MONITORING OF ENGLISH ASSESSMENT TASKS BY SCHOOL MANAGEMENT TEAMS IN SEKHUKHUNE EAST DISTRICT, LIMPOPO PROVINCE

By

LETHUBE MARIA MAHLATJI

a thesis submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

(EDUCATIONAL ADMINISTRATION)

in the

FUCULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO

Supervisor: Professor NS Modiba

2022

DECLARATION

I, Lethube Maria Mahlatji, hereby declare that this thesis, **"MONITORING OF ENGLISH ASSESSMENT TASKS BY SCHOOL MANAGEMENT TEAMS IN SEKHUKHUNE EAST DISTRICT, LIMPOPO PROVINCE"** is entirely my own original work with the exception of quotations or references which are attributed to their source or authors. This thesis has not been submitted for any degree or examination at any other university.

Mahlatji LM	JUNE 2022
Signature	Date

DEDICATION

This work is dedicated to my late husband Ntubisheng Bernard Mahlatji who tolerated my absence and strains with patience for the achievement of this study. The impact he made in this study will be unforgettable. I attained this degree because of his inspiration and assistance. You will forever remain in my heart. REST IN PEACE MY LOVE.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS

SMT School Management Team

PAM Personnel Administrative Measures

HOD Head of Department

LOLT Language of Learning and Teaching

CAPS Curriculum and Assessment Policy Statement

DBE Department of Basic Education

EFAL English First Additional Language

ICT Information and Communication Technology

POA Programme of Assessment

SBA School Based Assessment

ANA Annual National Assessment

SACMEQ Southern and Eastern Consortium for Monitoring Quality Education

PIRLS Progress in International Reading Literacy Study

TIMSS Third International Mathematics and Science Study

LiEP Language in Education Policy

EAC English Across Curriculum

BA Bachelor of Arts

STD Secondary Teachers Diploma

SPTD Senior Primary Teachers Diploma

USB Universal Serial Bus

ATP Annual Teaching Plan

LIST OF TABLES AND FIGURES

APPENDICES

ABSTRACT

The purpose of this study was to explore the role played by School Management Teams (SMTs) in the monitoring and supervision of English assessment tasks in primary schools of Magakala Cluster in Sekhukhune East District, Limpopo Province, South Africa. This study was motivated by the way members of the SMT neglect their duties when they have to monitor and supervise English assessment tasks. This is a predicament considering that English is a Language of Learning and Teaching (LOLT) in most if not all the South African schools. As such, where there is under-monitoring and under-supervision of English assessment tasks, this is likely to compromise education standards. The two theoretical perspectives employed in this study are socio-cultural theory developed by Murphy and Hall and future-oriented theory popularised by Klenowski and Wyatt-Smith. The implication of the socio-cultural theory on classroom assessment is that attention is given to how learning is situated and distributed across the cultural settings. The future-oriented theory focuses on knowledge-generation through the use of technology. This study, is a qualitative case study. The three methods of data collection were interviews, documents review and observations. Interviews were conducted in this study in order to obtain data directly from the research participants. Documents review and observations were mainly employed to validate data collected through the interviews. Five primary schools were sampled and in each of the school, three research participants namely, a principal, an HOD and a teacher offering English in Grade six were purposively selected. Data were analyzed using a thematic content analysis and constant comparative methods. Amongst others, findings of this study revealed that in the main, most primary schools in Sekhukhune East District are functioning without important documents such as the Personnel Administrative Measures and other documents governing and regulating the administration of English assessment tasks. This study further, found that SMT members were lacking knowledge and understanding of how monitoring and supervision of English assessment tasks had to be appropriately conducted in primary schools. This study further, revealed that SMTs possess inadequate understanding of mechanisms to employ in order to effectively monitor and supervise both formative and summative English assessment tasks. On the basis of the shared findings, the researcher recommends for SMTs in primary schools

to prioritize the improvement of how monitoring and supervision of English assessment tasks have to be performed. This study, further, appeals to SMT members to acquaint themselves with the available departmental policies and to allow to be guided by them in executing monitoring and supervision of English assessment tasks.

TABLE OF CONTENTS   **PAGE**

CHAPTER 1

ORIENTATION TO THE STUDY

1.1. INTRODUCTION AND BACKGROUND TO THE STUDY

In this study, the focus was on the monitoring and supervision of English assessment tasks by School Management Teams (SMTs) in primary schools. Despite a plethora of new policies to establish a just education system in South Africa after 1994, indicators point out a failure by the system to usher in a quality teaching, learning and assessment model in schools (Reddy, Grange, Beets & Lundie, 2018). South African schools are led and managed by SMTs which, depending on the size of the school comprise principals, deputy principals and Heads of Departments. Mestry (2017) maintains that SMT members have focused on managing schools and often neglected curriculum management because they are not trained to become instructional leaders. The Personnel Administrative Measures (PAM), a section of the Employment of Educators' Act No 76 of 1998, outline the core duties and responsibilities of SMTs which are, among others, to guide, supervise and ensure that all evaluation or forms of assessments conducted in schools are properly and effectively organized and executed (Government Gazette, 2016). In short, PAM designates and prescribes the main duties of principals, deputy principals and the HODs. PAM further provide a detailed description of the duties and functions of each of the non-members of the SMT. Those members include level 1 teachers and administrative officers, amongst others.

This study seeks to understand how SMTs monitor and supervise English assessment tasks in primary schools. Monitoring of educational activities plays a vital role as it assists in the identification of some weaknesses and strengths. It is believed that one of the core functions for improving the quality of education in the education system is monitoring and supervision. Ndungu, Allan and Emily (2015) define monitoring as continuous assessment which gives early indications of progress in achieving objectives. Le Grange and Reddy (1998) present several purposes of monitoring which among others, are to assist in decision-making, and accountability and to drive curriculum and teaching. SMT members need to ascertain that all these purposes of monitoring and supervision are effectively executed in primary schools. Monitoring in schools informs the leadership

about the needs and challenges that learners and teachers encounter in their day-to-day teaching and learning activities.

English is the dominant medium of instruction in most South African schools. Therefore, it needs to be strengthened to support the holistic growth and development of learners because of being a Language of Learning and Teaching (LOLT) in many South African schools (Department of Basic Education, 2014). DBE (2014) maintains that LOLT in South Africa plays a critical role in the academic success of learners and therefore, needs to ensure that the teaching of English as a subject is improved as well as the LOLT itself. LOLT assists learners to develop intellectual skills which they require to learn other subjects. Prinsloo, Rogers and Harvey (2018) maintain that it is worth being given the necessary attention.

Department of Basic Education (2011) indicates that the Curriculum and Assessment Policy Statement (CAPS) provides, clear term-by-term and grade-by-grade specifications of what it is that teachers are expected to teach and assess. Teachers, parents and other stakeholders utilise assessments to collect, analyse and interpret information in making decisions about the progress of teaching and learning (Department of Basic Education, 2011). This confirms that assessment is an irreplaceable part of teaching and learning in every classroom setting. Ellis Research Digest (2018) stresses that good assessment information provides accurate estimates of learners' learning and performance. Assessment enables teachers and other decision-makers to make appropriate decisions regarding teaching and learning. Assessment in English First Additional Language (EFAL) is ongoing as the Department of Basic Education (2019) highlights that it supports the growth and development of learners and teachers.

In a study conducted by Reddy et al (2018), they stress that assessment forms a central part of managing and informing teaching and learning developments. This means that it needs to be integrated into teaching and learning rather than being dealt with as a single independent stage. DBE (2011) accentuates that classroom assessment needs to be both formative and summative. This signifies that there is a need for learners to be assessed informally by looking at various skills. Those skills need to be assessed at a stipulated time for progression purposes which is formally (DBE, 2012). Assessment

practices to concentrate on in this study include both formative and summative. Department of Basic Education (2019) defines formative assessment as the daily monitoring of learners' progress. It is also serving to inform planning for teaching and learning and gives feedback to learners. This can be done in diverse ways inclusive of observations, discussions, practical demonstrations and informal classroom activities (DBE, 2019). To understand how well learners are progressing in a grade and a specific subject, teachers use a systematic way of evaluating through summative assessment tasks (DBE, 2019). These could include oral presentations, essay writing, demonstrations, practical tasks, projects, tests and examinations.

It is believed that evidence obtained from formative assessment needs to be of sufficient quality to enable teachers to learn something about their teaching and learning processes. Indications are that at times teachers lack the necessary skills and knowledge to carry out assessments in classrooms (Kanjee & Moloi, 2014; Ntekana, 2017; Nndwamato, 2017). Teachers need to ensure that assessment tasks given to learners are fair, reliable and valid. They are likely to perform that if assessment policies are owned, perused, understood and properly managed, monitored and supervised. The quality of teaching, learning and assessment could be compromised where supervision, monitoring and moderation are lacking (Chavalala, 2015).

The role of SMTs in classroom assessment activities is informed by the National Protocol for Assessment (DBE, 2012). Among others, the protocol reminds us that monitoring assessment tasks vary. This means the manner of monitoring English assessment tasks is likely to differ from school to school. Ramalepe and Zengele (2014) allude that monitoring and supervision remain critical aspects in ensuring that the implementation of assessment policy is effective. These authors further argue that ineffective monitoring and supervision of assessment tasks could lead to the wrong application of assessment tools by teachers. Monitoring and supervision of assessment tasks need to ensure that there is sufficient compliance with the assessment policy (Ramalepe & Zengele, 2014). This implies that assessment tasks need to be administered and marked by the prescription of policies.

1.2. PROBLEM STATEMENT

The fundamental idea that underpinned this study is to determine the role played by SMTs in the monitoring and supervision of English assessment tasks in selected primary schools in the Magakala Cluster of Sekhukhune East District. Despite clear guidelines outlined in the PAM, some SMTs appear not to understand their core duties and responsibilities in their day-to-day operations (Mogashoa, 2013; Preshaan, 2016; Maja, 2017; Malatji, 2018). These authors revealed that most SMT members lack an understanding of the role they are required to play concerning the monitoring and supervision of teaching, learning and assessment. Twenty-eight years into democracy, it is worrisome to be still experiencing under-monitoring, under-supervision and under-assessment of English tasks by SMTs and English teachers. This implies that SMTs' monitoring is lacking and do struggle to control teachers' assessment tasks sufficiently. This inevitably leads to compromising the standards of assessment for the English tasks in primary schools.

The core problem of this study is the way SMTs under-monitor, under-supervise and under-assess English tasks where the majority of them struggle to adequately support and guide teachers as required by PAM (Chavalala, 2015; Preshaan, 2016; Maja, 2017 & Malatji, 2018). This requires detailed research and eradication thereafter. SMTs' main task in assessment is to ensure that assessment practices are effectively carried out (Tagela & Bedilu, 2015). These authors maintain that SMTs need to evaluate and liaise with various stakeholders to oversee the effectiveness of classroom assessments.

To sum up, the problem that this study pursued was the inadequacy of monitoring and supervision of English FAL assessment tasks by SMTs. This means that monitoring of assessment tasks is insufficiently handled. This ultimately makes it difficult for English to fully serve as a dependable Language of Learning and Teaching (LOLT). This implies that primary school learners will have insufficient exposure to English and will also lack the vocabulary required to cope with content instructions of other subjects. Prinsloo, Rogers and Harvey (2018) argue that for learners to master all further academic achievements, in particular, subjects in commerce and sciences, they need to have an

adequate foundation and understanding of their Language of Learning and Teaching so well.

This study was prompted by the informal observation by the researcher on how teachers in the presence of SMTs in primary schools were witnessed to be struggling to conduct English assessment tasks as expected. This raised the concern of whether SMTs were abiding by the Personnel Administrative Measures (PAM) in terms of guiding and supporting teachers through monitoring and supervision of English assessment tasks at their schools. Succinctly, the researcher's experience of working as an English teacher in a primary school necessitated this research project. This study was also triggered by the way members of the SMT neglect their duties when they have to monitor and supervise English assessment tasks. Recent studies revealed SMTs' lack of competencies in the monitoring and supervision of teaching, learning and written assessment in classrooms (Monteiro, 2020 & Nkadimeng, 2022). This was as well found in schools under Sekhukhune East District, in Limpopo Province, where most SMTs showed a misunderstanding of how monitoring and supervision of assessment tasks have to be conducted (Nkadimeng, 2022). As one of the English teachers based in the aforementioned district, the researcher was exposed to several challenges associated with the assessment of English tasks despite the prevalence and the availability of the School Management Teams in schools, who could not satisfactorily aid her. Furthermore, working closely with English teachers in the mentioned district made the researcher realize that there is a gap concerning monitoring and supervision of English assessment tasks in primary schools. This needed to be researched to shed light on how best monitoring and supervision of English assessment tasks could be improved.

1.3. RESEARCH QUESTIONS

Conducting research becomes less difficult and burdensome when there are research questions shedding light (Modiba, 2022). In this study, there are both the main research question and sub-questions, which are shared below.

1.3.1. Main research question

Given the statement of the problem in this study, as already presented, the main research question is: What is the role of School Management Teams in the monitoring and supervision of English assessment tasks in schools? To achieve the above-stated main research question, the following research sub-questions were pursued in this study:

- How is monitoring and supervision of English assessment tasks understood by School Management Teams?
- Which monitoring and supervision mechanisms are commonly utilized by School Management Teams?
- How much are policies consulted when monitoring and supervision are conducted?
- How could School Management Teams be assisted to avoid shortcuts when performing monitoring and supervision?

1.4. THEORETICAL FRAMEWORK

Theories undergirding this study included the sociocultural theory and the future-oriented theory. The sociocultural theory was developed by Murphy and Hall (2008) while the future-oriented theory was popularized by Klenwoski and Wyatt-Smith (2014). The basis for the choice of these two theories was invoked by the problem pursued, in this study, namely, under-monitoring, under-supervision and under-assessment of English assessment tasks by SMTs and English teachers. Again, the choice of the two theories was informed by the purpose of the study which explores the role played by SMTs in the monitoring and supervision of English assessment tasks. In this study, the sociocultural theory was applied to understand how English assessment tasks were performed in primary schools. This theory was relevant in the sense that before verifying whether English assessment tasks were effectively carried out; there was a need to make determinations on the quality of teaching and learning in primary schools.

The implication of this theory on classroom assessment is that attention is given to how learning is both located and disseminated through cultural settings within communities of practice (Hodges, Eames & Coll, 2014). These authors indicate that a sociocultural theory assists teachers to consider social interactions, where teachers will be aware of the

requirements and purposes of assessments. Such a theory outlines how teachers could set explicit and precise assessments for a primary school learner. This theory enhanced an understanding of teachers' classroom practices and their use of achievements or performance standards to improve teaching and learning with the lessons learnt from how assessments were carried out (Klenowski & Wyatt-Smith 2014).

Klenowski and Wyatt-Smith (2014) explain the future-oriented theory as a system-wide compass that enables the present education system to adapt itself to the changing reality of the future. They further emphasize that the future-oriented theory focuses on knowledge generation through the application of technology, mediating artefacts and social interactions within collaborative settings. In this study, this theory was used as it helped to explain and make explicit the connectedness between assessment, curriculum, teaching and learning, particularly in primary schools (Klenowski & Wyatt-Smith, 2014). The future-oriented theory was selected to underpin this study, since it has as one of its intentions to disrupt a traditional view that focuses on the acquisition of knowledge and measurement instead of understanding where participation with others and the creation of knowledge are carried out and valued (Klenowski & Wyatt-Smith, 2014). The selection of this theory assisted in exploring how SMTs and English teachers align curriculum, assessment, teaching and learning in primary school classrooms. These authors further indicate that with the future-oriented approach to assessment, the focus would be placed on quality, creativity, originality of teaching and learning and the application of knowledge as proof of learning, something frequently seen after assessments are performed. The future-oriented theory was seen as indispensable in the sense that the researcher would be able to know if SMTs have the necessary knowledge of assessment to guide English teachers to administer assessments based on knowledge-generation opportunities in preparation for future learners.

1.5. AIMS AND OBJECTIVES

Creswell and Plan-Clark (2018) note that a purpose statement conveys the complete aim of the qualitative study and identifies a fundamental occurrence, participants, the research location and the type of qualitative design of the study. The main aim of this study is to explore the role of SMTs in the monitoring and supervision of English assessment tasks

in the Magakala Cluster of Sekhukhune East District, Limpopo Province. The aim of this study was achieved guided by the following research objectives:

- To describe SMTs' understanding of monitoring and supervision of English assessment tasks,
- To establish support and guidance directed to English teachers by School Management Teams,
- To determine how PAM guide SMTs in performing monitoring and supervision of English assessment tasks, and
- To develop an alternative monitoring and supervision mechanism for English assessment tasks.

1.6. SIGNIFICANCE OF THE STUDY

This study aims to explore the role of SMTs in the monitoring and supervision of English assessment tasks in primary schools in the Magakala Cluster in Sekhukhune East District. Based on the articulated aim of this study, the significance of this thesis is captured as follows:

- To add to the existing literature base on monitoring and supervision of English assessment tasks by SMTs and English teachers.
- To capacitate SMTs on how English assessment tasks could be better monitored and supervised,
- To highlight the benefit of proper monitoring, supervision and assessment of English tasks to curriculum delivery,
- To highlight the importance of the Personnel Administrative Measures (PAM) concerning SMT's core duties and responsibilities, and other policies regulating and governing the administration of assessment tasks.
- To share insight on how monitoring, supervision and assessment of English tasks could be done in adherence to education policies to the benefit of learners,
- To be of help to English primary school teachers regarding the proper assessment of English tasks,

- To highlight the prestige of English as a Language of Learning and Teaching in rural primary schools of Sekhukhune East District and beyond, and
- To develop a framework through which monitoring and supervision of English assessment tasks could be handled in an efficacious fashion.

1.7. RESEARCH DESIGN AND METHODOLOGY

1.7.1. Research paradigm

Quite a several research paradigms exist for one conducting a study (Modiba, 2021). It is up to the researcher to decide which one is appropriate. In the context of this study, the research paradigm found relevant was the qualitative research approach. Qualitative research methodology is described by De Vos, Strydom, Fourche and Delport (2005) as the multi-perspective approach that is used for different qualitative techniques. It is only through an understanding of these difficult interactions and how people make sense of their work within an institution that we can gain awareness of policy implementation within a particular organizational context. In this study, the qualitative research approach was found to be pertinent as it enabled the researcher to interact with the research participants and gather large quantities of comprehensive data to achieve depth and breadth, regarding monitoring and supervision of English assessment tasks by SMTs in primary schools.

The qualitative research paradigm was selected to have a clear understanding of the experiences of research participants and their social and cultural context regarding the monitoring and supervision of English assessment tasks (Blanche, Kelly & Durrheim, 2014). This methodology was employed to obtain a deeper understanding of events, people and processes characterizing monitoring and supervision of English assessment tasks. This research paradigm enabled the researcher to get the data directly from research participants. In the context of this study, a qualitative research paradigm was found to be more relevant than others. This was based on the problem of this study, which centers on under-monitoring and under-assessment of English tasks.

1.7.2. Research Approach

The approach of this research is inductive. The inductive approach is more commonly associated with qualitative researchers than with quantitative ones (Modiba, 2021). In qualitative studies, researchers are guided by certain ideas and perceptions regarding participants to be explored and develop theories inductively. To guarantee the quality of generic inductive research, one has to consider the sufficient description of research methods: what motivates the researcher to undertake the study, clear strategies to establish rigour and the researchers' role in data analysis. In this study, the researcher ascertained that flawless links between research objectives and the findings of the study are established. In addition to that, the transparency and defensibility of the research design were also ensured (Liu, 2016).

Unlike deductive approaches where a researcher develops a hypothesis and then designs the research to test a theory, in inductive research, the researcher first collects data and then, from the data analysis develops a theory. The inductive approach was found to be appropriate in this study as it assisted the researcher to condense raw textual data into a summary format. Through this approach, the researcher was able to develop a framework of the underlying structure of the experiences or processes that were evident in raw data Thomas (as cited in Liu, 2016).

1.7.3. Research design

A research design is a planned structure for action that serves as a connection between the study inquiry and the implementation or execution of the study (Blanche et al, 2014). A researcher adopts a particular research plan being guided by certain factors, one of which is the research problem, the purpose of the study and the theoretical framework regarded to be pertinent to that study (Modiba, 2021). This study adopted a qualitative case study approach. A case is described by Babbie (2017) as the detailed assessment of a single illustration of some social occurrence. A case study was used as it facilitates the exploration of a phenomenon by asking penetrating questions to obtain rich data (Bertram & Christiansen, 2014). This design is significant as it assisted to determine SMTs' role in the monitoring and supervision of English assessment tasks. The researcher used a case study as it can extract detailed data and give explanations that

are otherwise difficult to obtain with other kinds of research designs. A case study was also chosen to help explore in detail the severity of under-monitoring and under-assessment of English tasks in primary schools in the Magakala Cluster.

1.7.4. Population and sampling

Out of the population of five circuits in Magakala Cluster, Sekhukhune East District, Limpopo Province in South Africa comprising eighty-seven primary schools, five primary schools were conveniently sampled for this study. The researcher selected participants from the whole population as sampling includes decisions about which individuals, settings, occasions, behaviours and social processes to observe (Blanche et al, 2014). Each circuit was represented by a primary school. Schools were selected in terms of their accessibility and convenience to the researcher with due consideration to distance. In addition, the researcher chose to sample schools with which she was familiar with their contexts through a convenient purposive sampling strategy. Creswell and Plano-Clark (2018) note that researchers intentionally select participants who have experienced the central occurrence or crucial conceptions being discovered. This study was not limited in terms of gender as the researcher involved both male and female teachers to create a gender balance. Participants were selected because of their knowledge and information they have about the phenomenon under exploration, namely, inadequate monitoring and supervision of English assessment tasks by SMTs in Sekhukhune East District.

1.8. DATA COLLECTION

1.8.1. Interviews

The researcher employed three methods of data collection, namely, interviews, documents study and observations. However, the main data collection tool was the interviewing. A qualitative interview describes as an open response question to collect data from participants (McMillan & Schumacher 2010). This means the way people take regard of their world or how they describe or create meaning of significant trials in their lives. Interviews were used to obtain rich data and to explore areas of concern in detail. The choice of this tool was prompted by the title of the study, which is the monitoring of English assessment tasks by SMTs in selected primary schools in the Magakala Cluster.

It was also based on the research problem, namely, under-monitoring and under-assessment of English assessment tasks. Lastly, the tool was informed by the purpose of the research study which is to explore the role of SMTs in the monitoring and supervision of English assessment tasks.

1.8.2. Documents review

The second data collection tool is a document study. Documents served as one of the data collection tools given the nature of the research which focuses on the monitoring of English assessment tasks by SMTs. Babbie, (2017) stresses that documents provide inter alia, background and context within which research participants operate, additional questions to be asked, supplementary data, and verification of findings from other data sources. The main aim of using documents as one data collection tool was to determine if teachers were using relevant materials as prescribed by the CAPS policy document. The assurance and trustworthiness of the qualitative data would have been established if the information contained in the documents is parallel to that of the interview scripts. The range of documents which were perused includes various types of departmental policy reports and other relevant sources such as letters, magazines, speeches and newspaper articles. Again, various administrative documents related to English assessment were used. These include Personnel Administrative Measures (PAM), CAPS document, National Protocol for Assessment, School Assessment tool, English teachers' files and learners' portfolios.

