literature set-works)?

Question 2

Which examples of departmental documents do you have and use for SBA of literature set-works? Please explain how you think they are implemented.

Question 3

What is your opinion of school based assessment programme in literature? How do you follow the programme?

Question 4

Explain your experiences as a literature teacher and assessor in Grade 12. Relate specifically to the type of questions and tasks administered in SBA.

Question 5

What role does the SMT play in assessment and moderation of SBA in literature tasks?

Question 6

Elaborate on the benefits SBA may have or may not have in literature set-works.

Question 7

What are your challenges in Literature teaching and assessment?

Question 8

What are your own personal experiences that you can share relating to Literature set-works assessment and school-based assessment?

Thank you for taking your time to participate in this discussion. Your responses will provide valuable information for better understanding of teacher experiences in assessment of literature set-works.

**APPENDIX A
QUESTIONNAIRE TO BE FILLED IN BY TEACHERS OF EFAL IN GRADE
TWELVE**

INFORMATION TO RESPONDENTS

- ❖ Thank you for agreeing to participate in this process. This survey will serve as a part of a collaborative effort to provide education researchers, policymakers, administrators, and teachers like yourself with comparative information about assessment in your province on the assessment of literature paper.
- ❖ Your participation in this survey is voluntary. If you choose to participate, your personal information will remain strictly confidential.
- ❖ You need not to mention your name or name of school.
- ❖ This questionnaire poses no risk to you and your profession, and you are advised that you may withdraw from the study simply by returning the questionnaire without completing it.
- ❖ It is estimated that it will require approximately 30 minutes completing this questionnaire.

A. TEACHER PROFILE

1. Name of Province :
2. Name of District :
3. Age :
4. Highest level of formal education in English :
5. Number of years trained for specifically teaching English literature:
6. Number of years you have taught grade 12 literature set works:

Play:

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Short stories

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Novel:

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11. How much emphasis do you place on asking higher order questions?

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C. PERSONAL EXPERIENCES

12. In your opinion mention reasons you think literature should be assessed or not be assessed in secondary schools.

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13. Explain what you think are challenges for you in assessment of literature set works.

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D. IMPLEMENTATION OF POLICIES

14. How are grade twelve EFAL literature set works material selected in your school?

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15. How do you normally select genres that you teach in class? Please explain briefly.

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16. Briefly explain how moderation in EFAL literature is done in your school.

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17. Please explain how you get supported by your departmental head in this particular paper.

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18. Please explain how you get supported by your curriculum advisor in this particular paper.

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Thank you for your time, effort and interest shown into completing this questionnaire.



UNIVERSITY OF LIMPOPO

TURFLOOP CAMPUS

July 7, 2017

University of Limpopo
Faculty of Humanities
School of Languages and Communication Studies
Email: Lukas.Mkuti@ul.ac.za
Phone: (015) 268 3069

LANGUAGE EDITING LETTER

This letter serves as proof that I edited the thesis of Ms M.R. Emsley (200208163) entitled **EXPERIENCES OF GRADE TWELVE EFAL TEACHERS' ASSESSMENT OF LITERATURE SET WORKS IN LIMPOPO SECONDARY SCHOOLS.**

Regards

Dr. Lukas Mkuti



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School of Languages and Communication Studies
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12 September, 2017

LANGUAGE EDITING LETTER

This letter serves as proof that I edited the thesis of **Ms M.R. Emsley (200208163)** entitled
***“EXPERIENCES OF GRADE TWELVE EFAL TEACHERS’ ASSESSMENT OF
LITERATURE SET WORKS IN LIMPOPO SECONDARY SCHOOLS.***

Kind regards

for DR L.D. MKUTI
DEPARTMENT OF LANGUAGES, ENGLISH STUDIES UNIT