1.8.3. Observations

The third data collection tool is observations. The researcher engaged in probing more specific questions about complete activities and observing for exact kinds of interaction (Blanche et al, 2014). Observations occur while things are happening. This brought the researcher, even more, closer to the action. Observations were employed together with interviews to triangulate and substantiate the findings that emerged. It was used as a data gathering instrument to observe English primary school teachers assessing learners during lessons. Observations were also made on various school administrative documents as they relate to the assessment of English tasks in primary schools.

Observations were utilised as the third data collection tool because it corroborates interviews and documents selected.

1.9. DATA ANALYSIS

The manner of analysing data was informed by the tools selected to generate data. Qualitative data analysis is an inductive method of bringing together data into groups and finding arrangements and relationships among categories (McMillan & Schumacher, 2010). Based on the data collection tools selected in this study, analysis of data was performed through thematic content analysis. Braun and Clarke (2014) define thematic content analysis as the first analysis method that the researcher needs to study, as it affords central skills suitable for conducting other methods of qualitative research. Data from the interviews were analysed using steps specified by Braun and Clarke (2014). During the analysis process, the researcher had to familiarise herself with the data, categorise items of potential interest, create initial code and categorise essential elements, search for themes to identify broader patterns of meaning, review the themes, define and name themes and lastly produce findings of the study. Thematic content analysis was used because it was most appropriate for analysing understandings and insights (Herzog, Handke & Hitters, 2019). It was viewed as important as it was used to analyse a huge range of data. The second data analysis applied was the constant comparative method. This method was used as it assisted in comparing data within a single interview and within the same group of participants. By comparing, the researcher was able to do what is required to develop a theory more or less inductively, namely, categorising, coding, outlining categories and connecting them.

Leavy (2017) describes document analysis as a method of systematically texts and qualitative researchers use document analysis to understand the meanings that circulate in texts. Data generated by documents were analysed using thematic content analysis where information was organised into categories related to research objectives. The content analysis affected the subject being studied. Data collected from various documents were analysed using a checklist to determine compliance or non-compliance of SMTs and primary school English teachers. Babbie (2017) indicates that content analysis has the advantage of allowing the correction of errors. Document analysis

involves skimming, reading and interpretation. The researcher ensured that all information from documents was read with an understanding to enable thorough interpretation of data. Lastly, the researcher went through a comprehensive preparation procedure to guarantee reliable results before the actual document analysis took place.

Data generated from observations were analysed based on the observation schedule to determine compliance or non-compliance of teachers during the assessment of English tasks in classrooms. The researcher had to study all the notes originating from observations and presented the observation data by writing down categories observed during classroom observation and observations of various schools' administrative documents. Data was written under each category to reveal similarities and differences in how SMTs and Grade Six English teachers comply with departmental policies.

1.10. ETHICAL CONSIDERATIONS

McMillan and Schumacher, (2001) note that ethics are about what is right and acceptable and what is wrong and unacceptable. This research was conducted by keeping ethical criteria in mind. The researcher followed the official procedures required and applied for ethical clearance from the ethics committee of the University of Limpopo before the commencement of the fieldwork. The following ethical issues were maintained:

1.10.1. Permission to conduct the study

The researcher ascertained that permission was secured before the study. Firstly, permission was sought from the University of Limpopo's Ethical Research Committee. Secondly, permission was requested from the Limpopo Provincial Department of Basic Education where letters were sent to the district senior manager, circuit managers of selected circuits, principals of selected schools and English teachers. All participants were informed about the research project and provided with letters explaining a clear description of the focus of the study and what would be expected of them. Participants were informed in advance concerning the purpose of the study, and how and when the study would be conducted.

1.10.2. Right to privacy

In this study, participants' anonymity and confidentiality were maintained. Babbie (2017) indicates that privacy is upheld when a researcher can recognise a certain person's answers but promise to do so confidentially. The researcher ensured that there would be no link between individual participants in terms of specific information that the participant provided. All information collected in the study was treated as confidential and given the prominence it deserved. The researcher ascertained that participants' right to privacy is ensured and respected. For instance, their names were not revealed, their responses to interviews were presented without names and pseudonyms were used instead of their real names.

1.10.3. Informed consent

Informed consent means revealing and clarifying significant features of the research and the data collection to the prospective participants (Guest, Namey & Mitchell, 2013). In this study, participants were informed about their right to participate voluntarily. To safeguard informed consent, the researcher ascertained that all participants were provided with consent forms to sign as proof that they agreed to take part in the study.

1.10.4. Participant's safety

Salkind (2012) indicates that the first and utmost significant priority is that no injury will come to those who partake in the study and this includes mental, emotional and physical injury. To avoid this, the researcher ascertained that participants were not obliged to participate in this study and were not being forced to answer any question that they might find uncomfortable. Information that might humiliate participants or endanger their lives or jobs was not revealed in this study.

1.11. QUALITY CRITERIA

To ensure trustworthiness, several measures were considered. Qualitative researchers do not use instruments to measure the validity or reliability of the study. O'Donoghue (2019) point out that honesty in qualitative research is all about generating the credibility, transferability, confirmability and dependability of one's research. The researcher used

quality criteria to assess the quality of data in terms of whether it was credible, transferable, dependable, confirmable and authentic. The following items were addressed under quality criteria:

1.11.1 Credibility

Credibility is the extent to which findings are believable. O'Donoghue (2019) reasons that credibility is enhanced when the researcher describes and interprets her experiences. To promote credibility, the researcher ensured that clear descriptions of the procedures involved in conducting the study are mentioned. The purpose of credibility in research is to make the researcher's work authentic and reliable to policymakers and other researchers. This was also promoted by ensuring that the journal of contents and processes of interactions, including reactions to various events are kept.

1.11.2 Transferability

Transferability is described by Lincoln and Guba (1985) as the amount to which the outcomes of qualitative research can be conveyed to other settings or locations with other respondents. To promote the transferability of this study, findings were presented in a way that each step was fully described to allow the external research to repeat the enquiry and attain parallel outcomes.

1.11.3 Dependability

Dependability includes participants' assessment of the results, explanation and recommendations of the study such that all are buttressed by the information received from participants of the study (Lincoln & Guba, 1985). To promote dependability, the researcher aimed to ensure a clear audit trail, which consists of exposing explicit decisions taken about the theoretical, methodological and analytical choices throughout the study.

1.11.4 Confirmability

Confirmability is the amount to which the results of the research study could be confirmed by others (Lincoln and Guba, 1985). To promote confirmability, the researcher ensured that the audit trial is completed throughout the study to demonstrate how each decision

was made. The researcher also ensured that during data collection processes, she remained neutral to avoid indulging data with her thoughts, insights or prior information on the subject.

1.12. LIMITATION OF THE STUDY

Since this study selected a qualitative approach, the researcher attempted to compensate for not using the mixed-method approach by handling every aspect in detail. The researcher was subjectively biased because including in her sample the school she is working at, affected the study. This affected the study in the sense that in case the researcher is positive about that school, everything reported in the study would be reflected positively and vice versa. In this study, the researcher attempted to manage her bias by trying to be as objective as possible by bracketing all her prejudices to minimize the limitations of the study. There were various problems encountered during the process of the research study. In some schools, the researcher found it difficult to gain access to other documents such as PAM, teachers' programme of assessment, CAPS Policy documents and Learners' portfolios. This amounted to a limitation. The researcher relied on the departmental website to acquire the information needed. The other limitation encountered by the researcher was the use of common transport by research participants. Access to schools where interviews were conducted was limited by the fact that teachers had to cut time due to pre-transport arrangements. To mitigate the mentioned limitation, internal arrangements were made with principals to grant permission to see research participants earlier than the prescribed time agreed upon.

1.13. DELIMITATION OF THE STUDY

Delimitation is the opposite of limitation (Modiba, 2022). In the context of this study, delimitation is sorely focusing on the monitoring and supervision of English assessment tasks by SMTs in primary schools. This is delimitation because, in primary schools, assessments are not only done in English tasks but also in tasks of other learning areas. So selecting English alone delimited this study. Furthermore, deciding to concentrate only on SMTs also delimited the study because monitoring and supervision could also have been performed on other structures. For instance, in some primary schools, monitoring and supervision of English tasks could be performed by established structured such as

assessment teams other than SMTs. The reality in primary schools is that in other learning areas like Sepedi and Afrikaans, their assessment tasks are also being mishandled and ignoring them deprives them of an opportunity of being improved.

1.14. CHAPTER OUTLINE

This study comprised five chapters. Chapter 1, which is the first chapter of the study, presents the introduction and background of the study, proceeding to the problem statement, aims and objectives and significance of the study. Chapter 2 provides relevant literature for the study. It gives clear details of what the scholarly literature says about monitoring assessment tasks in schools. Assumptions about under-monitoring and under-assessment of English tasks have been explained and argued. An overview of the literature is provided in this chapter, including a discussion of SMT's monitoring obligation, SMT's monitoring competencies teachers' knowledge of assessment and how assessment and curriculum are integrated into teaching and learning. Chapter 3 covers the research methodology, research design, research approach, research paradigm, population and sampling, and a summary of data collection methods and analysis methods to be used. How data was collected and analysed was thoroughly explained in this chapter. In chapter 4, data generated from interviews, documents and observations are then presented and analysed. It includes data collected from the SMT members and English teachers, documents and observations. Chapter 5 presents and discusses findings that emerged in chapter four. Chapter 5 discusses the research findings of the literature that was discussed in chapter 2. This chapter begins with a summary of the entire study and also highlights recommendations for policy and further research. This is a concluding chapter of the study where a discussion of some caveats that have been identified and that which enabled the researcher to formulate several recommendations for consideration was explained. The last chapter offers recommendations and suggestions for future studies.

1.15. CHAPTER SUMMARY

This study explored the role played by School Management Teams in the monitoring and supervision of English assessment tasks in the selected primary schools. The background of the study, the problem statement and the purpose of the study were discussed. The

problem of this study, namely, the under-monitoring and under-assessment of English assessment tasks were briefly discussed. This chapter explained several factors hindering SMTs' monitoring and supervision of teaching and learning and how the monitoring process could be best conducted in primary schools. The problem this study sought to explore which is the under-monitoring and under-supervision of the English assessment tasks was thoroughly explained. Furthermore, aims and objectives were presented as well as the significance of the study.

This chapter further, presented a brief discussion of the research design and methodology whereby a qualitative case study approach was employed. A case study approach was utilised in this study to explore and understand the meaning and knowledge constructed by SMTs and English teachers about the monitoring and supervision of English tasks. This chapter further provided a concise explanation of the application of the purposive sampling technique and how participants who are SMT members and English teachers in grade six were sampled to participate in this study. The issue of quality criteria and ethical considerations were as well briefly outlined. The next chapter will provide the literature and the theoretical framework relating to the phenomenon under study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter dealt with the introduction and background to the study, the problem statement, aims and objectives and significance of the study. The chapter also outlined the research design and methodology and the quality criteria of the study. This chapter will focus on the review of literature from the point of view of the role of School Management Teams (SMTs) in the monitoring and supervision of English assessment tasks in primary schools. Firstly, the chapter commences with the definition of the key concepts around which the study is built and the theoretical framework that has informed the study. Secondly, presentations and discussions on relevant literature were consulted from various scholars relating to the topic of the study. And lastly, the chapter concluded with the presentation of a summary derived from literature that was reviewed.

2.2. DEFINITION OF OPERATIONAL TERMS

2.2.1. Monitoring

Monitoring in a broader sense is defined as a process of collecting and analysing information about the progress of a development intervention (Ndungu, Allan & Emily, 2015). In educational setting, Department of Basic Education (2001) defines monitoring as a process that is closely connected to the related functions of record-keeping, reporting and decision-making. In a context of this study, monitoring refers to activities pursued by SMTs to keep track of learner learning for purposes of making instructional decisions and providing feedback to learners. This is in relation to English assessment tasks.

2.2.2. Supervision

Supervision is an administrative process through which leaders ensure that subordinates are all contributing towards effective learning process (Hasibuan, Gulton & Lubis, 2020). Supervision is described as a set of processes to offer professional guidance and advice to teachers to improve the quality of instruction and classroom management. In the context of this study, supervision refers to a process in which members of the SMT

provide professional guidance and continuous support to English teachers with the aim of improving instruction and for quality assurance of assessment tasks.

2.2.3. Assessment tasks

Assessment tasks are instructional strategies used to collect evidence that a learner has mastered specific course of unit outcomes (Department of Basic Education, 2008). In the context of this study, assessment tasks refer sorely to English assessment activities that are designed to assess a range of skills and competencies, the purpose therefore being that either the management of the school strengthens or improves them.

2.2.4. School Management Team (SMT)

It is the structure in a school which is responsible for the proper running of the school. There is a vague knowledge of who SMTs are; SMT starts with the principal, then the deputy principal and Heads of Departments (HODs). In the context of this study, SMT is inclusive of the mentioned educational practitioners, senior teachers, master teachers and any other co-opted teacher who is competent to add value when serving in the school management team, and whose cooption would have resulted from diverse factors such as being the most experienced teacher or perpetually producing impressive learner results (Modiba, 2021). A teacher could be coopted to be a member of an SMT on the basis of unequal dedication to the development of a school. In this context, cooption has to link up to improving how the SMT monitors and supervises the English assessment tasks in a school.

2.2.5. Teaching and learning

When this study speaks of English assessment tasks, these English tasks have to be taught and learned, therefore, in the context of this study, teaching and learning would be a situation whereby English assessment tasks have been delivered to learners in a nutritive and stimulating way such that learners will ultimately assimilate or understand them (Modiba, 2021). When that has happened, assessment will confirm. Assessment is a judge; teachers teach and claim that learners have learned, so through assessment, teachers would be able to know if learners understood what they were taught.

2.2.6. Classroom

A classroom is a learning space in which both children and adults learn. It is found in educational institution of all kinds and provides a space where learning can take place uninterrupted by outside distractions. Teaching and learning succeed or fail in a classroom and assessment is conducted in a classroom, therefore, environment impacts on the success or failure of teaching and learning. On the basis of that a classroom could be defined as one of the sites of teaching and learning.

2.3. THEORETICAL FRAMEWORK

This section of the literature review explores the theoretical framework underpinning this study. A theoretical framework was described by Adom, Hussein and Agyem (2018) as a framework based on an existing theory in a field of enquiry that is related to the hypothesis of a study. In a study, theories are formulated to explain, predict and understand phenomenon, and in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions (Mouton, 2001). The theoretical framework is the structure that can hold or support a theory of a research and introduces and describes the theory that explains why the research problem is under study (Adom et al, 2018). The two theoretical lenses employed in this study are sociocultural theory developed by Murphy and Hall (2008) and future-oriented theory popularized by Klenowski and Wyatt-Smith (2014). The basis of the choice of these theories was the problem pursued; namely, under-monitoring and under-assessment of English tasks by SMTs and English teachers of primary schools. Again, the choice was informed by the purpose of the study which is exploring the role played by SMTs in the monitoring and supervision of English assessment tasks, in schools. The two theories underpinning this study are discussed below.

2.3.1 The sociocultural theory

The first theory to focus on in this study is the sociocultural theory. In this theory, learning is defined as a social process formed by human intelligence in the culture or society in which a learner lives (Daneshfar & Moharami, 2018). This theory assisted in the understanding of the purpose of assessment. The implication of this theory on classroom

assessment is that attention is given to how learning is situated and distributed across cultural settings and communities of practice. Sociocultural theorists believe that the work of this theory is to explicate how learners' mental functioning is connected to the social, institutional and historical setting. Culture and cultural practices play a critical role in shaping classroom practices. The sociocultural theory was found to be relevant in the sense that prior verification as to whether English assessment tasks are effectively carried out in schools needs monitoring to determine quality teaching and learning.

The sociocultural theoretical perspectives help to enhance the researcher' understanding of teachers' assessment practices, their use of achievement or performance standards and manifestation of these standards in the judgment practice and moderation (Murphy & Hall, 2008). In sociocultural position, learning is understood as 'becoming' a full participant in the community of learners of the social or classroom (Murphy & Hall, 2008). A sociocultural perspective defines learning in terms of this sense of becoming and belonging, which means that leaners need to have a belief that they are belonging or connected to a social, cultural or a group of people or a community. These authors further state that assessment, as theorized from sociocultural view of learning, views the individual's historical, social and cultural context. The implication of this theory is that culture, values, beliefs and understanding influence assessment practices of the environment in which it occurs. A sense of community is essential in the learning process as appreciated from sociocultural conceptions of learning and assessment.

In this study, the sociocultural theory assisted in the realization of the relationships between the two forms of assessment underpinning this study, which is formative and summative assessment. Historical and continuing debates about formative and summative assessments have continued to represent them as divergent entities. The researcher's position here is that the application of formative and summative assessments continues to advance some challenges for the understanding of how these two forms of assessment relate to each other. Formative and summative assessment practices are shaped by broader social and educational policies Elwood and Murphy (2015). And as such are legitimated through government regulatory structures to improve assessment systems in line with policies and directives. Mutekwe (2018) illustrates that

classroom practices need to take into account authenticity of assessment and adopt the many and varied benefits that can be derived from authentic sociocultural approach to teaching and learning.

Sociocultural theory regards teaching and learning to be a social activity, on the basis of this study, for it to take place successfully, all relevant stakeholders have to play their part (Elwood & Murphy, 2015). In relation to this study, SMTs were found to be one team with regards to carrying out their monitoring and supervisory responsibilities of ascertaining the success of teaching and learning. Sociocultural theory is relevant in the sense that social interaction is a means to learning. Therefore, social activity means, for learners to learn, teachers must teach and assess, and SMTs must monitor and supervise. Daneshfar and Muharami (2018) assert that the nature of human underlies interaction with the surrounding in cultural social context towards the process of socialisation. This means interaction in teaching and learning refers to an engagement in close relation with others and objects to build the theoretical understanding of every educational process. Klenowski and Wyatt-Smith (2014) indicate that culture influences learners' learning and assessment. The emphasis here is that teachers need to be aware of how to handle the issue of cultural diversity of their learners in the way they teach and assess. This indicates that positive support of cultural and social diversity in policy, practice and principles is required. Those authors further state that teaching and assessment practices that are responsive to sociocultural context, cultural and social difference, help to address questions of equity. This is because learning according to Klenowski and Wyatt-Smith (2014) occurs with greater responsiveness to cultural and social difference in classroom teaching and assessment. Therefore, teachers need to be aware of the context within which they work. The aspect of culture, of which is part, exert their influence not just through entailments such as educational policies, but also through enduring beliefs about how people know and what is legitimated and valued as knowing in society (Elwood & Murphy, 2015).

The problem which this study sought to explore is under-monitoring and under-assessment of English assessment tasks in selected primary schools. The review of literature is confirming that monitoring and assessment in primary schools is currently not

up to scratch Bayeni, (2016), meaning it is not done as required. However, moving forward, things has to be done differently. This is what makes the second theory, namely, the future-oriented theory relevant to this study. It is relevant in the sense that it advises on how in future, assessment and monitoring have to be conducted in a manner in which they are diametrically opposed to how they are currently being performed (Yang,2017).

2.3.2. The future-oriented theory

Klenwoski and Wyatt-Smith (2014) explain the future-oriented theory as a system-wide compass that enables the present education system to adapt itself to the changing reality of the future. They further emphasise that the future- oriented theory focuses on knowledge generation through the use of technology, mediating artifacts and social interactions within collaborative settings. This theory assisted in explaining the connectedness between assessment, curriculum and teaching and learning. (Klenwowski & Wyatt-Smith, 2014). This theory is also relevant in the sense that it enabled the researcher to explore the extent to which SMTs support and assist teachers to shift from the old traditional approach of teaching and learning as it is no longer relevant in the current world of technology (Yang, 2017). The implication of the future-oriented theory is to disrupt the traditional view that focuses on the acquisition of knowledge and measurement to an understanding of where participation with others and the creation of knowledge is valued (Klenwowski & Wyatt-Smith, 2014). A number of scholars contributed to the future-oriented theory. The most notable are Smith, Gamlem, Sandal and Engelsen (2016), Bobinet (2016), Saijo (2017) and Pettersson (2021).

Smith et al (2016) emphasise that teacher assessment in classroom must not only focus on learners' understanding of subject-content, but also on problem based learning to develop learners' future-oriented capabilities. This implies that assessment in classrooms should create an opportunity for learners to have new knowledge and understanding shaped in the context by existing and emergent technologies (Klenowski & Wyatt-Smith, 2014). Bodinet (2016) concurs that the future-oriented theory explains that assessment in classrooms needs to be conducted in such a way that pedagogical solution and support provide the preparation of learners for life in the expected reality. It is believed that meaningful learning occurs when learners see the relevance to their learning in real life

and is able to contexualise the use of knowledge and skills learned in classroom. This entails that to achieve the educational outcomes in classroom, teachers' assessment must provide spaces that allow learners to attain more than intellectual growth. The classroom of the future must also allow for critical thinking and knowledge building (Klenowski &Wyatt-Smith, 2014). Similarly, to these authors, Saijo (2017) indicates that learners need to develop future-oriented capabilities, to prepare them for a future that is largely for work and citizenship. This means that it is indeed factual to say teachers' assessment in classrooms need not focus only on what they have taught, but also on problem-solving to develop learners' future-oriented capabilities. Pettersson (2021) shares the same view with that of Saijo (2017) as the author shows that for digital transformation to take place there needs to be support that occurs at several layers. In the context of this study, SMTs at school level need to provide support to teachers to prepare them for this digital transformation in a form of organizing school-based workshop. This is important as it was indicated in the previous section that going forward, assessment and monitoring could be conducted in a manner in which is completely different to how it is currently conducted. Hence the future-oriented theory.

Countries such as Scotland, Finland, Norway and New Zealand are in the process of refining their curriculum to reflect on an increasing awareness of the need to provide learners with learning skills for the future (Smith et al, 2016). For example, in Finland, a country known for its successful education in terms of achievement, a new future directed curriculum is being launched. The curriculum focused on bringing up active and responsible citizens and schools that are expected to take responsibility of preparing learners of today for society of tomorrow (Finnish National Board of Education, s.a). In South Africa, the aim of Curriculum and Assessment Policy Statement (CAPS) is to lessen the administrative burden on teaching and ensure consistency and guidance for teachers when teaching. The focus of CAPS is on teaching and learning of the subject content areas (Department of Basic Education, 2011). South Africa need to copy from other countries such as Finland and Norway with regard to how these two countries have refined their curricula. Smith et al, (2016) note that there is support in the literature that learning for the future is best built around problem solving activities and acquiring appropriate learning skills. This indicates that teachers' assessments in classrooms need

to shift from the traditional way of practices to a more future looking curriculum (Klenowski & Wyatt-Smith, 2014). These authors view assessment from the lens of future which focuses on knowledge generation through the use of technology, mediating, artefacts and social interactions within authentic and collaborative setting. This implies that assessment through the future-oriented theory could assist teachers in the development of learners' ability to create new knowledge. Klenowski and Wyatt-Smith (2014) also posit that assessment tasks involve collaborative solutions and knowledge generation. An overview of key tenets that underpin their view of a trajectory towards future-oriented assessment are summarised below:

Table 1: Towards Future-Oriented assessment

View of learning	Time	Dominant	Assessment form
Process of acquisition and adoption of what has been taught subject matter, knowledge and representations.	Past	Monologic. Teacher-dominated didactic	Written exams. Correct answers. Measurements-how much has been learned. Answers reflect instruction.
Process of participation in learning communities with co-construction of knowledge and individual sense-making.	Present	Diologic. Participation in learning communities.	Performance. Demonstrations. Dialogue. Evidence of sense-making and meaning.
Process of creativity and developing new materials and	Future	Trialogic.. Information and Communication	Collaborative, generative, creating and developing new materials and

conceptual artifacts, building knowledge as individuals and in groups using mediating artefacts.		Technology-mediated. Digital learning environment.	conceptual solutions. Critical and reflective forms of learning. Authentic tasks using Information and Communication Technology.

Source: Klenowski and Wyatt-Smith (2014)

The above table provides insight on how assessment was done in the past as opposed to how it is currently conducted and in future assessment could be conducted. Therefore, monitoring and supervision of assessment tasks would be taking another direction, meant it is going to be conducted differently using Information and Communication Technologies (ICTs). Taking account to global development, Klenowski and Wyatt-Smith (2014) advice that teachers need to connect their past assessment activities with the present and the future. This connection of knowledge within and beyond the classroom enhances digital literacies and emerging technologies (Klenowski & Wyatt-Smith, 2014). It was noted from several studies that while much attention has been placed on the integration of technologies to support learning Kennedy-Clark, Kearney and Galstaun (2017), not so much attention has focused on how those tools may also provide opportunities for the assessment. The use of future-oriented theory will assist in that regard. Klenowski and Wyatt-Smith encourage the utilization of this theory, the reason being that teachers and learners will be able to focus on quality, creativity and originality of learning and the application of the knowledge. There are a great emphasis of collaborative learning and assessment initiated by these authors. Meijer, Hoekstra, Brouwer & Strijbos (2020) described collaborative learning as a learning phenomenon where individuals in a social group within a physical and virtual environment interact on the same or different aspect of a shared task. This author further highlighted that didactic objectives for using

collaborative learning are to develop among others, cognitive outcomes which refers to knowledge, social outcomes which entails communication and collaboration skills and motivational skills. Therefore, the future-oriented theory was employed as it will serve as a guide to teachers on how they could include collaborative means of assessment in classrooms.

Assessment in education concerns the collection of evidence on the current state of education of learners' domain abilities Meijer et al (2020), for example, knowledge and skills with two possible purposes; summative and formative. As a result, teachers find it difficult to design collaborative learning and also struggle with its assessment in classrooms (Meijer et al, 2020). The integration of technology seems to be more common in higher education institutions and most of the primary and secondary education systems recently, as Petterson (2021) noted the fact that the development and use of digital technologies have spread like waves over schools. In addition to that, the outbreak of the Covid-19 pandemic forced the education system to take another direction on how teaching and learning should take place in classrooms. However, most of teachers more especially in Sekhukhune East District are not well equipped in terms of technology. This implies that teachers need to have the knowledge and skills on how this technology could be incorporated in their day-to-day classroom assessment. Zahra, Indewarati and Petrus (2019) explored the use of authentic assessment of learners' productive skills with English teachers in an Indonesian context. The study reported that most of the English teachers in Indonesia faced difficulties in constructing appropriate assessment instruments to evaluate oral and written English language skills. It was also discovered that some teachers did not have enough basic theory of authentic assessment.

One of the forms of assessment that the future-oriented theory focuses on is authentic assessment. Authentic assessment refers to a form of assessment in which learners are asked to perform real world tasks that demonstrate meaningful application of assessment knowledge and skills Mueller (as cited in Sumarsono, 2018). Through this theory, teachers could design innovative creations of certain tasks on the basis of the learners' real life activities (Zahra et al, 2019). For example, in a classroom situation, smartphones and mobile laptops could be utilized to assess learners' reading, speaking and classroom

performances. The implementation of these technological devices will be served as evidence of authentic assessment. Evidence of those recordings and video clips could be shared to SMTs and other relevant stakeholders such as parents. Consequently, the future-oriented theory is, in one way or the other minimising the work of SMTs in terms of monitoring and supervision of assessment tasks in classrooms. Parrish (2016) views the future-oriented theory as providing a tool that could share insight into communication and engagement with the current generation of learners and as a resource in reviewing and refreshing curricula and pedagogy. The researcher chose to utilize this theory with the aim of providing insight to primary school teachers and SMTs in particular, on how the future-oriented theory of assessment could be enacted in teaching, learning and assessment.

2.4. LITERATURE REVIEW

Mouton (2001) describes literature review as a review of existing scholarship or available body of knowledge to see how other scholars have investigated the research problem that researchers are interested in. It is assumed that every problem in research can be solved by knowing what others have reported. In this section of the study, the researcher analysed and interpreted previous studies to locate her own review of literature. MacMillan and Schumacher (2010) identify two major reasons related to review of literature. The first reason is that the review establishes important links between existing knowledge and the research problem being investigated, which enhances significance. And secondly, the review provides very helpful information about methodology that can be incorporated into a new study. An abundance of data from various scholars, locally and internationally assisted in this study to establish the link between the existing knowledge with the problem of the study, which is under-monitoring and under-assessment of English tasks in primary schools. The literature on education does not clearly outline the role of SMTs in relation to monitoring and supervision of assessment tasks. However, there is an abundant of studies accentuating the role of SMTs regarding the monitoring and supervision of teaching and learning, inclusive of assessment. This section of the study commenced by looking at the main concepts of the study which are monitoring and supervision and its importance in education. The study discussed SMTs

obligation, roles and their competencies with regard to monitoring and supervision of English assessment tasks, the assessment practices in classrooms and how those practices impact on teaching and learning in the primary schooling sector.

Monitoring and supervision of English assessment tasks are seen as single entity. When in essence, they are not. At the beginning of this chapter, these concepts have been clearly defined and it showed that they are different terminologies altogether. These concepts have been used extensively in several disciplines. This study focused on monitoring and supervision of English assessment tasks in primary schools. Jana, Khan and Chatterjee (2015) indicate that monitoring and supervision are one of the most important keys to successful implementation of any educational programme. Monitoring and supervision of schools are initiated for the purpose of maintaining and improving the quality of teaching and learning. For schools to get accurate results of teaching and learning, assessment needs to be carried out effectively. Again, for effective assessment to take place, proper monitoring and supervision need to happen. Ramalepe and Zengele (2014) are of the view that monitoring and supervision of English assessment tasks need to ensure that there is sufficient compliance to assessment policy. This implies that assessment tasks need to be administered and marked in accordance with the prescription of the policy. Views of diverse scholars on the raised issue are in congruent despite differing on how the monitoring and the supervision duties have to be carried out being dictated to by the unique schooling context. Without proper school monitoring and supervision, the rationale for effective and quality instruction in schools could be under-represented (Allan, 2015). Scholars, researchers and other stakeholders in education have expressed concern about the state of quality of education in most of the South African schools. This was due to lack of adherence to acceptable educational practices such as effective monitoring and supervision of teaching activities such as assessment tasks in classrooms (Chavalala, 2015; Mngomezulu, 2015 & Subramoney, 2016) It was imperative in this study to point out the variances between these concepts since monitoring and supervision are often used interchangeably. In the following section of this study, the concept of monitoring and supervision were discussed separately to enable readers to have a clear understanding of what each of these concepts entails.

2.4.1. Monitoring of education

Monitoring in a broader sense is defined as continuous assessment of progress, diagnosis of strength and weaknesses and provision for remedial and corrective measures. It is also explained as an activity that involves continuous and systematic checking and observation of a programme or project. Ndungu, Allan and Emily (2015) describe monitoring as the process of collecting and interpreting data on specified indicators to provide management and stakeholders with evidence of the extent of progress towards achieving the objectives from the implementation plan. In the context of this study, monitoring refers to essential element of the overall management practice within educational establishment. Executive Summary of the Public Audit Report (2016) described monitoring of education as one of the major tools of education policy-making. Monitoring of education plays a vital role as it assists the SMTs with an identification of whether policies are implemented in an efficient way in schools. This is supported by Ramalepe and Zengele (2014) who posit that monitoring remains a critical aspect in ensuring that the implementation of assessment policy is effective. The authors further argue that ineffective monitoring of assessment tasks could lead to wrong application of assessment tools by teachers. Teachers need to ensure that English assessment tasks given to learners are fair, reliable and valid and are likely to perform that if assessment policies are properly managed, monitored and supervised.

This study aimed at exploring the role played by SMTs in the monitoring of English assessment tasks in primary schools. Jana et al (2015) are of the view that monitoring of quality dimensions, especially of teaching and learning, has perhaps not received the required attention probably because these are a difficult terrain to pursue. One of the main indicators has been the assessment of child's learning in the classroom. Moreover, the progress of the child in terms of acquisition of knowledge and skills development needs to be followed systematically (Jana et al, 2015). Monitoring of teaching, learning and assessment in particular, is important as it is notable that assessment plays an integral part of teaching and learning. It is also believed that one of the factors that leads to poor performance in most schools in South Africa is lack of proper monitoring on the part of the SMTs. Chavalala (2015) points out that without monitoring, the quality of

teaching and learning could be compromised. Quality teaching is an influential factor on learning outcome. It is imperative for SMTs to monitor and supervise how well teaching and learning in primary schools are being carried out. Monitoring of teaching and learning of English assessment tasks needs to consider teaching methodologies used, kind of activities applied in teaching and the application of assessment to ascertain the extent to which the set objectives are achieved (Department of Basic Education, 2012).

2.4.2. Types of monitoring

The review of literature identified four types of monitoring in education Ndungu et al (2015). The first one is diagnostic monitoring, which is designed to assess the level of the learners' skills depending on their personalities. The second type is statistics, which helps to evaluate indicator' s activities simultaneously, compare the results obtained with the standard and to record the departure from the norm, perform analysis and make an administrative decision. The third one is content (person-centered) monitoring, involving the analysis of the development of personal qualities of the learner, and lastly, accompanying pedagogical monitoring, which predicts the control and current adjustment of interaction between a teacher and a learner in the classroom and implementation of the educational process. All these monitoring types are important to this study. However, the most important type of monitoring relevant to this study is pedagogical monitoring. The problem of this study centered on under-monitoring and under-supervised of English assessment tasks in primary schools. This is relevant in the sense that direct contact of teachers and learners in classroom need to be monitored, to enable the occurrence of quality teaching and learning (Modiba, 2021).

2.4.3. Purpose of monitoring

South African education system is faced with a myriad of challenges prominent among which is under-monitoring and under-assessment of English tasks in schools. It is imperative at this stage to outline the purpose of monitoring in schooling. The comprehensive purpose of monitoring is for the stakeholders to have relevant information about an ongoing programme to help them in decision-making. In education system, the relevance of the issue of monitoring is associated with the necessity of establishing the quality of schooling (Yejzaneshnikov, 2016). Health Mandatory Policy Directive (as cited

in Loveth, Dan, Ejiofor and Chukwudi, 2018) identified several purposes of monitoring which include, among others, to provide accountability, tracking of programme implementation, improve programme, showing whether the programme is meeting its objectives and documenting good practices to provide model for workforce development. It is through monitoring where the school management teams could be held accountable for the performance of learners. Monitoring of educational activities provides evidence of the teaching and learning activities expected in classrooms. The above purposes of monitoring also explain good practices that the school management could use in the identification of weaknesses and strengths and aspects of teaching and learning that require improvement. Monitoring of classroom activities assists in the realisation of whether educational goals and objectives are met or not.

Le Granche and Reddy (1998) presented several purposes of monitoring which are; to assist in decision-making, for accountability and to drive curriculum and teaching. The SMT members need to ascertain that teaching and learning in schools are effectively monitored if they are to achieve all the purposes of monitoring. Ndungu, Allan and Emily (2015) note that monitoring is done in the education sector in order to track progress. Monitoring of teaching and learning allows all stakeholders in educational institutions to be accountable of their own work. In the school setting, SMTs are the one held responsible for the education of a learner. It also offers information of the events undertaken in the classrooms during teaching and learning process. Again, it is through monitoring that the best assessment practices of English tasks would be provided in primary schools. In this study, monitoring of assessment tasks assisted SMTs in the identification of the needs of learners and challenges experienced by teachers and vice versa (Loveth et al, 2018). The role of SMTs is effective when it is supported by information attained through monitoring process. Mngomezulu (2015) argues that if SMTs are expected to set expectations on teaching and learning as part of their duties, then the core responsibility of their duty is also monitoring of those classroom expectations. This implies that monitoring can be used to identify the gaps in both teaching and learning and thus formulate intervention strategies. It is assumed that quality teaching is an influential factor of learning outcomes. So, it is certainly imperative for the SMT members to monitor how well teaching and learning in primary schools are being delivered.

2.4.4. Monitoring obligation

Chapter 3 of The South African Schools Act, Act 84 of 1996, sub-section 16A, which governs and regulates the general operations of South African schools, outlines the duties and functions of the professional management of the school, which places it firmly in the hands of the SMT members. Even The Personnel Administrative Measures (PAM), a section of the Employment of Educators' Act No76 of 1998, outlines the core duties and responsibilities of SMTs which are, among others, to guide, supervise and to ensure that all evaluation and forms of assessments conducted in schools are properly managed and effectively organized (Government Gazette, 2016). PAM requires members of the SMT to perform monitoring and supervision of curriculum delivery. This is inclusive of assessment. Ndungu, Allan and Emily (2015) allude that effective monitoring encourages collaboration and generates positive and supportive professional discussion. As indicated in Chapter 1, South African schools are led and managed by STMs. The SMT members are responsible for the daily functioning of the school and also to ensure that curriculum is effectively implemented in schools. Direct involvement of SMTs in relation to assessment is informed by the National Protocol for Assessment (Department of Basic Education, 2011). The document provides a framework for assessment process in order to improve learner performance. The National Protocol for Assessment assigns teachers to submit the annual formal Programme of Assessment (POA) to the SMTs for monitoring purposes. The other responsibility of members of the SMT is to see to it that teacher's assessment files are at all times monitored and moderated for accountability purposes (DBE, 2011).

2.4.5. The role of School Management Teams

The success of every educational institution depends on the role of the SMT towards effective educational leadership (Milondzo & Seema, 2015). In every school, the quality of teaching and learning resulted from the kind of management team in that particular institution. This section of the study critically evaluates the role of SMTs with special focus on their functions in relation to teaching and learning, and English assessment tasks. In South Africa, SMTs are critical role players in their respective departments allocated to them (Subramoney, 2016). The SMT role in school is to improve learners' academic

performance, support teaching and learning, manage curriculum, improve plans, policy formulation and policy implementation. It is within the school organisation that the SMT is expected to perform a prominent part in as far as giving advice, guidance and support to the entire staff and learners is concerned. Subramoney, (2016) reasons that SMTs are critical role players in the monitoring and supervision of educational activities within a school setting. The author further indicated that in providing quality teaching and learning, it seems that SMTs need to fulfil their responsibilities both as a player within a team manager, and as a leader, who takes control of monitoring learners' performance. The study conducted by Mngomezulu (2015) found out that SMT members showed confusion about their roles and responsibilities they are expected to perform at their schools.

In South African schools, SMTs engage in various activities related to the curriculum like planning and managing of curriculum, classroom practices and curriculum development and implementation (Department of Basic Education, 2008). SMTs as curriculum managers need to ensure that planning of day to day activities are supported by relevant policies such as assessment policy. With regard to monitoring and supervision of classroom activities, SMTs are able to develop, improve and implement strategies which will impact positively on learners' achievement (Subramoney 2016). The role of the SMT is to assist the principal with the management responsibilities more widely in schools as Ntseto (2015) indicated that one of the ways in which the SMTs can do that is through monitoring and supervision of both teachers and learners' work. In relation to policy formation and implementation, the SMTs are responsible for the drafting of their school policies that are in line with the DBE policies. In addition to that, they must also ensure that those policies are strictly adhered to by all structures within the school. Subramoney (2016) maintains that apart from the official policies that are received from the DBE, SMTs also decide internally on the drafting of policies that will lead to school improvement and stability.

This study sought to explore the role played by SMTs with regard to monitoring and supervision of English assessment tasks in primary schools. Monitoring of assessment tasks was conducted through different educational levels including schools, cluster, district, provincial and national levels (DBE, 2011). At school level, where the problem of

this study was focused on, monitoring of assessment tasks is conducted through moderation. The SMT members comprising the principal and departmental heads or any teacher deemed to be competent in the subject are tasked to take responsibility for moderation. Moderation of assessment tasks in schools was regarded as the utmost influential strategy for refining instructional practices. Department of Basic Education (2008) describes moderation as the practice engagement with schools to develop a shared understanding of assessment requirements, standards and evidence. In the context of this study, moderation refers to the process whereby assessment activities which includes formative and summative are checked by SMTs to ensure good quality of tasks, proper marking and allocation of marks. Curriculum and Assessment Policy Statement states that all formative and summative assessments are subject to moderation for quality purposes and to ensure that appropriate standards are maintained.

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable (DBE, 2011). In 2019, the Western Cape Department of Education outlined how assessment tasks need to be collaboratively moderated by relevant structures at school level on an ongoing basis. The department has indicated that moderation of assessment should determine:

- Whether the subject content and skills have been taught and assessed,
- Whether assessments and marking are of an acceptable standard and consistency,
- Areas in which the teacher may need further development, which should lead to support for such development, and
- Whether the scope covered by the teacher is in line with the terms requirements.

In relation to the problem of this study, which is under-monitoring and under-assessment of English tasks, SMTs need to ensure that all assessment tasks conducted in schools are effectively prepared and administered. Moderation can function as part of quality assurance. DBE (2008) emphasises the monitoring and supervision of assessment tasks by SMTs which should also ensure quality of assessment outcomes by:

- Monitoring the School-Based Assessment (SBA) system to ensure a functional SBA system that supports effective curriculum implementation,

- Moderating assessment tasks to confirm the validity, fairness, standards and practicability of assessment tasks,

- Monitoring the administration of assessment tasks to establish whether assessments were conducted in a fair and consistence manner,

- Moderating learner evidence to establish the reliability and fairness of assessment scores, and

- Monitoring the feedback from quality assurance findings with a view to improve the quality of assessments.

The above discussion puts prominence to the fact that assessment tasks need to be monitored and supervised in schools. SMTs are supposed to implement policies regarding assessment that promote good quality of teaching and learning (DBE, 2008). The idea of moderation is linked to quality Klenowski and Wyatt-Smith (2014) and the process of moderation needs to provide a quality control opportunity for teachers.

2.4.6. School Management Teams' competence

With regard to the role to be played by SMTs in policy formulation and implementation, many South African schools are struggling with policy implementation. This was confirmed by Matheba (2016) on the study about the perceptions of Grade Six English teachers towards the implementation of CAPS in selected primary schools of Sekhukhune District, Limpopo. The findings revealed that most teachers in Sekhukhune, struggle with the implementation of CAPS. In line with these findings, Subramoney (2016) revealed that most SMTs do not enforce policies designed at schools; for example, moderation policies. The author further discovered that most SMTs manage schools without sufficient knowledge of authority and legislation of school policies. It was also found out that teachers were disregarding the use of assessment policy in schools around Waterberg District despite the prevalence and availability of the School Management Teams at the workplace (Milondzo & Seema, 2015). This suggests that most SMTs lack the necessary skills and knowledge to carry out monitoring and supervision of assessment tasks in schools. The researcher's position on monitoring results stems well from having

witnessed inappropriate practices of English assessment in schools. The study conducted by Mestry (2017) has shown that SMTs require deep knowledge which is continuously updated and involves complex skills. This implies that the DBE should sufficiently equip SMTs with the knowledge and skills to enable them to perform their responsibilities. Mngomezulu (2015) investigated strategies of monitoring teaching and learning by SMTs in schools. The study reported that the practice of monitoring was not uniform and members of the SMT were not decisive in their application of the monitoring strategies. This also raised the question of knowledge and competence of monitoring amongst those members of the SMT. In the same vein, Leboea (2015) maintains that most personnel who assume supervisory positions such as SMTs consistently do not execute their tasks well due to lack of capacity to fulfill this obligation. This signifies that in most instances competency levels of most SMT members, inclusive of principals, are in doubt. In order for schools to perform well, they require a management team that is capable of placing emphasis to performance through proper monitoring and supervision.

2.4.7. Supervision of education

The problem which this study sought to explore centered on under-monitoring and under-supervision of English tasks in primary school. The word supervision is perceived as a way of advising, guiding, encouraging and stimulating improvement. In education, supervision is defined as a process to access teachers' teaching and learning activities in classrooms. Allan (2015) explains supervision as an administrative process through which school principals ensure that subordinates are all contributing towards effective learning process. This view is also supported by Noor, Herlinawatij & Sofyaningrum (2020) who showed that successful supervision depends considerably on the principals' ability to forge a cohesive working group among subordinates. This implies that the principal as a key leader of the team needs to ensure that there is a sound relationship and proper communication among the team members. In the context of this study, supervision refers to face-to-face interaction with teachers by SMTs regarding assessment practices with a goal of improvement. The implication here is that, SMTs need to be in constant communication with English teachers to ascertain that learners are provided with proper and adequate English assessments tasks.

Supervision of school activities is a crucial aspect in ensuring the good functionality of education. Supervision also entails the process of safeguarding that values, guidelines, procedures and techniques set out for purposes of accomplishing objectives of education are effectively carried out. However, it was reported from the study conducted by Jayesini, (2019) that primary school supervision was not regularly and thorough. The author further revealed that there were not enough professionally trained school supervisors such as STMs. It was found out from the literature that the profession of members of the SMT was less active due to lack of information, readiness and required competence (Salistiono, 2017). The study conducted by Nzoka and Orodho (2014) revealed that there was inconsistent instructional supervision and monitoring of learners' learning through consistent and more practical assessment procedure. Under-supervision of assessment activities by the SMTs leads to under-assessment of tasks by teachers in schools, inclusive of English tasks. The reality is that, the supervision of teaching and learning in schools needs to be continuous to ensure compliance and perfection. Noor et al (2020) reported that planning is a preliminary part of a school's quality improvement. The study findings about the academic supervision of school principals in Indonesia revealed that most school principals in five District plan before the commencement of monitoring and supervision (Noor et al, 2020). The following table shows some steps taken by principals in the planning and preparation of their monitoring and supervision duties:

Table 2: Steps on the planning and preparation of monitoring and supervision

No	Components	Operational steps	Results
1	To develop a supervision programme that contains the objectives, plan of implementation, enforcement, evaluation, reflection, follow-up plans and appendices.	The principal formed a team of supervisors. The team led by the principal, planned the supervision programme.	Document of supervision programme.

2	Create schedule to supervise all teachers.	The team and the principal drafted the schedule.	Supervision schedule
3	Develop an instrument of learning tools that contains: identification of subjects, indicators of achievement, lesson material information, learning resources and assessment.	The principal and the team compiled an analytic instrument of learning devices.	Learning tool analysis instrument.
4	Develop monitoring instruments that contain monitoring methods such as observation schedule, interview and focus-group discussion	The principal and the team develop monitoring programme.	Document of monitoring programe

Source: Work Guide for school Principals, MOEC, 2018

The above table shed light to this study on what exactly SMTs could do with regard to planning and preparation of monitoring and supervision of English assessment tasks in schools. Although this plan does not specifically deal with monitoring of assessment tasks, the bottom line is teachers cannot conduct assessment in classrooms unless teaching and learning occurred. This study was more interested on components and operational steps reflected from the table. With regard to components, the guide explicitly outlined what the SMTs could do in terms of planning their monitoring and supervision duties. Again in relation to operational steps, it clearly outlined who has to be responsible for performing the monitoring and supervision in schools. Hence the principal and the team were ever mentioned throughout the process of monitoring and supervision. This means that SMTs led by principals, are the ones responsible for monitoring of most of the activities taking place in schools.

Most of the South African SMTs were unveiled to be lacking the necessary skills and knowledge to enable them in executing their supervisory role. There is a growing perception among the populace that teachers are not performing their roles as expected

because SMTs are not carrying out their supervisory roles (Ampofo, Onyango & Ogola, 2019). Most of the African countries experience the problem of under-monitoring of teaching and learning in schools. In countries such as Kenya, the study conducted by Zachariah (2013) on the skills and attributes of instructional supervisors confirmed that numerous skills and attributes were lacking on the part of school managers. In the case of Nigeria, the study findings revealed that schools do not provide conducive environment for effective teaching and learning (Ndungu, Allan & Emily, 2015) due to inadequate supervision on the part of management. Teachers' grievances were not taken seriously by school managers due to ineffective monitoring of teaching and learning. The study reported that there was no effective monitoring of teachers teaching and assessment in classrooms.

Contrary to what the above authors have said, the study conducted by Ampofo et al (2019) on the influence of Head's direct supervision on teachers' role performance in Ghana reported that continuous assessment record was kept up-to-date which portrays school management' s demonstration of proper supervision and commitment to teaching and learning activities. Similar results were also found in Ethiopian context. The study conducted by Allan (2015) found that effective school management and monitoring are focused on improving the teaching competence and general wellbeing of the system. These practices impact positively on learners' achievement and educational development of the society. Ampofo et al (2019) indicated that principals need to be keen in checking learners' assessment records such as notes given by teachers and classroom exercises to ensure that teachers are effectively carrying out instructional activities.

2.4.8. Importance of supervision

Supervision in schools ensures quality of work with specific reference to the improvement of classroom teaching and learning and assists teachers in professional development (Jonyo & Jonyo, 2019**).** Nnabuo (as cited in Allan, 2015) presented the following importance of supervision in education:

- To develop educational goals,
- To control and co-ordinate educational activities,

- To motivate teachers and other staff,
- To solve problems in educational organization,
- To develop teaching profession, and
- To evaluate or assess educational outcomes.

In order to achieve all these purposes, members of the SMT led by principals need to ascertain that supervision of teaching, learning and assessment are effectively performed in schools. It was also reported that supervision of teaching and learning, assessment in particular, contributes to the improvement of the educational sector (Ampofo et al, 2019). This implies that assessment of learners in any educational setting is of paramount importance to the success of such institution. Considering the study of Kenya, findings of the study by Zachariah (2013) on skills and attributes of instructional supervisors showed that supervision improves the quality of teaching and learning and facilitates learners' academic performance. It is also believed that monitoring and supervision provides the opportunity to enhance teachers' instructional activities in classrooms.

2.4.9. Assessment policy in South African schooling

The National Curriculum Statement, Grade R-12 was approved as the National Policy and published in the Government Gazette 34600, Notice 722 and 723 of 12 September, 2011. This National Curriculum Statement, Grade R-12 comprises:

- Curriculum and Assessment Policy Statement for all approved subjects for the Grade s R-12,
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R-12, and
- The National Protocol for Assessment.

The English First Additional CAPS document provides guidelines on how assessments need to be conducted in classrooms. The document includes details about formative and summative assessment tasks, examination guidelines and subject requirement (DBE, 2012). The policy provides guidelines for assessment in English in the Intermediate phase of the CAPS. It provides teachers with information as well as ways of implementing assessment. The CAPS was explained as a simple and comprehensive curriculum that

stipulates clearly what teachers are expected to teach and access. This was confirmed by Matheba's (2016) study about the implementation of CAPS in selected primary schools of Dilokong Circuit. The findings showed that most teachers understood CAPS. However, it was also revealed that teachers lacked the knowledge of assessment as stipulated by the policy. The DBE (2012) notes that assessment in English is ongoing and supports the growth and development of learners. This implies that assessment needs to be incorporated in day-to-day teaching and learning. Learners need to benefit from assessment tasks provided to them.

To be able to accomplish objectives of DBE with regard to assessment, teachers need to have a detailed understanding of national education policies. This entails that teachers must demonstrate knowledge-base of the current major national policies driving national assessment, namely, the Curriculum and Assessment Policy Statement (2012) and the National Protocol for Assessment (2011) in General Education and Training (GET) Band (Grade 4-9). Teachers can only comply with these documents if SMTs are able to monitor and supervise the administration of assessment in schools. The National Protocol for Assessment provides a policy framework for the administration and management of assessment in public schools (DBE, 2011). The National Protocol for Assessment, which is the policy directing assessment in schools, emphasizes the importance of informal and formal assessments. In both cases, it is important that learners know what knowledge and skills are being assessed. There are four language skills (DBE, 2012) that teachers need to assess in English which are; listening and speaking, reading and viewing, writing and presenting and language structure and conventions. In both formative and summative assessment, it is imperative to ensure that the full ranges of major skills are used. DBE (2019) stresses the assessment of different language skills that should not be seen as separate activities but one integrated activity. The main aim of the National Protocol for Assessment is to regulate how assessment should be carried out and how evidence of learner performance is recorded and reported (DBE, 2011). Thus, teachers, parents, learners and all relevant stakeholders in education need to have a flawless idea of all skills and knowledge as anticipated outcomes towards which they are working. The protocol also recognizes a need to develop a wide variety of method and approaches to assessment, recording and reporting.

2.4.10. English assessment tasks

English language learning is by no means an exception in that assessment involves a process of collecting, analyzing and interpreting information to assist teachers, parents and other stakeholders in making decision about the progress of learning. Assessment tasks refer to assessment activities that are designed to assess a range of skills and competencies, for example, an assignment, a test or an examination (Department of Basic Education, 2008). The word assessment has been explained thoroughly at the beginning of this chapter. One of the main principles of assessment is to be an integral part of teaching and learning process. The use of assessment tasks assists both teachers and learners to keep informed regarding the actual level of teaching and learning in classrooms. This study sought to explore the extent to which SMTs monitor and supervise English assessment tasks in primary schools. The study has already discussed the importance of English as a subject and also as a language of learning and teaching in most schools in South Africa.

Department of Basic Education (2012) asserts that it is essential that learners' progress is assessed through both formal and informal as this informs planning. English assessment tasks in primary schools can take many forms. Some of the more common assessment tasks are exams, tests, essays, presentations and orals. However, there is a wide variety of other types, both formal and informal. The purpose of English assessment tasks gives rational to why learners are being assessed. Equipping learners with lifelong skills is to help them explore different options that will tackle societal problems (DBE, 2008). In English, there are four language skills which teachers need to assess in classrooms. De Kock, Sayed, and Badroodien (2018) are of the view that in schools, language skills are commodified and objectified with a prefund market value that teachers aim to transfer to learners. This entails that teachers' main task in relation to English language is to provide learners with measurable skills they need. The DBE (2012) indicated that when giving a formal assessment task, there has to be a focus on a particular skill be it listening and speaking, reading and viewing, writing and presenting and language structure and conventions. Discussions of each follow below.

2.4.10.1. Listening and Speaking

Listening and Speaking are dominant to learning in all subjects. Through effective listening and speaking, learners collect and synthesise information, construct knowledge, solve problems and express ideas and opinions (DBE, 2012). Mngomezulu (2019) maintains that skills like listening and speaking are easily developed when learners engage in discussions, presentations, practical demonstrations and informal classroom interactions. DBE (2011) shares the same view with the above author when it indicates in the CAPS document that learners in the intermediate phase need to use listening and speaking to interact and negotiate; meaning by carrying on more sustained conversations, discussions and oral presentations.

2.4.10.2. Reading and Viewing

DBE (2012) stresses that a well-developed reading and viewing skills are central to the successful learning across curriculum. Learners develop proficiency according to their own ability in reading and viewing a wide range of literacy and non-literacy texts, including visual texts (DBE, 2012). It is assumed that learners' vocabulary development is deeply reliant on the amount of reading they do. Through independent reading, learners become critical and creative thinkers. English assessment of reading should therefore, take place regularly and not just be a once-off assessment (DBE, 2011). Therefore, it is important that learners' understanding of what they are reading is assessed.

2.4.10.3. Writing and Presenting

DBE (2012) stresses that writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. It is also assumed that frequent writing across a variety of contexts, tasks and subjects, enables learners to communicate functionally and creatively. In English, learners practice different forms of writing such as essays, letters, reports and messages (DBE, 2011). This means that learners need to choose words that are interesting, construct sentences that contain meanings and select vocabulary necessary for the type of text they are writing about

(Moresebetoa, 2016). This author further states that assessment in writing stands to concentrate primarily on the learners' ability to convey meaning.

2.4.10.4. Language Structures and Conventions

It is believed that a good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in English. These skills could develop a shared language for talking about language (DBE, 2011). The acquisition of these skills could enable learners to assess their own and other writings critically in terms of meaning, effectiveness and accuracy. It is expected that language structure should be taught and assessed like other language skills (DBE, 2011). The English CAPS policy further indicates that in terms of assessing language structure and convention, it should be assessed in context. There are several components of language structure in English and these components needs to be assessed or worked out differently. There is a need for teachers to address all these skills when working with English assessment in classrooms. Failure to address these skills deprive learners the opportunity to achieve what is expected of them in due course. This was also realized by Department of Basic Education as it indicated that learners in the intermediate phase encounter some challenges as they still cannot read, write and speak fluently in the English language (DBE, 2014). Teachers need to have a bigger picture of why they are choosing a particular assessment task over others (DBE, 2008). This would be done guided by the Annual Teaching Plans and their Programme of Assessment.

2.4.11. Forms of assessments

There are different forms of assessments in English language. There is Baseline, Formative, Summative, and Diagnostic assessment (DBE, 2011). The most common assessment practice to focus on in this study is the formative and summative assessments. DBE (2012) prescribes that assessments in English need to be formative (informal) or summative (formal). These assessments need not be conceived of as two opposing ends of a continuum, but rather, two complementary measures of language ability. Formative assessment and summative assessment have gained greater recognition in education as they are commonly used in schools across the globe. It is for this reason that Ridhwan (2017) advocates for the use of both assessment practices. This

47

proposes that English teachers need to be conversant with the relationship amongst the two assessments which form an integral part of teaching and learning. All these assessments serve different purposes and need to be fairly conducted in classrooms.

Table 3: Characteristics of formative and summative assessments and their purposes

Assessment Practice	Formative Assessment	Summative Assessment
What is it?	Assessment that gathers information about learners' learning to determine learners' understanding and what they still need to master in terms the learning outcome.	Assessment that shows what learners have learned.
When is it used?	During a lesson or unit of study. It is used continually by providing descriptive feedback.	At the end of a unit. It is presented in a periodic report.
Why is it used?	To track learners' progress, To make changes to instruction, and To improve teaching and learning.	To evaluate what learners have learned, For placement and promotion decisions, To provide evidence of what learners have learned, and To assign a grade and certification to learners who mastered the content
Formality	Usually informal	Formal
Examples	Observations, Homework,	End of term tests, Mid-term tests,

	Classroom presentations, Informal interviews, Question and answer sessions, Self-evaluations, and Games	Final paper, Projects, Assignments, Performance assessment, In-class examinations, National examinations, and Portfolios.

Source: Adapted from Dixson and Worrell (2016)

If assessment in its entirety is understood to be a part of teaching and learning, this should empower teachers to consider when they engage with any type of assessment, how, and not whether that assessment is embedded in teaching and learning. (Zita & Scully, 2017). It is only through assessment that teachers could be mindful of whether a certain arrangement of activities has resulted in the anticipated learning outcome. Formative and summative assessments need not be seen as separate entities. Ahmed, Ali and Shah (2019) stress that English language formative assessment and summative assessment practices are both essential and need to be taken care of in educational contexts. This is due to the fact that they are both significant for prompting information about learners' understanding and attitude. If formative and summative assessments are successfully offered and applied massively by teachers Ridhwan (2017), the problem of learning difficulties could be minimized and under-assessment of tasks could be averted in classrooms. The author further highlights that effective implementation of formative assessment in classrooms strengthens the use of summative assessment. It is also seen as a tool that gives a lot of benefits to learners who have lower attainment in classroom. Although formative and summative assessments are considered to be common classroom assessment practices, teachers need to have a deeper understanding of different purposes of these two approaches. Formative assessment should have its main role in classroom (Vlachou, 2018). For example, to inform and improve teaching and learning while summative assessment could be used only when there are requirements for summative which are to evaluate learners' learning, skill acquisition and academic achievement (DBE, 2019).

2.4.11.1. English formative assessment tasks

DBE (2012) describes informal assessment as a daily monitoring of leaners' progress. This is done through observations, discussions, practical demonstrations, informal classroom interactions etc. In English First Additional Language, informal assessment may include activities done by the teacher with learners but not formally documented. It should not be seen as separate from learning activities taking place in classroom. Informal assessment is used to provide feedback to learners and teachers and informs teaching and learning (DBE, 2012). The implication here is that informal assessment assists teachers in their day-to-day teaching and learning and may also suggest ways in which learning activities could be altered to suit the diverse needs of learners. This could also assist teachers in the identification of the kind of attention learners need as teaching and learning progress. Formative assessment is considered to be the type of assessment practice that is constantly utilized to comprehend what learners know. It is also used to identify barriers learners have and the information collected helps teachers to acclimatise their instruction to cater for learners' needs. Kanjee (2020) posit that formative assessment includes how teachers introduce lessons, the questions teachers ask and opportunities provided for learners to respond, the tasks and activities and the type of assessment applied. All these practices can have a major impact on learner performance if not effectively implemented in classrooms. So, it is important for teachers to understand and adhere to all the processes that contribute to the authentic assessment (Lungu, Matafwali & Banj, 2021).

It is assumed that at times formative assessment does not produce reliable results as compared to summative assessment. Formative assessments are seen as more tentative (Kulasegarama and Rangachari (2017), which means that it is not certain especially whether the intention is to provide feedback, encourage mastery of content, alter attitudes and promote the growth of learners. Teachers' individual decision is seen as an obstacle to this problem. Teachers' individual judgement is considered to be the final assessment decision, irrespective of whether that judgement is fair, reliable or valid. This ushers in the importance of monitoring and supervision of assessment tasks.

Learners' progress is being emphasised in assessments field through formative assessment (Ozdemir-Yilmazer and Ozkan 2017). When applied appropriately, formative assessment will provide more valuable information about learners learning than summative assessment (Durbar-Krige, 2015). The issue of commonality of assessment practice is difficult in formative assessment as each individual teacher employs classroom assessment by acting on their personal beliefs, values and assumptions (Ozdemir-Yilmazer & Ozkan, 2017). Several studies conducted on classroom assessment practices confirm this argument. For example, Yao (2015) explored teachers' beliefs and perceptions about formative assessment. Findings show that several factors influence participants' formative assessment implementation such as teacher knowledge and beliefs about formative assessment. Narathakoon et al (2020) explored factors influencing teachers' beliefs of classroom assessment of English teachers. These authors identified among others, education policy, schooling, teacher training, contextual factors and excessive workload as major factors influencing their assessment practices.

The way in which teachers understand and perceive the purpose and principles of assessment can also play an important role in their administration of formative assessment. Van Der Nest, Long and Engelbrecht (2018) conducted a similar study to that of Yao (2015). These authors found that teachers' belief system and how they position themselves in relation to policy, to learners, to the wider community and to their colleagues provide a better understanding of their instructional and assessment practices. The issue of language fluency in the language instruction was another concern raised by all of the teachers participated in their study (Van Der Nest et al, 2018). Bouchaib (2017) posit that weak language proficiency level of learners could be enhanced by formative assessment as it is viewed as the best opportunity to help struggling learners and give them a second chance. This implies that direct learner-teacher interaction during English lesson can assist in the problem of language proficiency. Although assessment is highly influenced by some of the factors mentioned here, teachers are still expected to do what they can within their means to conduct assessments that are authentic (Lungu et al, 2021).

It was notable from the literature that teachers at times neglect formative assessment in classrooms. In most instances, teachers put more emphasis on summative assessment and they only employ it for the sake of recording marks. The study conducted by Vlachou (2018) revealed that teachers focused more on summative assessment without effectively using the assessment evidence collected from formative assessment. It is believed that the danger of ignoring formative assessment in classrooms could in one way or another leads to teachers lack of valuable information about learners' learning. In classroom situation, formative assessment informs summative. In the same line, Kanjee (2020) explored teachers' understanding and use of formative and summative assessment in schools across the quintile categories. The study revealed that low level of formative assessment practices demonstrated by teachers across the quintile categories. With regard to questioning and engagement, the majority of teachers still embed themselves in the traditional model. This means that learners are not actively engaged in terms of allowing them to ask and give inputs about their own learning. The implication is that summative assessment tasks are likely to be successfully implemented in classrooms better than the formative assessment.

It was unveiled that teachers lack the understanding of the principles and theories underpinning formative assessment. Misunderstanding of these principles and theories was seen as the boundaries of the implementation of formative assessment (Vlachou, 2018). Literature on formative assessment reveals lack of understanding of formative assessment among teachers. The study conducted by Bouchaib (2017) found that teachers were unclear about the purposes of formative and summative assessment. The study discovered that teachers pointed to some formative purposes of assessment as assigning grades, while the formative assessment is not about that. This implies that, the benefits of formative assessment are underutilized (Kulasegaram & Rangachari, 2017). Teachers need to consider formative assessment not only as the classroom assessment that promotes teaching and learning but as more than that. Kulasegama & Rangachari (2017) regard it as an effective assessment that evokes higher response processes that test learners' ability to apply knowledge to a real problem.

2.4.11.2. English summative assessment tasks

All English assessment tasks that are made up of a formal programme of assessment are regarded as summative (formal) assessment (DBE, 2012). The document further indicates that summative assessment tasks are marked and formally recorded by the teacher for progression purposes. Returning back to the definition of formative assessment, Reddy et al (2018) note that summative assessment refers to assessment that takes place at the end of the learning experience, for a purpose outside the learning experience. Summative assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Department of Basic Education (2019) notes that summative assessment gives an overall picture of learners' progress at a given time for example, at the end of a term. It usually results in judgements about learner performance and can involve high stakes for learners (DBE, 2019). Summative assessment tasks in English include tests, examinations, practical tasks, projects, oral presentations, demonstrations and many more. These tasks are presented by the Department of Basic Education after the amendments that were done in 2019 as a result of several concerns raised by teachers, subject specialists, parents and myriad educational stakeholders (DBE, 2019). The document presents an abridged version of Section 4 of the CAPS document and it specifically provides the interim changes made to Programme of Assessment for subjects in Grades R-9.

The primary purpose of summative assessment is to determine learners' overall achievement in a specific area of learning at a particular time, usually at the end of a learning process, school term or year (Reddy et al, 2018). Thus, summative assessments are useful for administrative purposes rather than the leaning process (Mngomezulu, 2019). There are several questions arising in the literature about the validity and reliability of the judgements made when using summative assessments judgement (Vlachou, 2018). This indicates that assessments need to be conducted in a way that they mirror the true reflection of what the teacher has taught and also what learner has learned and in classrooms. The accuracy of summative judgement depends on the quality of the assessments and competence of the assessor, which is the teacher. This was also confirmed earlier when this study presented the principles of assessment. This means

inaccurate assessment judgement could affect the quality of assessment task. Consequently, if the teachers' competence is lacking, the assessment results could also be negatively affected. Summative assessments have their own purposes as already mentioned earlier in this study. But they have their advantages and disadvantages. For the sake of this study, the focus would only be on the advantages of summative assessment tasks. Reddy et al (2018) identified the following advantages of summative assessments:

- Are relatively easy to manage,
- Are less time-consuming than formative assessments,
- Help in making decisions about promotion from one grade to another and serve, as a basis for decisions in granting access to further and higher education, and
- Can be used as indicators of the performance of the national education system.

Summative assessments are easy to manage in the sense that teachers are not putting more efforts when handling them. It is easy to administer summative assessment as direct contact with learners is minimised. The main work of teachers is to design an assessment tool, mark and record learner's information and later submit to the SMTs for moderation purposes. DBE (2011) prescribes that assessment tasks need to be clearly marked and be available on request at all times for moderation and accountability purposes. With regard to decision making, Reddy et al indicated that the primary purpose of learner assessment is to facilitate the teaching and learning processes, which includes diagnosing learner strengths and weaknesses. In the later process teachers need to utilize the results of assessment to make verdict about the quality, value and worth of learner's responses during the learning process.

2.4.12. Purpose of assessment

Classroom assessments are not run in void Ghaicha (2016), they are administered on the purposes and functions to which they are located. It is acknowledged that assessment is a powerful maneuver that can either enhance or weaken pupils learning. Assessment plays a fundamental role in education and in English language learning in particular Alderson, Brunfault and Harding (2017). It implies gathering information about what

learners know and can do before, during and after a learning point, with a view of making decisions accordingly. Le Grange and Reddy (1998) identified the following purposes of assessment. Assessment could:

- Serve to support teaching and learning,
- Provide information about learners, teachers and schools,
- Act as a selection and certifying devise
- Act as an accountability procedure, and
- Drives curriculum and teaching.

It is important for teachers to remember that assessment cannot be separated from learning and teaching as it forms part of teaching and learning. Assessment results serve the purpose of providing accurate information about the success or failure of teaching and learning processes in classrooms. It is also through assessment where learners would be able to understand what the planned curriculum expects them to learn. The determination of whether learners are definitely provided with valid, fair and reliable assessment is when assessment is effectively carried out in classrooms. This is where assessment is essentially part of the teaching and learning development. It is understood that assessment may also be used to identify the strengths and weaknesses of both learners and teachers. Reddy, Le Grange, Beets & Lundie (2018) remind that assessment needs to be developed with a clear sense of curriculum purpose. This includes for whom and for what purpose assessment is intended. Assessment could, therefore, be a facilitator to education objectives.

2.4.13. Teachers' knowledge of English assessment tasks

The previous section of this chapter discussed a number of skills which learners need to acquire in English. For learners to acquire English language skills, it is a prerequisite for teachers to teach and assess those skills in classrooms. Furthermore, there is also a need for teachers to have the necessary knowledge and skills related to assessment (Giraldo, 2016). This focused on studies arguing about the knowledge needed for English teachers to carry out assessment in classrooms. Spaull (2016) posit that several studies have constantly shown that South African teachers lack the basic content knowledge and

pedagogical skills in their subject specialty. This is applicable in the teaching of English as well as when assessment is being carried out. Assessment occurs after teaching and learning have taken place. If teachers lack the necessary knowledge of their subject content, effective assessment is unlikely to happen in classrooms. Teachers need to be assessment-literate (Beziat and Coleman, 2015) for them to take ownership of classroom assessment. Heritage (as cited in Ellis Research Digest, 2018) mentions four types of teacher knowledge which are essential, namely, domain (subject knowledge), pedagogical content knowledge, knowledge of learner's previous learning and knowledge of assessment. This indicates that for teachers to carry out assessment effectively in classrooms there is a necessity for them to acquire the above mentioned knowledge. This study aimed to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. The study focused more on the knowledge of teachers with regard to the conduction of the English assessment tasks in classrooms.

Apart from evident under monitoring and under supervision of English assessment tasks by the SMTs, it was also realised that teachers' under-assessment resulted from several factors such as lack of understanding of Annual Teaching Plans, non-compliance of English assessment policy, improper application of the weightings. Formal assessment tasks in English First Additional Language need to cater for a range of cognitive levels and abilities of learners (DBE, 2012). The weightings of English tasks outlined in the policy document, requires forty percent of low order questions, forty percent middle order questions and twenty percent of high order questions. Some studies reported that misunderstanding of cognitive levels ranging from level one to five contributes to underassessment. DBE (2019) shares the levels as Literal, Reorganisation, Inference, Evaluation and Appreciation. Each of the cognitive level is discussed below:

2.4.13.1. Literal

These are questions that deal with information explicitly stated in the text for example naming, stating, identifying, listing, describing and relating.

2.4.13.2. Reorganizing

These are questions that require analysis, synthesis or organization of information. It also involves information explicitly stated in the text which learners should summarise the main points, state the similarities, group the common elements and give an outline.

2.4.13.3. Inference

These questions require learners to engage with information explicitly stated in the text in terms of a learner's personal experience. These are questions such as explaining the main idea, comparing ideas, explaining causes and effects etc.

2.4.13.4. Evaluation

These are questions dealing with judgements concerning values and worth. These include judgements regarding reality, credibility facts and opinions, validity, logic reasoning and acceptability of decisions and actions in terms of moral values.

2.3.13.5. Appreciations

These questions are intended to assess the psychological and aesthetic impact of the text on the learner. They focus on emotional responses to the content, identification with characters or incidents and reactions to the writer's use of language.

For English assessment tasks to be fair, reliable and valid, all these cognitive levels need to be addressed and catered for in a classroom. Beziat and Coleman (2015) are of the view that teachers need to create and implement valid and reliable assessment in order to measure learners learning and gauge the effectiveness of their teaching. DBE (2019) stresses the fact that assessment activities should be carefully designed to cater for a range of cognitive levels explained above. They further stress that cognitive demands of assessment used should be appropriate to the age and developmental level of a learner and grade. This entails that teachers' English assessment tasks need be neither too easy nor too difficult for the age level and grade of learners. Quality assessment is viewed as one of the factors leading to quality of education in the system. This stresses the point that issues of under-monitoring impact negatively on the quality of education in schools. Giraldo (2017) reasons that there is a need for expansion of knowledge and skills

teachers and other stakeholders are expected to have. In the context of this study, English teachers and SMTs are expected to have the knowledge base of assessment that could enable them to conduct and monitor assessment tasks in classrooms efficiently and effectively. DBE (2008) on National Policy on Assessment and Qualifications for Schools in the General and Training Band presented the following principles of assessment, to help learners reach their full potentials. The policy advises that assessment needs to:

- Be authentic, continuous, multi-dimensional, varied and balanced,
- Take into account the diverse needs of learners and the context, and therefore use various assessment strategies,
- Be integral part of the teaching and learning process and should help teachers to evaluate the teaching and learning processes,
- Be accurate, objective, valid, fair, manageable and time efficient,
- Be based on information from several contexts, take many forms and include a range of competencies and uses,
- Be bias-free and sensitive to gender, race, cultural background and abilities, and
- Be transparent so that learners and teachers have a clear understanding of what the expectations are for any assessment tasks.

Evidence has been provided confirming that teachers lack knowledge of assessment in classrooms. Quite a number of studies locally and internationally raised a concern regarding the knowledge that English teachers have to effectively enable them to carry out English assessment in classrooms (Ntekana, 2017; Nndwamato, 2017; Asnakew & Bedula, 2017; Maja, 2017; Mngomezulu, 2019; DeLuca, Coobs, MacGregor & Rasooli, 2019; Narathakoon, Saprisin & Subphadoongcone, 2020). In the case of United States, De Luca et al (2019) conducted the study with primary school teachers studying their responses to classroom assessment scenarios. It was found from the study that the majority of teachers sampled showed some differences in the way they understand English assessment tasks. This means that effective instructions of classroom assessment for teachers were not looking the same in each classroom while teachers uphold strong classroom theory (De Luca et al, 2019). It was also evident from their

findings that teachers' practices to some extent shift their assessment practices as they work across different teaching context.

In the context of Thailand, Natharakoon, Sapsirin and Subphadoongcone (2020) investigated the study about the beliefs on classroom assessment practices of English teachers. The study aimed at looking into two forms of assessment, namely, formative and summative, including teachers' beliefs about classroom assessment and English teachers' actual assessment. It was discovered that teachers lack sufficient assessment knowledge on classroom assessment for their daily classroom practices. This appeared to be resulting from irrelevant qualifications of some of the English teachers and lack of assessment training workshops (Natharakoon et al, 2020). Similar studies have been conducted in Ethiopian context to assess teachers' competence in the English assessment tasks (Asnakew & Lake, 2017). Those studies revealed that teachers lacked knowledge in each of the seven competency areas. Generally, teachers in Amhara National Regional State showed inadequate knowledge of English classroom assessment which negatively compromised the quality of education in the region.

In the context of South Africa, the study conducted by Maja (2019) in the Intermediate Phase at Ekurhuleni North District public primary schools, encountered similar problem as that one of Asnakew and Lake (2017). It was revealed from the study that teachers in grade six need development as they lack the necessary knowledge and skills to teach and assess English listening and speaking skills in classrooms. This was also noted by Mngomezulu (2019) who stresses that it is evident that high quality assessment is relatively rare in classrooms due to teachers' lack of assessment process. Crusan, Plakans and Gabril (2016) add that lack of knowledge of assessment leads to lack of confidence by English teachers. That challenge spills over to their assessment abilities which in the main are dissatisfactory. Yandell (2017) argues that without sufficient breadth and depth of knowledge and detailed map of English, teachers could not guide learners further in their thinking. This means that teachers' knowledge of assessment creates a substantial base to effective teaching and learning in classrooms. Giraldo (2016) indicated that language teachers have a particular teaching context, practices, beliefs, attitudes and theories which shape their own assessment. This means that knowledge,

abilities and ideologies in English assessment coincide with teachers' ways of thinking and acting when performing English of assessment tasks.

This discussion confirms the assertion raised by Asnakew and Lake (2017) who contended that learners who are assigned to ineffective teachers have significantly lower achievement than those who are assigned to highly effective teachers. This implies that teachers with depth and breadth knowledge of assessment are able to produce good results than those who have limited knowledge of assessment. Bouchaib (2017) argues that teachers who have limited assessment knowledge and skills move through the teaching and learning process blindly and are more likely to do harm than good to learners, particular in the process of conducting English assessment tasks.

2.4.14. Aligning English curriculum and assessment activities

A fundamental for the accurate measurement of pupils learning is alignment of curriculum content, teaching and learning and assessment. Squires (2009) define alignment as an agreement or a match between two categories. In the context of this study, alignment refers to the degree to which learners' expectations and assessment are in agreement with one another Webb (as cited in Squires, 2009). The definition above implies that components of education goals such as curricula, instruction, standards and assessment need to be integrated in order to achieve the desired goal of the education. De Luca, Coombs, MacGregor and Rasooli (2019) remark that assessment is a powerful force within classroom learning. The first and main focus has to be on how instruction and assessment can be integrated in classrooms to enhance learning and teaching. Klenowski and Wyatt-Smith (2014) remind that the alignment of assessment, curriculum and pedagogy is important and acts as a dominant driver for change in all levels of schooling. The emphasis is that, teachers need to recognise the misalignment of curriculum and assessment in classrooms. Jani, Latif, Talib & Mohd Is (2020) view alignment as the principle in curriculum theory in which the assessment should be aligned with what is learned. This indicates that alignment is the amount to which expectations and assessment are in agreement and function in combination with one another to guide teachers concerning pupils' learning and what they are anticipated to learn.

Jani et al (2020) put emphasis on three factors teachers need to consider when administering English assessment tasks in classrooms, which are:

- Content focus of each assessment as a whole, considering the alignment to key standards or competencies,
- Type of assessment items on the various assessment; for example, selected response, open-ended, performance-based focusing on the balance of discrete content skills with performance, and
- Cognitive rigor of the assessment as a whole, including opportunities for an integration of knowledge and skills.

It is important for SMTs to check if teachers use these assessment maps in the identification of gaps and overlaps across grade and content areas. Assessment tasks that are well-designed tent to eliminate the problem of under-assessment of English tasks in classrooms. It was notable from the literature that most teachers either give learners assessment tasks that are either insufficient or over-sufficient. For example, the informal observation of the researcher revealed that most teachers in Magakala Cluster are unable to align the English content with the assessment. The assessment tasks given to learners are not matching the required standards and the expectations of the learners. It is believed that English assessment tasks provided do not measure what it is supposed to measure guided by the English policy. This is because teachers sometimes prepare assessment tasks that are too vague to make determination, or the test items measure only certain part of test items (Squires, 2009). This means some of the assessment tasks are insufficient or are also not in line with the policy while others were using wrong assessment tasks as prescribed for the term. This is due to the fact that teachers are unable to align curriculum content, instruction and assessment. Muskin (2015) is of the view that assessment needs to be in line with what has already been covered with learners so that it demonstrates the success of teaching and learning. Where this is a state of affairs, under-assessment, especially of English tasks is not likely to occur.

Biggs (2014) has introduced a model called the constructive alignment that guides teachers to align the subject content with assessment. Constructive alignment is an outcome-based approach to teaching in which the outcome that learners are intended to

achieve is defined before teaching takes place. CAPS is designed in such a way that it is content format rather than outcome format. In this study, constructive alignment in primary school teaching could assist teachers to use assessment method suitable to assess the expected outcomes. The alignment of teaching, learning and assessment is difficult. Hence it is a challenging task for teachers to align teaching, learning and assessment. However, the attainment of learning depends on such an alignment.

2.4.15. Importance of curriculum alignment

Understanding alignment issues can encourage greater coherence among curriculum standards, instruction and assessment (Jin, Mikeska, Hokayem & Mavronikolas, 2019). Those authors suggest that proper alignment can increase the effectiveness of curriculum. These statements provide the importance of aligning teaching, learning and assessment. It is imperative for teachers to align curriculum, instruction and assessment as this serves many purposes in the education system. This section of the literature review focused on the importance of assessment instruction and alignment. The following importance of alignment were summarised as originally identified by Webb (as cited in Squires, 2009):

- To strengthen an education system,
- To better attend to expectations and assessment,
- To translate what is being advanced by the policy document into daily work of learners,
- To improve the efficiency and effectiveness of the education system,
- To assess important learning such as how well a learner is able to learn,
- To help assure all outcomes are being assessed in some way that is, the expectations are covered by the assessment, and
- To reduce unnecessary repetition in the assessment system caused by over-assessing a few outcomes at the expense of others.

It is crucial for the members of the SMT to ensure that teachers are aligning the educational standards, pedagogy and assessments in order to achieve their educational goals. This was ascertained by authors such as Biggs (2014) as he acknowledged that it

is commonly known that in order to meet the goal of education, an alignment or a high consistency between teaching, learning and assessment is required. SMTs need to ensure that English assessment tasks provided are linked to what is prescribed in the policy and also to what is taught in classrooms. Assessment of English tasks, which play an important role of being the language of learning and teaching in most schools in South Africa, wield enormous influence. The importance of the link between assessment and curriculum is related to washback effect, which refers to the influence that assessment tasks has on the way learners are taught (Lee, 2019). The school curriculum need to be consistently organized and sequenced so that learners can effectively learn what is necessary. In so doing, teaching, learning and assessment are aligned to learning objectives. The interest in linking curriculum goals and assessments is based on national curriculum initiatives that began with attention to the quality of education (DBE, 2019). Therefore, curriculum linkage between assessment and teaching and learning objectives is the core of educational goals. This also implies that learners will devote time to activities or assessment tasks that are not central to envisioned educational goals, if there is misalignment of learning objectives and assessment activities in classrooms. For example, in English tasks, if assessment is about reading a prepared text but the assessment used is listening and speaking, then learners are not likely to practice that skill of reading. The argument here is that there is a need for agreement of policy components with the objectives, expectations and assessment. And this can only happen if proper monitoring and supervision of English assessment tasks is considered.

2.4.16. English as a Language of Learning and Teaching (LOLT)

This study sought to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. The core subject covered in this study is English First Additional Language. The fact that English is a Language of Learning and Teaching in the majority of schools in South Africa needs to be strengthen to support the growth and development of learners (Department of Basic Education, 2014). DBE needs to ensure that the teaching, learning and assessment of English as a subject improves as well as the LOLT itself. It is beyond doubt that LOLT in South Africa plays a critical role in the academic success of learners. Even if there has been a lot of controversial

discussion about the widespread of English as a medium of instruction in schools, Ismail and Shaban (2017) remarks that English continues to be a dominant and an influential language of learning and teaching in many countries around the world and in most African countries including South Africa. Coffi (2017) indicates that English plays a significant role in global affairs as it is not only confined to the politics and economic spheres alone. English is usually favoured as a language of learning and teaching due to several reasons such as being associated with economic growth (Department of Basic Education, 2010). This is also reflected in the data collected in the Annual National Survey of schools which shows that teaching in English leads to better performance in both English and other subjects' assessment tasks. It is assumed that where English as LOLT is not given the necessary attention in schools, it is likely to end up compromising its pivotal role.

Department of Basic Education (2019) and The British Council Collaborative Programme (2019) stress the need to improve teacher capacity and practices in English and the use of English as a medium of instruction. This could be carried out through a comprehensive monitoring and school-based workshops conducted by SMTs. The language of learning and teaching needs to be given the necessary attention as it enables learners to develop their cognitive skills which they require to study other subjects like Science, commerce and social science in English (DBE, 2012). It is therefore, worthwhile to note that English is a leading language of learning and teaching in the education system and assessment of English in classrooms need to be effectively carried out. There is evidence from the literature showing that the dominance of English in the education sector becomes a serious issue when learners are not fully competent in the language (Coffi, 2017). This indicates that learners could have insufficient exposure of English and could also lack the vocabulary necessary to cope with content assimilation of other subjects. It is believed that without the understanding of English, it is going to be challenging for learners to comprehend the concepts of English assessment in classrooms. Teachers as the immediate curriculum implementers Gudula (2017), have the responsibility to use suitable level of language of instruction to accommodate learners whose home language is not the language of teaching and learning (LOLT).

2.4.17. Importance of English in the schooling sector

In a South African context, the usage of the English language forms part of growing business market and many developments in technology (Maja, 2019). The study conducted by Ismail and Shaban (2017) revealed that the use of English as a medium of instruction in schools, assists learners to develop socially and above all linguistically. Coffie (2017) indicates that other academics support English as a language of learning and teaching as it is significant for the following reasons:

- Learners will be efficient and proficient in English to reach tertiary levels of education and compete in an academic setting globally,
- English as LOLT is economically beneficial since most learning materials are already in English, and
- English enhances good communication.

The importance of English in the schooling sector was identified by scholars such as Moore and Finardi ((2019) who maintain that English is important as it maintains national cohesion; promotes access to information and education; fosters the social inclusion of diversity; fights against the commodification of education; encourages the circulation of academic production and scientific information; and supports the internationalisation of education. With regard to the national cohesion, in South Africa the study conducted by De Kork, Sayed and Badroodien, (2018) reported that schools under investigations incorporate an alternative narrative of social cohesion through encouraging, despite positive values and respect, for others an insular connection to religious communities that may also have race and glass element attached. This implies that English can also serve as a tool to maintain the national cohesion in countries where multiple languages are spoken (Guimaraes and Kremer, 2020). These authors stress the fact that English plays a role for teachers and learners as they are able to have access to international activities within their local environment.

English promotes access to information in the sense that learners are able to access a variety of information available online if these learners are effectively equipped with English as a language of learning in schools. Civan and Coskun (2016) are in support of

Guimaraes and Kreer (2020) as these authors maintain that one advantage of English as a medium of instruction is the high quality of support materials as compared to those in local languages. They further argue that textbooks, articles, support websites and practice questions are better in both quantity and quality in English than in any other language. The above statement is supported by other studies as it was indicated that English is a global language that provides common ground for speakers who do not speak other languages. English is the language required at many top universities (Maja, 2019). This indicates that indeed English plays a vital role in the education of a child, a black child in particular whose English is regarded as foreign language. Odeku (2018) shares the same view as that one of Maja (2019) as the author maintains that a solid knowledge of English opens doors for learners. Therefore, teachers' knowledge develops learners' confidence in English. So, teaching, learning and assessment of English need to be given a high priority in schools. Under-assessment of English tasks could deprive learners' opportunities in their coming future. It could not only hinder learners from attaining basic language skills but also be a language barrier that prevents them from performing at their optimum potentials.

2.4.18. Teachers' English proficiency

In the year 2000, the then Department of Education through the National Centre for Curriculum and Research and Development (NCCRD) conducted research to inform intervention in language-related issues (Department of Basic Education, 2014). One of the findings of the study was that the English language proficiency of both learners and teachers were found to be inadequate. Teaching and assessment methods for fostering the academic growth of learners were also found to be lacking in a large number of context. An abundance of studies lamented on the issue of teachers' English proficiency in Africa and other countries around the globe (Yu, 2015; Milligan & Tikly, 2016; Ismail & Shaban, 2017; Gudula, 2017; Tante, 2018 & Strand &Hessel, 2018). In the context of Cameroon, the study conducted by Tante (2018) on primary school teachers' classroom-based feedback culture in English, revealed that teachers' knowledge of pedagogical concepts and practices is limited, which according to Tante was the result of teachers' poor English proficiency. In the case of USA, Brutt-Griffler (2017) revealed that first year

students were unable to hear and understand English language instruction due to poor language proficiency. This author emphasised that lack of students English understanding was due to poor language proficiency which emanated from their primary and secondary education, and which was seen as the product of poor English proficiency on the part of teachers. Similar study was conducted in Sri Langa about challenges faced by the under-graduate students taking English as a medium of instruction (Kennedy, 2017). The study was conducted among a group of weaker students in English language who failed the General English Courses and later realised the importance of English language.

In the context of South Africa, Gudula (2017) found that English language proved to be a barrier in most of the learners in grade Seven Natural Science class. The study revealed that teachers tried to maintain English as a medium of Instruction between themselves and learners. However, from the lesson observed, the English language was not a fluent means of communication in Grade Seven Natural Science lessons. English language was seen as a barrier even to teachers who, at times, used Isixhosa words to hide their struggling in English. This proved that where learners had insufficient exposure to English, they were likely to lack the vocabulary necessary to cope with content assimilation for other subject content. This is confirmed by Prinsloo, Rogers and Harvey (2018) who argue that for learners to register academic achievement, in particular, with subjects such as Science, they need to master their language of learning and teaching. This confirms that there is surely some truth to the view that weak English language proficiency spills over to learning in other subjects areas (Gudula, 2017). There is a growing assumption that proficiency in English language becomes an indicator of good education. So the use of English as a medium of instruction requires high level of language proficiency (Brutt-Griffer, 2017). There is a growing wealth of literature which links the use of English to economic growth (Milligan & Tikly, 2016). If learners are deprived the opportunity of learning this language fluently and eloquently, the country's' economic growth could be affected.

In response to the language challenge mentioned above, the Department of Basic Education (2013) developed a framework for strengthening the teaching and learning

language as a subject and as a language of learning and teaching (LOLT) to strengthen the implementation of the Language in Education Policy (LiEP), the teaching and learning of languages, the teaching of languages as subjects and as LOLT and to address barriers to learning. One of the strategies developed was English Across the Curriculum (EAC). The main aim of this strategy is to improve the teaching of English as a subject as well as English as LOLT. The teaching of EAC implies that whether learners are learning Geography or Science, they need language as a resource to help them to cope with the demands of the curriculum (DBE, 2014). All the English language skills, such as listening and speaking, reading and viewing, writing and presenting are indispensable tools of the learning process as learners imbibe the curriculum. The problem of English proficiency in schools runs deep. DBE (2014) stresses the fact that learners' attainment is inextricably linked with English proficiency and utility. The department further indicated that a large number of data from various studies and surveys such as Annual National Assessment (ANA), Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ), Progress in International Reading Literacy Study (PIRLS) and Third International Mathematics and Science Study (TIMSS) provided an abundance of evidence in this regard. Despite this, schools continue with their own weaknesses due to the fact that SMTs are struggling to sufficiently monitor and supervise English assessment tasks in primary schools.

2.19. CHAPTER SUMMARY

This chapter started with an introduction sketching a background about the fact the chapter is anchored on relevant literature reviewed pertaining to the monitoring and supervision of English assessment tasks. What then followed was the definition of some operational terms underpinning this study which included monitoring, supervision, assessment tasks, teaching and learning and school management teams. That was followed by the two theories undergirding this study, namely, the sociocultural theory and the future-oriented theory. The review of literature explained what monitoring and supervision of education are, and their importance in schooling. It was indicated from the literature reviewed that monitoring helps in the proper functioning of an educational programme, assess its achievements and improves its effectiveness (Yejzaneshnikov,

2016). While supervision on the other hand, contributes to the overall improvement of the educational sector (Ampofo et al, 2019). Chapter 2 further discussed the requisite competences of SMTs, their core duties and responsibilities, with special focus to the teaching and learning of English tasks and their assessment.

The review of literature discussed some of the educational policies regulating teachers' assessment practices in the schooling sector, focusing on how English assessment tasks have to conducted in classrooms. Two forms of assessments, namely, formative and summative were explained. How those assessment forms differ from each other and also their functions in teaching and learning were clarified. The issue of teachers' knowledge of assessment and how assessment activities could be incorporated or aligned with teaching and learning were addressed. This study focuses on the role of SMTs in the monitoring and supervision of English assessment tasks in primary schools. So this study found it necessary to discuss the impact of English First Additional Language (FAL) in the schooling sector, both as a subject and as a language of learning and teaching.

This chapter revealed several factors hindering effective monitoring and supervision by members of the school management teams. For instance, authors such as Maja (2017) show that some members of the SMTs who misunderstand their roles and responsibilities as outlined in PAM, were involved in under-monitoring and under-supervision. A wealth of literature revealed SMTs' lack of skills and knowledge of how English assessment tasks could be monitored and supervised in primary schools. Another problem emanated from literature reviewed was that of under-evaluation of assessment tasks by some of the English teachers. With regard to this problem, literature revealed that teachers were unable to carry out assessments effectively in classrooms due to insufficient knowledge and skills on how that were to be executed (Yandell, 2017 & Maja, 2019). Some of the challenges which teachers experienced were English language proficiency Gudula (2017) and mis-understanding of two forms of assessments which are formative and summative and its application in classrooms (Vlachou, 2018). Teachers 'values and beliefs were also seen as one of the factors influencing teachers' assessment in classrooms. The next chapter will focus on the research methodology, approach and design.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3. 1. INTRODUCTION

In the previous chapter, the researcher pointed out various issues related to under-monitoring and under-assessment of English tasks in primary school institutions. The literature review provided a theoretical framework for the empirical part of the exploration into the issue of under-monitoring and under-assessment of English tasks. Several authors revealed the concern about SMTs' lack of knowledge and understanding about monitoring and supervision of teaching and learning in schools (Subramoney, 2016; Tigere, 2016, Mthiyane, Naidoo, & Bertram, 2019). The importance of monitoring and supervision was thoroughly discussed whereby the literature showed that School Management Teams experienced enormous challenges associated with the effective monitoring and supervision of assessment tasks. This study aimed to explore the role played by School Management Teams in the monitoring and supervision of English assessment tasks in primary schools. The SMT in this study relates to a team led by the principal that is for monitoring and supervising English written tasks. In this study, SMTs were found to be one team with regards to carrying out their monitoring and supervisory responsibilities of ascertaining the success of teaching and learning. The sociocultural theory views a team as social interaction among members. Therefore, sociocultural theory in this study means, that for learners to learn, teachers must teach and assess, and SMTs must monitor and supervise.

This study was carried out within a context of a qualitative approach. This is an exploratory study as the researcher aimed to explore the role played by School Management teams (SMTs) in the monitoring and supervision of English assessment tasks in primary schools. Therefore, this chapter aims to explain and justify the methodology and design selected for this study in addressing the research problem. This chapter discusses the research design and methodology employed in a structured research enquiry to sample, collect, analyse and interpret data to find answers to the interview questions. A detailed description of the paradigm within which this study is located is discussed. The researcher's sample population recruitment and the sampling method are also explained

in this chapter, where the purposive sampling technique was employed. The chapter also explains and justifies the choice for the use of instruments utilized to collect data, which are interviews, document studies and observations. The process of data analysis used in this study is explained in detail where thematic content analysis and constant comparative method were employed to analyse data for the study. In this chapter, the researcher outlined how the issue of trustworthiness and quality criteria were addressed.

3.2. RESEARCH PARADIGM

Lincoln and Guba (195) define a paradigm as a basic set of beliefs or worldview that guides research action or an investigation. The word paradigm was first used by American philosopher Thomas Kuhn (1962), who defines a paradigm as an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. This word has its aetiology in Greek where it means pattern. A research paradigm refers to how researchers study the methodological features of their research plan to determine the research methods that will be utilised and how the data will be analysed. This study aimed to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. A paradigm is, therefore, appropriate as it helped the researcher to provide beliefs which influence what should be studied, how it should be studied and how the results of the study should be interpreted. The researcher was guided by a paradigm on how meaning would be constructed from the data, as Kivunja and Kuyin (2017) write, in locating a study in a particular research paradigm, the understanding is that your research will uphold and be guided by the assumptions, beliefs, norms and values of the chosen paradigm. Rehman and Alharthi (2016) highlight that researchers have to be able to understand and articulate beliefs about the nature of reality and what can be known about it.

There are three major elements of a paradigm in research which are ontology, epistemology and methodology. Ontological and epistemological aspects concern what is commonly referred to as personal worldview which has a significant influence on the perceived relative importance of the aspect of reality (Kuhn, 1997). Ontology observes the researcher's fundamental belief system about the nature of being or existence. Kuhn (1997) emphasises that ontology concerns the assumptions research to believe that

something is real. The ontology of paradigm is appropriate in the sense that the researcher conceptualises the method and nature of reality and what can be known about that reality. It is also significant to a paradigm because, in this study, it helped to orientate the researcher's thinking about the research problem, its significance and how the approach might be to contribute to its solution (Kivunja & Kuyin, 2017). Epistemology has its aetiology in Greek where the word episteme means knowledge. This element of the paradigm focuses on the nature of human knowledge and comprehension that the researcher can acquire. The researcher was able to broaden and deepen understanding through this paradigm. The researcher was also able to rely on forms of knowledge such as the beliefs and faith of SMTs about monitoring and supervision. Again, the researcher relied on teachers' knowledge about their understanding of assessment practices as they affect how the researcher will go about uncovering knowledge in the social context under study (Kivunja & Kuyin, 2017).

There is a range of paradigms in research namely, positivist, post-positivist, interpretivism and critical theory to mention a few.   A paradigm of inquiry is explained as a philosophical-analytic structure that a researcher uses to study the research problem or a phenomenon. (Gemma, 2018). The above author compares these paradigms by explaining how each needs to be studied for a study to have a clear understanding of the phenomenon. This study is situated within the interpretive paradigm. This is a paradigm which is fundamentally concerned with meaning and seeks to understand social members' definition of a specific situation (Crotty, 1998). In this study, the researcher explored SMTs' roles and responsibilities in an attempt to understand their actual practices of monitoring and supervising English assessment tasks. Denzin and Lincoln (2011) allude that interpretivists base their argument on the ontological assumption that reality exists in the form of multiple mental constructions. The knowledge and meaningful reality in this study were constructed through the interaction between the researcher and participants and this is supported by Guba and Lincoln (1994). Yin (2016) echoed the same sentiment as those of the above authors as this author assumes that access to reality constructed, is only through social constructions such as language-shared meaning and instruments. SMTs in this study were given ample time to explain in detail their personal experiences of monitoring and supervision of English assessment tasks. The researcher contends that

as people interact with the environment, they ascribe meaning to different phenomena in their environment. Therefore, the inquirer needs to interpret those meanings through the lens of SMTs. Again, interferences were avoided as during the data collection process the researcher focused only on the knowledge of SMTs and English teachers. Briefly, the paradigmatic positioning of this study is within the interpretive perspective.

The interpretive paradigm assisted the researcher to yield insight and understanding of behaviour and explaining SMTs' perspectives without interfering with participants. Although the interpretive paradigm provides rich evidence and offers credible and justifiable account (Yin, 2016), it has shortcomings. The interpretive paradigm rejects a foundational base to knowledge bringing into question its validity. This paradigm cannot be judged using the same criteria (Yin, 2016) as this study employed three methods of data collection tools namely, interviews, documents review and observations. Interpretive researchers believe that reality consists of people's subjective experiences of the external world (Creswell, 2010). In qualitative research, the interpretive paradigm is underpinned by observations and interpretations. Yin (2016) argues that knowledge produced by the interpretive paradigm has limited transferability and again, it is usually fragmented and not unified into a coherent body. In this study, the researcher observed and interpreted information from SMTs and English teachers' interpretive perspectives as a paradigmatic poisoning of this thesis.

3.3. RESEARCH DESIGN

A research design is explained by Blanche, Durrheim, and Painter (2014) as a planned structure for action that serves as a connection between the study inquiry and the implementation or execution of the study. A researcher adopts a particular research plan being guided by certain factors, one of which is the research problem, the purpose of the study and the theoretical framework regarded to be pertinent to the study (Modiba, 2021). A research design is a unique characteristic which is a comprehensible course of events used to gather, locate, examine and interpret the research sites and participants and to collect data and make inferences about a research problem (Mouton, 2010). This section of the study stipulates a complete plan about how the data was collected. In this study, the researcher accumulated, analysed and interpreted data guided by a plan to meet the

objectives of the study. Yin (2016) mentions several different approaches that can guide the methodology of a qualitative study such as ethnographic, phenomenological, grounded theory and case study. This study adopted an exploratory case study design. An exploratory case studies set to explore any phenomenon in the data which serves as the point of interest to the researcher (Yin, 1984). The problem this study aimed to explore was the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools of Sekhukhune East District in Limpopo Province. Sekhukhune East District is always ranked at the bottom in terms of learner performance in the province. Therefore, the case in this study was SMTs because they are the people responsible for monitoring and supervising English assessment tasks. The study was inductive in the sense of being qualitative in approach and banking hugely on the experiences of SMTs as regards the monitoring, supervision and assessment of English tasks. As one of the characteristics of a qualitative methodology, a case study includes an in-depth description and analysis of a bounded system (Merriam & Tisdell, 2016). In this study, a bounded system refers to primary schools, SMT members and English teachers sampled as Creswell (2014) says a bounded system includes a particular group of people in a specific setting at a certain point in time. A case study is defined as both a process of inquiry and a product of inquiry. To understand the phenomenon in depth, regardless of the number of sites or participants, a case study was utilised.

A case study is described as a full inspection of certain arrangements based on a broader data collection (Creswell, 2014). McMillan and Schumacher (2010) comprehend a case study as an in-depth investigation of a single entity, employing multiple sources of data obtained in the setting. In this study, there are six common sources of evidence of a case study identified by Yin (2016), namely, direct observations, interviews, archival records, documents, participant observation and physical artifacts. A combination of all these sources existed in this study as the researcher had directly observed participants from the five selected primary schools. Open-ended conversations were also employed to elicit information about monitoring and supervision of English assessment tasks. Selecting a case study design enabled research to study in-depth the views of both English teachers and their SMTs as regards the monitoring, supervision and assessment of English tasks in primary schools. A case study unearthed vital information about the assessment of

English tasks by SMTs and English teachers. The researcher also examined several documents such as PAM, English policy documents, National Protocol for Assessment, assessment policy, English teachers' files and learners' portfolios.

This design was significant as it assisted the researcher to determine SMT's role regarding monitoring and supervision of English assessment tasks. A case study originated from the need to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. Bertram and Christiansen (2014) add that a case study facilitates the exploration of a phenomenon by asking penetrating questions to obtain rich data. A case study was employed to explore how English assessment tasks were carried out and monitored in primary schools. The researcher used a case study as this design assisted in the establishment of detailed data and give explanations that are otherwise difficult to obtain with other kinds of research design. A case study was also chosen to help explore in detail the severity of under-monitoring and under-assessment of English tasks in primary schools in the Magakala Cluster (Modiba, 2021). The researcher was interested in the practices of SMTs and English teachers regarding this problem. Thus, the researcher wanted to understand the problem of this study which is; the under-monitoring and under-assessment of English tasks by interacting with participants, which are School Management Teams and English teachers of the selected schools under the Magakala Cluster to explore the case.

Despite these advantages, case studies have criticisms as Yin (1984) argues that case studies are often accused of lack of rigour, which implies that they allow biased views that influence the direction of the findings and conclusions. Once more, a case study uses a small number of participants and depends on a single case exploration making it difficult to reach a generalizing conclusion. Yin (1984) considered a case study design "microscopic" because of the limited sampling cases.

3.4. RESEARCH METHODOLOGY

In research, there are two distinctions of research paradigms, which are qualitative and quantitative. However, there is also a mixed methodological approach, which is a combination of the two. It is up to the researcher to decide which one is appropriate. These approaches serve specific research aims and functions and specific

methodological styles. In the context of this study, the one found relevant was the qualitative research methodology.

3.4.1. The qualitative research approach

Authors such as Creswell (2014) define a qualitative research approach as a method which is used to understand key features or aspects in a specific organizational structure or events from the participant's perspectives through narrative descriptions and direct data collection. Creswell (2014) writes that the qualitative research approach can be interpreted as an approach for exploring and understandings, meaning, individuals or groups ascribe to social or human problems. This approach encourages the use of meaning in objects, events and situations. The way people view the world is influenced and coloured by several factors such as background, race, creed, religion, needs and interests. It was highlighted by Merriam and Tisdell (2016) that qualitative research aims to reveal the meaning of the occurrence for people who are involved in it. Yin (2016) adds that meaning-making is the central focus of qualitative researchers. Qualitative researchers conduct research in a particular setting under study because their concern is the context of the setting. In this case, the researcher's concern was focused on how members of the SMT and English teachers in the Magakala Cluster under-monitor and under-assess English tasks in primary schools. In a qualitative study, researchers are anxious in ascertaining how participants define their own experiences, how they construct their words and what meaning they attribute to their experiences (Merriam & Tisdell, 2016).

There are various salient characteristics identified by Merriam and Tisdell (2016) that incorporate a qualitative study approach. Firstly, the study aims to understand the experiences that people have. Daher, Carre, Jaramillo, Olivare and Tomicic (2017) ascertain that aim, experience and meaning appear as crucial concepts for reaching a deeper understanding of participants' perspectives. In this study, direct interaction between the researcher and participants necessitates the researcher to have a deep understanding and construction of the meaning and experiences that participants have. The idea brought by Daher et al (2017) was that meaning construction is approached not sorely in terms of an individual mental process linked to sensory experience, but as

emerging within specific interactions between the two persons which take place in a specific cultural context. The implication here is, that any given experience has an incomparable significance when it is placed in context and when the meaningful constructions made by someone are understood (Merriam & Tisdell, 2016).

Secondly, the instrument for data collection and data analysis is primarily the researcher. Qualitative researchers collect data themselves through exploring, documents, observing behaviour and interviewing participants (Creswell & Creswell, 2018). This was also acknowledged by authors such as Merriam and Tisdell (2016) as they view the researcher as the key data collection instrument. The researcher in this study played a crucial role in the data collection process as the bulk of data collected depended on the researcher's involvement in the setting (Leedy & Ormrod, 2015). Mafokwane (2017) shares the same view with the above authors as this author stresses the critical role played by researchers in the process of data gathering and analysis. This was done when the researcher directly interacted with participants. The researcher directly interacted with SMTs and English teachers to collect data about monitoring and the practices of assessment activities in classrooms. It was only through an understanding of these difficult interactions and how people make sense of their work within selected primary schools that the researcher gained awareness of policy implementation within those school contexts.

Thirdly, the data from the study is analysed inductively. Creswell and Creswell (2018) note that qualitative researchers typically work inductively, which means building patterns, categories and themes. This means working back and forth between themes and the data until the researcher has established a comprehensive set of themes. Qualitative researchers are guided by certain ideas and perceptions regarding the participants to be explored and develop theories inductively. Liu (2016) advises that to guarantee the quality of generic inductive research, one has to consider the sufficient description of research methods, what motivates the researcher to undertake the study, clear strategies to establish rigour and the researcher's role in data analysis.

3.4.2. Advantages and disadvantages of qualitative approach.

There are some benefits of using a qualitative research approach. This approach produces a thick detailed description of participants` feelings, opinions, and experiences

and interprets the meaning of their actions (Denzin, 1989). In this study, qualitative research helped the researcher to obtain detailed information on how participants give descriptions and interpretations of their experiences and their actions regarding monitoring and supervision of English assessment tasks. Some authors argue that the qualitative research approach holistically understands human experiences in specific settings. For example, Creswell (2014) mentioned that the qualitative research approach is an interdisciplinary field which encompasses a wider range of epistemological viewpoints, research methods and interpretive techniques for understanding human experiences. Again, a qualitative research approach is regarded as ideographic research and it has abilities to understand different peoples` voices, meanings and events. In this study, the qualitative research techniques analysed participants` behaviour, interview behaviour and cross-cultural behaviour (Denzin, 1989)

Although this methodology has advantages, there are some disadvantages of utilising a qualitative research method (Creswell, 2014). A qualitative research approach sometimes leaves out contextual sensitivities and focuses more on meanings and experiences. This means that qualitative researchers depend more on words uttered in a particular context and make meaning out of those words. Creswell (2014) maintains that in terms of research method, a smaller sample size raises the issue of generalisation and data in a qualitative research approach may be more difficult and also time-consuming. During data analysis, the researcher spent more time transcribing data collected from interviews and observations. Nonetheless, irrespective of the shortcomings mentioned here, qualitative research was seen as the most appropriate approach in this study.

In this study, the qualitative research approach was found pertinent as it enabled the researcher to interact with participants and gather large quantities of comprehensive data to achieve depth and breadth, regarding monitoring and supervision of English assessment tasks by SMTs in primary schools. The aim was to understand the process by which SMTs and English teachers make sense of their actions and the guidelines that direct their decisions. A qualitative approach was chosen to have a clear understanding of the experiences of participants and their social and cultural context (Blanche, Kelly & Durrheim, 2014). The researcher immersed herself in the setting to locate the actions and

perceptions of individuals and understand the meaning that they communicate to understand the context and maintain sensitivity (Merriam & Tisdell, 2016). These authors maintain that qualitative researchers are concerned with identifying how people describe their own experiences. In the context of this study, the researcher was more concerned with understanding of how monitoring and supervision of English assessment tasks were conducted in primary schools.

A qualitative research methodology allowed the researcher to get the data directly from participants. This was also noted by McMillan and Schumacher (2010) as these authors highlight the fact that qualitative research focuses on comprehending the social occurrences from participants' perspectives with information collected in a setting that is delicate to the people and site under study. In this study, participants refer to principals, deputy principals, Heads of Departments, any teachers who opted to serve in the SMTs and English teachers. The setting in this study refers to primary schools sampled to carry out this research project. The researcher collected data directly from SMTs and English teachers whereby full descriptions that provide an in-depth understanding of participants' behaviour were described. It was also found appropriate for the researcher to utilize a qualitative research approach as it was found to be more relevant than others. This was based on the problem of this study, which centres on under-monitoring and under-assessment of English tasks in primary schools.

3.5. POPULATION AND SAMPLING

3.5.1. Population

Population refers to a set or group of all the units on which findings of the research are to be applied (Mouton, 2001). In social science research, the population is the cluster of people, events, things or another phenomenon in which one is interested (Creswell 2010). In this study, the target population of interest were teachers serving in the School Management Team and teachers offering English in grade six. The study population comprised male and female teachers, less experienced and more experienced together with middle-aged and adult teachers more than sixty years of age (Majid, 2020). Briefly, the population comprised all the primary schools falling under diverse circuits in Sekhukhune East District, Limpopo Province. The problem that this study explored was

the under-monitoring and under-assessment of English assessment tasks by SMTs and English teachers. These participants were considered to be specific and conceptually bounded group of potential participants whom the researcher chose to utilize in this study (Casteel & Bridier, 2021). The total sample for this study comprised five primary schools from diverse circuits of Sekhukhune East District in Limpopo Province (Merriam and Tisdell, 2016).

To sum up, out of the total population of all the primary schools under different circuits from Sekhukhune East District, Limpopo Province, five primary schools were purposively sampled for this study. Each circuit was represented by a primary school. Each primary school was represented by a School Principal, a HOD and an English teacher. Schools were selected in terms of their accessibility and convenience to the researcher. Leavy (2017) states that convenience sampling involves identifying participants based on their accessibility to the researcher. As one of the teachers based at the Magakala Cluster, the researcher selected participants since it became easy to access them as these participants were within the same cluster as the researcher. In addition, the researcher chose to sample schools which were familiar to her with their contexts. Yin (2016) encourages the use of purposive sampling as the researcher deliberately selects participants who will yield ample and pertinent data. This refers to how monitoring and supervision of English assessment tasks were carried out by SMTs in primary schools. Participants were selected because of the knowledge and information they had about the phenomenon under exploration, namely, monitoring and supervision of English assessment tasks by SMTs in primary schools of Magakala Cluster, Sekhukhune East District, Limpopo Province.

3.5.2. Sampling

Sampling is a technique employed by a researcher to systematically select a relatively smaller number of representative items or individuals from a pre-defined population to serve as data source for observation as per the objectives of the study (Sharma, 2017). Authors such as Leavy (2017) explain sampling as the process by which the researcher selects several individual cases from a larger population. In this study, sampling was performed following steps identified by Taherdoost (2016). Firstly, the researcher ensured

that the target population was clearly defined. The target population refers to the number of people living in a particular country (Taherdoost 2016). In the context of this study, it refers to the number of circuits and primary schools under the Magakala Cluster in Sekhukhune East District. Limpopo Province. Magakala Cluster comprised five circuits with eighty-six primary schools. Secondly, the sample frame was guided by the population and primary schools available. Taherdoost (2016) explains a sampling frame as a list of actual cases from which a sample will be drawn. The investigator sampled five primary schools out of eighty-seven primary schools and three participants in each school were used. Thirdly, a sampling technique was chosen. There are two types of sampling techniques which are probability and non-probability sampling. Probability is any sampling scheme in which the possibility of choosing each individual is the same, while the non-probability sampling technique is based on judgment Taherdoost (2016). This author further stresses that non-probability sampling is often associated with a qualitative case study.

Of the several non-probability sampling techniques available, the most sampling techniques suitable for this study were purposive sampling and convenience sampling techniques. This study employed a purposive sampling technique which refers to judgment sampling and it is the deliberate choice of participants due to the qualities the participants possess. The researcher utilized the purposive sampling technique because it is based on the premise of seeking out the best cases for the study. With this kind of sampling, the researcher decided on what needed to be known and sets out to find participants who were willing to provide the information by knowledge and experience. The researcher sampled SMTs and English teachers who have a range of ideas, knowledge and experiences that are relevant to the research problem. The researcher sampled SMTs since they are the people responsible for monitoring and supervising English assessment tasks. Purposive sampling is a non-probability sampling technique where the researcher relies on their discretions to choose variables for the sample population (Sharma, 2017). The sampling of this study was based on the researcher's judgement and the knowledge participants had regarding the monitoring and supervision of English assessment tasks. The following are advantages of the purposive sampling technique presented by Sharma (2017):

- It is a cost-effective sample selection method,
- It helps the researcher to make the most out of a small population of interest and arrive at valuable research outcomes,
- Allows the researcher to gather qualitative responses which leads to better insights and more precise research results,
- Allows the researcher collects to information from the best-fit participants and the results are relevant to the research context, and
- It lowers the margin of errors in your data because the data sources are a close fit with the research context

Furthermore, purposive sampling was also used as it helped with the identification and selection of individuals or groups of individuals that were proficient and well-informed about how English tasks could be monitored and conducted in primary schools (Creswell and Plano-Clark, 2018). Such a sampling method allowed the researcher to select participants and sites because they were seen as the most useful and representative (Babbie, 2014). A sampling technique for this study was useful as Sharma (2017) alludes that the purposive sampling method provides a wide range of non-probability sampling techniques for the researcher to draw on. For example, a maximum variation sampling was used to select participants by looking at their gender, knowledge and understanding of the problem under study. Although purposive sampling was employed in this study, the sampling technique had its glaring shortcomings. The idea that purposive sampling had been created based on the judgment of the researcher was not a good defence coming to alleviating possible researcher-biases (Sharma, 2017). This means that it can be difficult to convince the reader that the decision the researcher employed to select participants to study was appropriate. However, regardless of the limitations mentioned, purposive sampling remains appropriate and more pertinent in this study as it was best suitable for qualitative studies. In addition to the above shortcomings, the following are some of the disadvantages of the purposive sampling technique identified by Sharma (2017):

- It leads to several invalid or inferential statistical procedures,

- The researcher excludes several subgroups from the sample which leads to lopsided research outcomes,
- Participants can manipulate the data,
- It is not an effective method of collecting data from a large population, and
- It is subject to research and sampling bias.

Creswell and Plano-Clark (2018) note that the sampling procedure must be carried out in consideration of several factors such as population variance, size of the population, objectives of the study and financial implication of the study. About population variance, this study was not limited to gender as the researcher sampled both males and females to create balance. And the issue of sample size was also considered in this study as the researcher could not select the entire population due to cost constraints and reasons feasibility. To achieve the objectives of the study, participants who have experienced the central occurrence or crucial conceptions being discovered were purposively selected (Creswell & Plano-Clark, 2018). Purposive sampling in this study allowed the researcher to reach a targeted sample as quickly as possible Babbie (2017) indicates that it is known to be of great use for scenarios where the researcher has to reach a targeted sample quickly. Leavy (2017) highlights that sampling addresses the question "who or what is in the study? Where are you getting the data? And again, as the discussions on sampling centred around who is in the study? This refers to the setting and participants. Another technique used for sampling was the convenience sampling technique. Taherdoost (2016) explains that the convenience sampling technique selects samples because they are often readily and easily available. The researcher used this kind of sampling technique to access schools and SMTs. It was easy to reach all five schools in this study as they are both located within the same district and cluster. Although the convenience sampling technique is quick and inexpensive, it sometimes gives biased and leaves the researcher unable to generalise the results (Leavy, 2017).

3.6. DATA COLLECTION

This section of the chapter provides a detailed discussion of the instruments used during the data collection process. In a qualitative research approach, data may be gathered by a variety of data collection methods (Mouton, 2001). So, it is imperative for the researcher

to document the data collection process as accurately and as detailed as possible. Marshall and Rossman (2011) show that researchers typically rely on four primary methods for collecting information which is; participating in the setting, observing directly, interviewing in-depth and analyzing documents and material culture. In this study, the researcher employed three methods of data collection, namely, interviews, documents review and observations. The data collection methods were selected based on their ability to best address the research purpose and to help achieve the objectives of the study (Leavy, 2017). A detailed description of each data collection tool is outlined below.

3.6.1. INTERVIEWS

There are numerous interview methods available to qualitative researchers, inclusive of semi-structured interviews. The main data collection tool for this study is semi-structured interviews. Leavy (2017) refers to interviews as a commonly used genre across disciplines. A qualitative interviews is described by McMillan and Schumacher (2010) as open-ended response question to collect data from participants. This means the way people view their world and how they describe or create meaning of significant trials in their lives. In this study, interviews were utilized to obtain rich data and exploring areas of concern in detail which are the under-monitoring and under-assessment of English tasks. The researcher focused on in-depth interviews which occur between a researcher and one participant at a time. During the preparation process, the researcher created an interview schedule that ranged from a list of themes. Leavy (2017) advises that novice researchers need to create a more detailed interview schedules. Interviews were appropriate for this kind of research as they allowed participants to express their views explicitly and clearly on how monitoring and supervision of English assessment tasks were done in their schools (McMillan and Schumacher, 2010). These authors further state that interviews allow researchers to observe how participants or people feel and even how they express their views and beliefs. The semi-structured aspect is crucial as it refers to the capacity of interviews to elicit data on the perspectives of participants, rather than the researcher almost entirely dictating the direction of the encounter (Barbous, 2014)

In this study, interviews were conducted following some tips identified by McGrath, Palmgren and Liljedahl (2019). Firstly, the researcher identified if interviews were

appropriate for this study. The fact that the researcher attempted to understand the interviewee's subjective perspective of a phenomenon rather than generating a generalisable understanding justified the appropriateness of the interviews. Marshall and Rossman (2011) are of the view that participants' perspective on the phenomenon of interest need to unfold as participants view it not as the researcher view it. Secondly, the researcher made thorough preparation as an interviewer. Careful planning was made where the focus and scope of the research were also considered. The researcher familiarised herself with the data recording instrument being used to ensure that all devices to be used were in good condition. For example, whether the phone battery is full and the recording application works effectively. The researcher also ascertains that the setting of the interview was comfortable and free from any potential disruptions and noise (McGrath et al, 2019). Thirdly, the researcher ensured that participants were free and comfortable to answer questions by establishing a well-welcoming environment ahead of the interview process. The authors maintain that building rapport and establishing comfortable interactions in the qualitative interview situation is very important and is preferably done well in advance and also during the interview itself. This is also acknowledged by Leavy (2017) as this author indicates that successful interview research is dependent on building rapport with participants through active listening.

Fourthly, as it was indicated that the researcher is the key instrument of data collection Creswell (2014), the researcher was reflexive, conscious and aware of how her role might impact the conversation between the researcher and interviewees (McGrath et al, 2019). The researcher tried by all means not to contaminate data but at the same time passiveness was not exercised in the interview process. For example, even if the researcher was familiar with some aspects of English assessment tasks and how they should be carried out, participants were the ones dominating the interview. The fifth tip presented by these authors was to talk less and listen more. This was also maintained as the researcher allowed participants to provide information about their experiences of studies, which was the under-monitoring and under-assessment of English assessment tasks and the researcher actively listened without interfering with participants' responses. The last tip the researcher followed was to transcribe the interviews and check the trustworthiness of the data. Once the researcher has collected the data, the process of

data transcription commenced. Transcription is described by McGrath et al (2019) as the process of reproducing spoken words such as recorded data from interviews and converting them into written form so that the data can be analysed.

In this study, the researcher employed detailed semi-structured interviews to collect data from participants. Participants were allowed to provide authentic information about the problem being studied and their views were recorded. The abundance of data collected in this study was recorded by making hand-written notes and by audio-recorded as Creswell (2014) recommends that even if interviews were audio-recorded, researchers should also take notes if recording equipment fails. The interview recordings were regularly confirmed to check if certainly the information was captured. The purpose of the interview was thoroughly explained and issues of confidentiality were thoroughly addressed throughout the process the interview. Selected schools were consulted to negotiate access to participants which are principals, HODs and English teachers. The researcher ascertained that the data collected from this study was of good quality by selecting participants with firsthand information and experience and whose words became the evidence for the researcher's conclusions (Rubin & Rubin, 2012). As transcribing data from qualitative interviews consumes time, enough time was created for that process and later the quality of transcription was checked. Again, as part of ensuring trustworthiness, member-checking also known as respondent validation was done. Creswell (2014) describes member-checking as a method of returning an interview transcript or debriefing the analytical results with participants for agreement. The researcher did member-checking and this allowed a good opportunity to check the quality of the data. To enhance credibility, the researcher chose participants who were knowledgeable about how assessment tasks could be managed and also how English tasks could be carried out in classrooms. Semi-structured questions were posed to participants on issues such as how SMT monitors and supervises English assessment tasks, how SMT members understand PAM and to what extent were they monitoring English assessment policy implementation in primary schools.

3.6.2. Documents review

Leavy (2017) describes document review as a method of systematically texts and qualitative researchers utilised document review to understand the meaning that circulates in texts. A document review is a means of collecting data by reviewing existing documents. As indicated earlier in chapter one, documents in this study served as one of the data collection tools given the nature of the research which focuses on the monitoring and supervision of English assessment tasks by SMTs in primary schools. Babbie (2017) emphasises that documents provide among others, background and context within which research participants operate, additional questions to be asked, supplementary data and verification of findings from other sources. Marshall and Rossman (2011) share the same view by encouraging the use of various kinds of documents as they provide background information that helps establish the rationale for selecting a particular site and programme or population.

This study reviewed several documents to gain document-based and validation information regarding a research topic. The researcher made use of documents to supplement participants' interviews. As part of data collection, several documents such as Personnel Administrative Measures, English CAPS policy document, National Protocol for Assessment in the Intermediate Phase, SMTs monitoring tool, English teachers' files and learners' portfolios were utilised. The researcher accessed most documents with the assistance of principals of the selected schools and as this requires permission, those principals also granted permission to analyse those documents. Documents such as PAM helped the researcher to understand the role and responsibilities of SMTs about monitoring and supervision of teaching and learning inclusive of assessment. Again the review of documents assisted in the understanding of departmental policies such as the English CAPS policy document, National Protocol for Assessment and SMTs monitoring tools. This was done to determine if the implementation of these policies reflects the actual implementation in primary schools. Teachers' and learners' files were also reviewed to check the compliance and non-compliance of SMTs and English teachers.

3.6.3. Observations

Observation involves watching the physical setting, participants, activities, interactions and conversations (Creswell, 2014). Observation happens when the researcher takes notes of the performance and activities of people at the research site. Marshall and Rossman (2011) concede the importance of observation as it captures a variety of activities that range from hanging around in the setting, getting to know people and learning the routines and interactions. This data collection instrument allowed the researcher to obtain first-hand information and experience of what is taking place in selected primary schools of Magakala Cluster in Sekhukhune District. As regards, Marshall and Rossman explain observations as a fundamental and highly important method in all qualitative inquiry. Creswell (2014) identifies two major methods of observation in data collection which are non-participant and complete participant. A non-participant involves a process whereby researchers collect data through observation watches and take field notes, and record data without direct involvement with activities or people in the research site. For example, a researcher visits classrooms and makes observations without getting involved in any activities that take place in the scene of the study. A complete participant involves observations where the researcher engages in the participant's role in the setting of the study while at the same time collecting the required information.

This study employed a non-participant observation technique to observe English teachers in their natural setting with more attention to how assessment activities are carried out in classrooms. Observations happen while things are occurring. This helped the researcher to be closer to the action. As was indicated in chapter 1, observations together with interviews were used to triangulate and substantiate findings emerged. Observations also allowed the researcher to learn more things that participants could have been unwilling to share in an interview and also offered an opportunity to learn directly from the researcher's own experience (Marshall & Rossman, 2011). The researcher did classroom observations intending to take supplementary data that was not confirmed and stated during the process of interviewing. Before the commencement of each observation, the researcher explained the nature of that engagement how it was likely to be, the purpose

to the people in the setting, how focused the participation will be and how ethical dilemmas will be managed. The researcher ascertained that all processes of the engagement were adhered to by continually reminding participants about the purpose of the study. Observations were conducted using a prepared observation schedule. Ten observations were conducted by visiting English teachers twice to create an enhanced environment to acquire as much data as possible. Thorough arrangements were done about a timetable that showed the date and time in which there was an English period in Grade six with all selected primary schools. Observations in the classrooms allowed the researcher to ascertain the actual practices of English teachers' assessment. All observations were aligned with the information addressed in the literature. Observation information gathered was hand-recorded and later transcribed for data analysis. The following section of the chapter outlines how the data in the study were analysed.

3.7. DATA ANALYSIS

Merriam and Tisdell (2016) define data analysis as an inductive process of simplifying and making sense of data collected. Based on the data collection tools selected in this study, analysis of data was performed through the thematic content analysis and the constant comparative method. Thematic content analysis is defined by Braun and Clarke (2014) as the first analysis method that the researcher needs to study, as it affords central skills suitable for conducting other methods of qualitative research. While the constant comparative method is the data analytic process whereby each interpretation and finding are compared with existing findings as it emerges from the data analysis. The constant comparative method is an inductive data coting process used for categorising and comparing qualitative data analysis purposes. Qualitative researchers take steps to minimise biases in their data analysis and findings Olson, McAllister, Grinnel, Gehrke, Walters and Appum (2016). In this study, data were analysed using the six phases specified by Braun and Clarke (2014).

3.7.1. Phase one: Familiarising oneself with the data

At this stage, the researcher immerses herself in the data from the interviews and observations to the extent that the depth and breadth of the content of the data were thoroughly captured. The researcher took time to familiarise themself with the data and

checked the transcripts back again against the original audio recordings for accuracy purposes. It was during this phase that the researcher was able to take notes and mark ideas for coding Leavy (2017) advises that it is important to label and mark up transcripts so that it is in a form that is easy to transcribe. This was done to provide a general sense of data and an opportunity to reflect on the meaning of data transcribed and translated.

3.7.2. Phase two: Generating initial codes

Coding is the process of assigning a word or phrase to segments of data. Creswell (2014) explains the coding process as a way for the researcher to organise data from the "bottom-up" by organising the data inductively into increasingly more abstract units of information. This happens when the researcher has to read and familiarise herself with the data gathered. This phase also involves the production of initial codes from the data. In this phase, the researcher commenced with the process of organising the data by bracketing chunks of text and writing a word representing a category in the margins (Creswell & Creswell, 2014). Thereafter, the data was put into categories or themes. This was done to ascertain that all actual data extracts were coded and also collated together with each code. The researcher did this by copying extracts of data from individual transcripts and collating codes together in separate files.

3.7.3. Phase three: Searching for themes

The coding process in phase two allowed the researcher to reduce and classify the data generated (Leavy, 2017). In this phase, the researcher engaged in a process of theming the data. The different codes were sorted into potential themes and all relevant coded data was collated within the identified themes. The researcher evaluated the data across the categories and put the data according to themes and sub-themes. For instance, there were themes like Personnel Administrative Measures, understanding of monitoring and supervision, support and guidance and monitoring mechanisms to cite a few.

3.7.4. Phase four: Reviewing themes

The researcher started reviewing and refining themes by collating extracts for each theme to form a coherent pattern (Braun & Clarke, 2014). This helped the researcher to have a fairly good idea of what different themes are, how they fit together and the overall story

these themes tell about the data. The researcher reviewed the data several times by reading the codes and summary sheets to ensure that extracts were significantly assigned.

3.7.5. Phase five: Defining and naming themes

To defining and refining Braun and Clarke (2014) refers to identifying the essence of what each theme is about and determining what aspect of the data each theme captures. In this phase, the researcher went back to collated data extracts for each theme, and start renaming some themes and sub-themes which were then organised in hierarchies to answer research questions and then the themes were organised into a coherent account. Thereafter, the researcher started writing a detailed analysis. The researcher identified what themes are and what they are not and start re-naming the themes for the final analysis.

3.7.6. Phase six: Producing the report

The researcher worked out the themes for the final analysis and write-up of the report in this phase. The researcher analysed the data into categories based on the tools selected to generate data such as interviews, document analysis and observations. Finally, the data was linked to the literature review for the discussion process.

The above-mentioned steps of thematic analysis were applied in this study as the thematic content analysis was viewed by the researcher as a useful method for exploring SMTs and English teachers' perspectives. The application of this method allowed the researcher to generate unanticipated insight (Braun & Clarke, 2006). The thematic content analysis was employed to analyse data as the researcher was relatively unfamiliar with qualitative methods of analysing data and it became easy for the researcher to grasp and learn quickly about data analysis procedures and prescriptions. These above-mentioned steps were useful in the sense that they allowed the researcher to summarise key features of a large set of data (Braun & Clarke, 2006). Although these steps were viewed as the most influential in the social sciences, thematic content analysis has its pitfalls. Nowell, Norris, White & Moules, (2017) argue that thematic content analysis's lack substantial literature as compared to that of grounded theory, ethnography

and phenomenology may lead novice researchers to feel unsure of how to conduct rigorous thematic analysis. Braun and Clarke (2006) further substantiate that the six steps of thematic constant analysis do not allow researchers to make claims about language use and can also lead to inconsistency and lack of coherence when developing themes.

3.8. QUALITY CRITERIA

In qualitative studies, researchers do not use instruments to measure the validity or credibility of the study the reason being that it is criticised for lacking scientific rigour with the poor justification of methods adopted, lack of transparency in the analytical procedures and findings being merely a collection of personal opinions subject to researcher bias Rolfe, 2006 (cited in Noble & Smith,2015). This qualitative study instead adopted four criteria widely used to appraise the trustworthiness of qualitative research as proposed by Lincoln and Cuba (1985): They are; credibility, dependability, confirmability and transferability. O'Donuque (2019) point out that trustworthiness in qualitative research is all about establishing these four criteria. Trustworthiness of a study refers to the degree of confidence in data, interpretation and method used to ensure the quality of a study (Stenfors, Kajamaa & Bernett, 2020). This means that in qualitative studies, researchers need to establish protocols and procedures necessary for a study to be considered worthy of consideration by readers. So, the researcher must consider several measures to assess the quality of data collected and analysed in terms of whether it is credible, dependable, confirmable and transferable.

3.8.1. Credibility

Connelly (2016) describes credibility as "the confidence in the truth of the study" and identifies techniques used by researchers to establish credibility: "prolonged engagement with participants, persistent observation if appropriate to the study, peer-debriefing, member-checking, and reflective journaling". Credibility refers to the extent to which findings are credible believable and trustworthy. Stenfors et al (2020) maintain that the credibility of the research demands that the methodology chosen be well explicated and justified. This implies that researchers need to clearly explain why they chose certain methods of data collection and also justify their choices. The researcher utilised the triangulation method, a multiple methods of data collection which was viewed by

(Korstjens and Moser, 2017) as one of the strategies to ensure trustworthiness in research. In this study, credibility was maintained through persistent observations to identify characteristics and elements that are most relevant to the problem of under-monitoring and under-assessment of English assessment tasks.

Again, another key marker for assessing the quality of the qualitative research according to these authors is the selection criteria used to recruit study participants. This entails that the researcher needs to consider several ways to sample participants and also consider the issue of sample size. To promote credibility, the researcher ascertained that clear descriptions of the procedures involved in conducting the study were mentioned. The selection of the three data collection methods was also justified as the researcher explicitly explained why those methods were selected and also their relevance to the study. The justification of methods was done to determine the success and overall quality of the researcher's report (Opoku, Ahmed & Akotia, 2016). This was done to make the researcher's work authentic and reliable to policymakers and other researchers.

3.8.2. Dependability

Dependability involves participants' evaluation of findings, interpretations and recommendations of the study such that all are supported by the data as received from participants of the study (Lincoln & Guba, 1985). Stenfors et al (2020) define dependability as the extent to which the research could be replicated in similar conditions. This is where the researcher thoroughly explains the process of data collection and analysis in detail for someone to follow the same step of conducting a study. In this study, the issue of dependability was promoted as the researcher ensured that enough information is provided such that another researcher could follow the same procedural steps to reach similar conclusions. The researcher achieved this through a detailed description of the context, the participants and the procedures of data analysis. The researcher also ensured a clear audit trail, which consisted of exposing explicit decisions taken about the theoretical, methodological and analytical choices throughout the study.

3 .8.3. Confirmability

Confirmability is defined as the amount to which the result of the research study could be confirmed by others (Lincoln & Guba, 1985). It points out the extent to which findings are the end products of the aim of conducting the research and not of the subjectivity of the research. To ensure that the findings in this study were not biased, the researcher employed peer proofreading and examination of the study. The necessary steps were undertaken to ensure that the study findings are the result of the experiences and views of SMTs and English teachers, rather than the preferences of the researcher. Marshall and Rossman (2011) note that peer examination includes a colleague who is experienced in qualitative methodology and can discuss processes and findings with the researcher. The researcher consulted a colleague who has not been directly involved with the research process, to serve as a peer-reviewer. To promote the confirmability of this study, the researcher used the triangulation method, member checking and diffusion of results to participants for their confirmation (Mouton, 2001). This was done to prevent biases from only one person's perspective on the research. Triangulation refers to a strategy that involves the collection of data from a variety of sources and methods (Yin, 2016). Multiple methods of data collection were used which were interviews, document review and observations. This was done to determine the overall consistency of emerging patterns and confirming the researchers' findings (Merriam & Tisdell, 2016).

3.8.4. Transferability

Lincoln and Guba (1985) describe transferability as the amount to which the outcome of qualitative research can be conveyed to other settings or locations with other respondents. The goal of qualitative research is to produce thick, rich and extensive findings. These authors further argue that it is not the researcher's task to generalise but to provide a detailed descriptions of participants and the setting in which the research took place to assist others to determine whether transferability is possible or not. Participants in this study were principals, HODs currently holding positions in the management and teachers offering English in grade six in five primary schools of Sekhukhune East District, Limpopo Province. In this study, the researcher profiled schools and participants to provide valuable information and for readers to acquire a

deeper understanding of the context in which the research was conducted. This implies that participants' background information, their schools and context would not influence the applicability of data to teachers in a different situations.

Once more, to promote the transferability of this study, the researcher was able to provide a detailed description of the research method and context in which the research was conducted. The researcher employed three methods of data collection tools to obtain data from participants. Those tools were only applied to schools and teachers in the Sekhukhune East District. Therefore, it would not be accurate to generalise their perceptions to the views of all South African schools and teachers. In addition to that, the methodological approach and detailed procedures assisted to shape and construct meanings associated with the phenomenon were justified. The researcher explained why the qualitative research method was utilised and all processes of how data in this study were collected and analysed. Transferability was also enhanced as the researcher had to thoroughly describe all steps undertaken in the process of data collection to allow researchers who intend to conduct a similar studies to have a clear understanding of every step to be undertaken when conducting the same study. Again, the researcher presented the study findings in such a way that each step was fully described to allow the external researcher to repeat the enquiry and attain similar outcomes.

3.9. ETHICAL CONSIDERATIONS

The word ethics comes from the Greek word ethos, which means character (Leavy, 2017). This involves morality, integrity, fairness and truthfulness from how researchers decide which group of people to study or build the project with, how they identify potential participants for their study, and the manner in which researchers interact with the people involved in the study. Neuman (2011) adds that a researcher's moral code is the strongest defence against unethical behaviour. Barbour (2014) notes that ethical considerations include paying attention to how the research is presented to prospective participants. Ethical considerations involve also the effect of sampling strategies and the impact of the way researchers present and disseminate their findings. The researcher followed official procedures required before the commencement of the fieldwork. The following section of the study describes how ethical issues were handled: issued were maintained:

3.9.1. Permission to conduct the study

Firstly, the researcher ascertained that permission was secured before the commencement of the study. Permission was sought from the University of Limpopo's Ethical Research Committee. Secondly, permission was requested from the Limpopo Provincial Education Department where letters were sent to the district senior manager, circuit managers of selected circuits, principals and English teachers of selected schools. I was granted permission to conduct research by the Senior District manager and Circuit managers of selected schools. The researcher had to visit schools before the commencement of data collection processes to acquire confirmation of acceptance that schools consent to participate in the research project and also to schedule dates for school visits. After having met with principals, the researcher was then granted permission by HODs and English teachers. All participants were informed about the research project and also provided with letters explaining a clear description of the focus of the study and what was expected of them. Subsequently, the researcher continued with the issue of confidentiality and anonymity.

3.9.2. Confidentiality and anonymity

Neuman (2011) alludes that researchers protect participants' privacy by not disclosing their identity after the information is gathered. Confidentiality refers to a condition in which the researcher knows the identity of a research subject, but takes steps to protect that identity from being discovered by others (Bos, 2020). This author states that confidentiality stands as a core tenant of scientific research. In this study, confidentiality was observed as the researcher ascertained that information relating to participants was not disclosed and their privacy has increasingly been acknowledged (Bos, 2020). Furthermore, a breach of confidentiality did not occur, which means that the obligation of the researcher to ensure that the study respects the dignity and autonomy of the participants were fulfilled and honoured (Bos,2020). Anonymity means that participants remain anonymous throughout the whole process of the research project. Anonymity protects the identity of the specific individual from being known while confidentiality means that information may have names attached to it, but the researcher holds it in confidence or keeps it secret from the public. This author further states that a researcher

may provide confidentiality without anonymity or vice versa. Confidentiality without anonymity means that information is not made public, but the researcher privately links individual names to specific responses while anonymity without confidentiality means that all details about a specific individual are made public but the individual's name is withheld (Neuman, 2011).

In this study, participants' anonymity and confidentiality were maintained. To ascertain this, the researcher ensured that no link between an individual participant in terms of specific information that participants provided. All data collected were treated as confidential and the identities of individuals were protected and remained anonymous throughout the study as participants' names were not revealed. True anonymity is achieved when researchers do not know the identities of research participants (Roth & Unger, 2018). The researcher committed herself to not revealing the participants' identities as their responses to interviews were presented without names and were assigned pseudonyms instead of their real names. Roth and Unger (2018) stress that the most common practice related to anonymity is the use of pseudonyms. Concerning storage, all hard copies were kept under locked storage and soft copies and audio files were password protected. The next section of the study explained how informed consent and voluntary participation were maintained as the most important instrument for securing confidentiality in the informed consent procedures (Bos, 2020).

3.9.3. Informed consent and voluntary participation

A fundamental ethical principle of social research is that never coerces anyone into participating. This entails that participation should be voluntary. There are standard components of consent identified by Blanche, Durrheim and Painter (2014) that a researcher must comply with, these are; provision of appropriate information, participants 'confidence and understanding, voluntariness in participating and freedom to decline or withdraw after the study has started and formalization of the consent in writing. To maintain this, the researcher provided potential participants with clear, detailed and factual information about the study, its methods of data collection, its risks and benefits along with assurances of the voluntary nature of participation (Durrheim et al (2014). This was performed by giving each participant a consent form letter comprising detailed

information about the nature of the research as well as the nature of one's participation in it and several components, including the one provided above that were necessary. The researcher had to present and explicate to participants to sign up when they agree to participate in the study.

3.9.4. Protection of participants

Salkind (2012) maintains that the primary and greatest priority is that no harm will come to those who participate and this includes psychological, emotional and physical harm. Leedy and Ormrod (2015) add that participants should not risk losing a life or limb, nor should they be subjected to unusual stress, embarrassment or loss of self-esteem. During the process of data collection, the researcher was particularly sensitive to and thoughtful about the potential harm they might cause to participants. To avoid this, the researcher ascertained that participants were not obliged to participate in this study and no one was compelled to answer any question that might be uncomfortable to answer. The researcher ensured that all processes and procedures were followed as a detailed description of how this study would be conducted was thoroughly explained. Participants were handled as per prescripts and they were not discriminated against or victimised in any way. The protection of participants was at all times assured and maintained.

3.9.5. Respect and dignity

The researcher's integrity plays a crucial role in research ethics. Ethics in research is not only related to legal issues, Mouton (2001) asserts that ethics concern basic human honesty and trust. In this study, the researcher took it upon herself to ensure that the research is conducted with honesty, integrity and respect. The researcher ensured that the research findings of the study were presented completely and honestly without misinterpreting what she has done or intentionally misleading others about the nature of the findings (Leedy and Ormrod, 2015). The principle of integrity was upheld as the researcher walked the talk by keeping agreements and promises made to participants. For example, participants' names were not revealed as findings were presented using pseudonyms and no single participant experienced harm or any form of injury throughout the process of the study. The research was carried out on the principle of honesty as the

researcher shared information, thoughts and results of the study with research participants.

3.10. CHAPTER SUMMARY

This chapter presented a description of the research design and methodology employed in this study. A qualitative research approach was employed to explore the extent to which SMTs monitor and supervise English assessment tasks in primary schools of Sekhukhune East District, Limpopo Province. This chapter presented the researcher's methodological choices and actions. The chapter outlined how a qualitative methodology was employed and its relevance in the study. The three data collection instruments which are interviews, document review and observations were discussed and the researcher also justified why those instruments were chosen. This study aimed to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. The researcher showed and explained how schools, SMT members and English teachers were sampled. The type of sampling technique which is purposive was clearly explained. SMTs and English teachers were utilised as they were relevant people to provide insight and understanding of monitoring and supervision of English assessment tasks in primary schools.

The data analysis process was done whereby the thematic content and constant comparative methods of analyzing data were utilised. The thematic content analysis and constant comparative method were seen as relevant to this study based on the data collection tools used to collect data. The study followed some steps identified by Braun and Clarke's (2014) data analysis when analysing data. Those steps include familiarising oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing results of the data. In this study, the data from participants were coded and classified to simplify the researcher's work during the presentation of the results. The researcher also presented several measures undertaken to ensure the trustworthiness and credibility of this study. The study utilised Lincoln and Guba's (1985)'s ethical components to promote trustworthiness. Ethical issues were dealt with inconspicuously. To uphold ethical standards, the researcher ascertained that all procedures and guidelines were followed.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The previous chapter outlined the research design and methodology employed for the generation of data. The three data generation methods utilised in this study were clearly explained which were interviews, documents study and observations. This chapter presented information on how data in this study was analysed whereby the thematic content analysis and constant comparative methods of data analysis were employed. This chapter presents, analyses and interprets data collected from the five selected primary schools sampled for the study. The chapter commences with background information of the sampled schools and participants. Data in this study was obtained from members of the School Management Teams and English teachers. The presentation of data was created looking at the objectives of the study and the literature that was reviewed in chapter two as well as the theoretical framework that informs this study.

This study sought to explore the role of School Management teams in the monitoring and supervision of English assessment tasks in the selected primary schools. The study aimed at identifying as to whether SMT members in primary schools were able to effectively monitor and supervise English assessment tasks as required. Literature review presented several dimensions related to under-monitoring and under-supervision of teaching, learning and administration of assessment tasks in schools which among others included lack of knowledge and skills on the part of the SMTs, improper use of monitoring tools and misunderstanding of SMTs' roles and responsibilities as prescribed by the Personnel Administrative Measures (Subramoney, 2016 & Maja, 2017). It was also revealed from the literature studied that insufficient and inadequate administration of English assessment tasks in primary schools resulted from lack of monitoring and supervision from the members of the SMT (Malatji, 2016). The following sections of this study presents background information of schools and participants which were sampled for the study.

4.2. PROFILING OF RESEARCH SITES

This study is qualitative in nature. Creswell and Plano Clark (2018) highlight that profiling is more of a trend in qualitative research than in quantitative ones. The researcher decided to profile schools in order to provide readers with background information about the sampled schools and participants selected for this study. This study was conducted in five primary schools from five circuits of Sekhukhune East District. As indicated in chapter three, Magakala Cluster comprised five circuits with 87 primary schools and the researcher selected one primary school from each circuit. The researcher selected three participants from each school which are principal, HOD and an English teacher in grade six. All schools sampled for this study fell within quintile one which explains that they are from poor rural and disadvantaged background in the province. Almost all parents in this district could not afford to provide enough resources, particularly technological resources like smart phones, iPads and routers for Wi-Fi connections during the Covid-19 pandemic for their children to obtain better education similar to that offered in most township and former Model C schools. A brief description of each school and participants are presented below.

4.2.1. School A

This is a public primary school which is located in a mountainous rural area and is surrounded by mines. The principal had contradictory information as to when was the school founded. The school infrastructure was good although other facilities such as library, admin office and computer lab were unavailable. The principal was using one of the classrooms as an office. All members of the staff were unable to use computer facilities except one teacher who was also a member of the School Management Team. The information the researcher obtained from the principal showed that most learners are from poor family backgrounds as their parents are unemployed, while others are from middle class families as their parents are working in mines. The majority of members of the community are illiterate and depend on mines and social grants for their survival. The principal indicated that most of the youngest people from the community are school dropouts. The school had ten teachers inclusive of the principal with a total number of two hundred and five learners. The school had a male principal aged fifty-two with eighteen

years teaching experience but four years in the principalship post. The principals' highest qualification was Honours degree and was without any leadership and management qualifications. The school's HOD was a female teacher who was forty-six years old and has about twenty-four years teaching experience. This HOD obtained the first degree which is Bachelor of Arts in Maths and Science, the second degree was Honours in Leadership and Management and the third degree was Masters in Natural Science. The participant was about nine years in the position of the HOD. The last participant in this school was a female English teacher aged fifty-nine with twenty-four years teaching experience. This participant majored in Sepedi, Biblical studies and Biology and taught English in grade six from the first day of appointment in the school to date. The teacher's highest qualification was Senior Primary Teachers Diploma (SPTD) and the participant never furthered her studies for the past twenty-four years.

4.2.2. School B

This school was founded in 1986 and all the former principals were male except the current one who was a female. This suggests that leadership has nothing to do with gender. The school is situated a few meters from the main road known as the R37 and is surrounded by many villages wherein most learners are using transport to come to school. The school infrastructure was in good conditions and well maintained. The school was having an admin block and using a classroom as a library. Most of the classes were well furnished and equipped with educational resources. Since Sekhukhune area is dominated by mines, the principal indicated that the socio-economic status of learners ranged from poor, middle class to wealthy families who are able to afford to pay for their learners' transport. The principal shared that most of the members of the staff were computer literate and the school is having enough technological resources such as laptops, iPads, routers for Wi-Fi connections and other devises. The school has a female principal aged forty-nine with a total of twenty-five years teaching experience which is fourteen years of being the Cs1 teacher, six years as the departmental head and five years as the principal. The principal's highest qualification was Honours degree and attended several leadership programmes such as the Induction and Post Graduate workshops. School B is a very big school with a maximum of seven hundred and seven learners and twenty-two teachers.

The school's HOD was forty-nine years of age with twenty years teaching experience. This teacher obtained Honours degree in management and was about fifteen years in the position. There were many teachers teaching English in grade six but the one who participated in this study was fifty-five years of age with thirty-two years teaching experience. The teacher has Bachelor of Arts (BA) degree majored in Sepedi, Life Skills and Social Sciences. The participant disclosed that she taught English in grade six for more than fifteen years.

4.2.3. School C

This school is located in rural settlement and was founded in early eighties and is without proper infrastructure as some classes were offering tuition under trees. The principal showed that the school was founded in the early nineties but was unsure about the exact year that the school was established. As of now the school is having two blocks of four classrooms each. The school was under-resourced as the buildings were not satisfactory, some of the classes were not that much conducive for quality teaching and learning. The window-panes were damaged while there were also some shortages of desks and chairs. The principal has indicated that now that learners are using rotational model of attending classes, which refers to groups/grades of learners attending school on alternate week days (DBE, 2021). Learners were able to sit well but when things are normal, a desk which was meant for two learners was shared by three learners. There was no library, admin office or well-resourced classrooms. The school enrolment was three hundred and twenty-five with a total number of nine teachers. This school was populated by learners who came from different family backgrounds. The principal stated that most parents in this school were unemployed. School C is having a male principal aged sixty and has thirty-six years teaching experience and five years being the principal. The principal's highest qualification was Advance Certificate in Education (ACE) in Leadership and Management. The HOD was also male with forty-two years of age. The HOD in this school had nine years teaching experience having Advance Certificate in Education (ACE) and Bachelor of Arts (BA). This teacher came to this school due to the process of rationalisation and redeployment from the nearest secondary school. This implies that the teacher does not have any experience of teaching in the primary school. The other

participant in this school was a forty-three-year male teacher offering English in grade six. This teacher had an experience of five years and taught English and was allocated to teach English in grade six from the first date of appointment to date. The highest qualification this teacher was having is Secondary Teachers Diploma (STD) and majored in English and Social Science.

4.2.4. School D

In this school, the researcher was denied access due to the Covid-19 restrictions and regulations. However, the telephonic information the researcher got from the principal was that almost all of their school buildings are in good order and they also had enough furniture. When asking about the resources such as the library and admin office the principal stated that the school does not have them but they are utilising some of their classes for the purposes of the library and principal's office. Most of learners in this school were from poor and middle class families as some are employed while others rely on social grants for their living. The principal shared that few of their teachers had the knowledge and skills of using computer and they mostly rely on their admin clerk for most of their administration work. This school had hundred and twenty learners at the time of this study with five appointed teachers. The researcher interviewed the principal and the HOD only, as the principal said their English teacher was on maternity leave. The Principal is female aged fifty-five and has been in the school for about sixteen years. The principal was first appointed as Cs1 teacher and acted as HOD for about five years until she was later appointed as a principal in 2018. The principal obtained Bachelor degree in 2007 and has never attended any form of leadership and management workshop. The school does not have an appointed departmental head so the researcher had to interview one of their teachers nominated to serve at the School Management Team (SMT). It was a female teacher who was forty-nine and holding Honours degree as the highest qualification.

4.2.5. School E

This school was established in 1987 and was situated along the R37 main road to Burgersfort. The school was next to Marula Platinum mine and also surrounded by several Chrome mines. The school buildings were in good conditions although the

principal indicated that they are having many learners so the classrooms are not enough for the number of learners they have. Some of their learners attend classes in mobile classrooms more especially the intermediate phase. This school does not have a library, admin block and other resources such as computer lab and sports field. Most of parents are employed in the nearby mines and the socio-economic status of most learners in this school were middle class and only a few were from poor family backgrounds and the majority of them were illiterate. At the time of this study, the school had an enrolment of six hundred and fifty-eight learners and eighteen teachers. The school is having a male principal but the researcher interviewed the deputy principal as the principal was attending a meeting at the circuit office. The deputy was also male aged forty-four, and held an Advance Certificate in Education (ACE) and Honours degree. This teacher was having twenty-two years teaching experience and seven years in the deputy position. The departmental head was unavailable during the time of visit and the principal indicated that the teacher was not feeling well. The English teacher was male with forty-nine years of age and obtained Honours degree in 2011. The teacher's major subjects were English, Sepedi and Biology and taught English for about eight years.

4.3. ADMINISTRATION OF DATA COLLECTION TOOLS

This study was conducted during the difficult times where South Africa was under serious circumstances as the country was faced with the Covid-19 pandemic where access to participants was restricted by lockdown regulations (Mabasa & Themane, 2021). It became difficult for the researcher to arrange and set up appointment with some principals of the selected schools regarding the dates and times. The enquirer had several challenges during the process of data collection. Sometimes participants just agreed to be interviewed but later on when the researcher called they were unavailable for the interview. In another school, the researcher was unable to conduct interviews with an English teacher as the participant was unavailable during the time of visit. Meaningful engagement with research participants was a challenge (Mabasa & Thamane, 2021). The researcher had to spent quite more time meant for several interviews with one participant. For example, in another school the principal kept on postponing the interview until the researcher was compelled to replace the school. Out of the five schools selected for this

study with a total number of fifteen participants, the investigator managed to physically visit four, the fifth school preferred to be interviewed telephonically and the number of interviews conducted were thirteen. The researcher employed the triangulation method whereby the collection of the same information using different approaches was utilised in order to get more accurate information. The following information summarises how each of these instruments were administered.

4.3.1. Interviews

Interviewing is one of the main data collection methods in this study. Three categories of research participants were identifiable namely, the principal, Head of Department and English teachers. In view of the existence of the Covid-19 pandemic, some interviews were held telephonically while others were face-to-face. Where interviews were face-to-face, the Covid-19 health protocols were observed. In this section of the study, the researcher outlines how the data was handled both during the process of data gathering and after the data was gathered. Before the commencement of the interview, the researcher prepared an interview schedule that assisted in taking of the field notes. The construction of the interview guide was guided by the research objectives of the study and the literature review. The data obtained from this study was done in consideration of McGrath, Palmgren and Liljedahl (2018) on tips of conducting an interview which was mentioned in the previous chapter. The researcher ascertained that dates and time of visits and interview appointments were properly set and recorded to avoid any inconvenience with schools. The key participants from all selected schools which were SMT members and English teachers in grade six were invited using an email platform and telephonic conversation was initiated. After having conducted the first interview, the researcher had to amend the tool based on the experiences from participants. For example, the researcher had to add the question of challenges SMTs encounter when executing their monitoring and supervisory roles. The data collected from this study was properly managed as the researcher kept detailed record of important proceedings during the field-work process. Extensive notes of interviews were cautiously and genuinely recorded. All audio-taped recordings were renamed, saved in the laptop and later

transferred to Universal Serial Bus (USB) for backup. The complementary copies of all forms of data were kept in order to facilitate analysis.

4.3.2. Documents review

Documents study is the second main data collection method. The Personnel Administrative Measures (PAM) is one of the documents reviewed as there is no way the school can function without it. PAM reveals the core duties and responsibilities of Principals, Heads of Department (HODs) and English teachers. The National Protocol for Assessment was chosen as one of the documents to be reviewed as this document provides a policy framework for the management of school assessment (Department of Basic Education, 2011). This means that School Management Teams could not perform their monitoring and supervision as expected and English teachers as well could not carry out assessments in classrooms if this document is unavailable or unused in schools. The National Protocol for Assessment outlines all the processes and procedures of the administration of assessment tasks and assessment activities need to be conducted in schools. Another document reviewed was the Annual Teaching Plan (ATPs). The Annual Teaching Plan is explained as a step-by-step teaching methods, the estimated duration of each segment of teaching and the materials related for the teaching (Department of Basic Education, 2019). The researcher chose to use this document the reason being to explore the extent to which SMTs and English teachers were able to make reference to it when executing their duties and responsibilities. The School's Programme of Assessment was employed as one of the documents in this study as the Department of Basic Education (2012) stresses that this document needs to be designed in schools to spread the formal and informal assessment tasks in all subjects throughout the term or year. The above document was reviewed in order to ascertain whether SMTs are able to make use of the document when doing monitoring and supervision and furthermore whether they were able to check if English teachers follow the prescribed dates and time when administering assessment tasks in classrooms.

Teachers' files were some of the documents reviewed. Teachers' files are explained by the DBE, (2011) as a collection of all the assessment tasks, assessment tools, recording tools and the annual Programme of Assessment. The document further highlights that

teachers are expected to keep a file containing evidence of their teaching and assessment. This include among others, Annual Teaching Plan, Programme of Assessment, Prepared assessment tasks and memorandum, Record Sheets containing learners' marks and a Moderation Tool. The enquirer reviewed teachers' files and learners' portfolios whose classes were selected for observations. The last document reviewed was Learner's Portfolios. A learner portfolio is a continuous record of information that gives a holistic impression of a learner and a learners' progress and performance (DBE, 2011). The researcher reviewed these files in order to check if assessment information contained in files were similar to that of their English teachers and again all assessment tasks contained in their files were moderated. The researcher reviewed Teachers' Files and Learners' Portfolios in order to identify if there was compliance and non-compliance.

The researcher utilised documents study in order to understand the meaning contained in relevant documents guiding SMTs on how monitoring and supervision of English assessment tasks were being carried out in schools. The data derived from document review were recorded using the document checklist. The investigator accessed documents through the assistance of the principals of selected schools. The data derived from document review were recorded using the document checklist. Although the researcher used document checklist to confirm availability of some documents, hand written notes were made in order to capture additional data. The enquirer examined documents to confirm compliance and connection between data from documents and those that were collected during interviews and observations.

4.3.3. Observations

Observations are the third main data collection method in the study. The researcher decided to focus on three aspects to be observed in each sampled schools namely, teachers' assessment activities and curriculum needs, teachers' knowledge of assessment and teachers' English proficiency. With regard to teachers' assessment activities and curriculum needs, firstly, the investigator intended to identify as to whether English teachers were able to align assessment activities in classrooms with the needs of curriculum. This includes among others, aligning assessment activities with the English

Curriculum and Assessment Policy Statement (CAPS) document, the Annual Teaching Plan (ATP) and the formative Programme of Assessment. Aligning assessment with curriculum is important and is viewed as a dominant driver for change and quality in all levels of schooling (Klenowski & Wyatt-Smith, 2014). Secondly, regarding teachers' knowledge of assessment, the researcher aimed to establish if English teachers had the ability to assess a variety of English language skills, to use a range of assessment techniques when asking questions and to apply a variety of cognitive levels when conducting assessment in classrooms. Lastly, on English proficiency by teachers, the researcher sought to identify as to whether English teachers in primary school were able to assess learners, using appropriate and fluent English language in classrooms. The researcher intended to observe teachers English proficiency as this was viewed by other scholars as one of the factors depriving learners' mastery of language and other subject content (Gudula, 2017; Prinsloo, Rogers & Harvey, 2018).

The researcher made four observations instead of five. From four schools, one English teacher from another school was unavailable during the time of visit. This contributed to a limited data rate than desired. Observations of what occur while the researcher was in the field were properly recorded (McMillan & Schumacher, 2010). During lesson observations, the researcher decided to occupy the back seat in the classroom to avoid distracting learners, but was well located to observe almost every action in the classroom. The observation schedule was used to take field notes during and after the observation. In each observation, the researcher was allowed to observe an English lesson for about an hour. This was performed with the intension of keeping record of what was seen and heard only, but also on reflections of what has emerged. The hand written field notes of the four observations were written and saved on the researcher's laptop. The recorded information of observed behaviour was not anticipated to make verdict about participants, but rather to gain further insight about the teachers' assessment practices in classroom. After each observation with teachers, the researcher had casual talks with participants with the aim of making follow-up discussion about occurrences and behaviours in the classroom.

In order to ensure confidentiality of school and participants involved in this study, pseudonyms were utilised in this report as shown in the table below.

School	Number of participants	Participants	Participants Pseudonyms
School A	3	Principal HOD English teacher	Principal 1 HOD 1 English Teacher 1
School B	3	Principal HOD English teacher	Principal 2 HOD 2 English Teacher 2
School C	3	Principal HOD English teacher	Principal 3 HOD 3 English Teacher 3
School D	2	Principal HOD	Principal 4 HOH 4
School E	2	Deputy Principal English teacher	Deputy Principal 5 English Teacher 5

Table 4: Schools and Participants Pseudonyms

4.4. THEMES ASSOCIATED WITH INTERVIEWS

4.4.1. Understanding of monitoring and supervision

The focus here was to find out as to whether SMTs adequately understood what monitoring and supervision of English assessment tasks in primary schools included. It has emerged from the theoretical frameworks selected for this study and literature that monitoring and supervision were some of the important keys to successful implementation of any educational programme (Jana, Khan & Chatterjee, 2015). In school setting, these two concepts are applied for the purpose of maintaining and improving the quality of teaching and learning (Yejaneshnikov, 2016). This theme seeks to explore the SMTs understanding of these concepts and their application to improve and maintain

assessment quality in schools. With regard to understanding and supervision of assessment tasks, most participants, principals and heads of departments claimed to understand what monitoring and supervision entail and what is expected of them in as far as monitoring is concerned. Principal 4 of School A stated that:

"My understanding is that monitoring and supervision is to check as to whether learners can do the right work in classroom and also to supervise as to whether English teachers are attending class periods at the right time and giving learners work. And again, monitoring and supervision means to manage the school, to make sure teaching and learning takes place as normal, to make sure that teachers are allocated their responsibilities and that teachers go to work and to run the school."

HOD 3 of School C, being supported by HOD 2 of School B together explained that:

"Monitoring and supervision is to check the tasks of teachers before and after they have marked the scripts to ensure that the papers are of good quality and standardised. And again to see if the papers follow all the principles of setting a question paper, meaning high, low and middle order questions. To check if teachers are assessing learners correctly according to the standardised way of questioning."

English Teacher 1 of School A indicated that

"My understanding is that HODs have to check the content coverage regarding the teachers teaching in the classroom, written work output, content coverage based on the Annual Teaching Plan, how far we are, the assessment tasks given to learners on a regular basis and whether learners have acquired the relevant knowledge, so that is my understanding of monitoring."

The problem this study sought to explore was the under-monitoring and under assessment of English assessment tasks in primary schools. It was revealed from this study that some SMTs and English teachers had an understanding of monitoring and supervision of assessment tasks while others had little understanding about these concepts and its importance in schools. It seemed the issue of monitoring and supervision were not prioritised as an important aspect in some primary schools. It is imperative for members of SMTs to have an understanding of monitoring processes and procedures of

monitoring of assessment tasks in schools. Findings in this study showed that it is clear that SMTs advance their knowledge on what monitoring and supervision of English tasks in schools involve. This finding is in line with those of (Eshetu, 2020) who add that SMTs understanding of monitoring enhances its effectiveness during the implementation process.

4.4.2. Personnel Administrative Measures: Duties and responsibilities

With regard to SMTs roles and responsibilities in relation to monitoring and supervision of English assessment tasks, most participants seemed to understand their roles and responsibilities as stipulated in the PAM document. The PAM clearly outlines what the members of the school management teams need to do with regard to monitoring and supervision of teaching and learning in schools. SMTs roles and responsibilities according to PAM is to ensure that all evaluation and forms of assessments conducted in schools are properly managed and effectively organised. This implies that SMTs need to ascertain as to whether teachers are among others, administer assessment tasks that are standardised, in line with the policy, that caters for a range of different cognitive levels and appropriate to the age and development of the learner. And again in relation to this, SMTs need to ensure that assessment tasks given to learners are properly marked and recorded. Principal 2 of School B stated that:

"I believe it is a guiding tool on how to go about teaching and learning and also including assessment. It guides us on the parameters on which must follow when doing the work, inclusive of that one of monitoring and supervision, so we cannot do without the PAM. We normally visited PAM whenever we encounter challenges on how certain issues should be handled in our school like how monitoring of teaching and learning should be done."

Both principals and HODs shared the same view with regard to how they understand their duties and responsibilities regarding monitoring and supervision of assessment tasks as prescribed by the PAM. HOD 3 of School C stated that:

"The PAM, it is consisting of the duties and responsibilities that we hold at schools. It is also consisting of all aspects that govern staff at school and guides them on how to carry

out their responsibilities. So, we cannot perform our work unless we utilize, more especially that one of monitoring and supervision as it gives guidance on how to do it."

One English teacher, English Teacher 2 of School B of mentioned that:

"You are saying PAM? what is PAM ma'am, but I…, remember, I think it is the one of the departmental circular."

Not all SMTs and English teachers participated in this study seemed to understand PAM and its function regarding the monitoring and supervision of assessment tasks. HOD 2 of School B said PAM is the way they allocated subjects according to job prescription of teachers. With regard to how PAM guides them on carrying out assessments in classrooms, all English teachers seemed not to know PAM document. It seemed most of SMT members and English teachers were executing their responsibilities without a clear understanding of what PAM policy document entails. Although few participants claimed to have an understanding of the policy, unaware of what PAM policy is, most SMTs and English teachers lacked an understanding of PAM. Findings in this study are similar to what Maja (2017) found out in the study conducted about SMTs' understanding of their duties according to PAM. This author revealed that most SMTs did not have an understanding and practical experience with the PAM policy that outlines their core duties and responsibilities.

4.4.3. Support and guidance

It is the responsibility of the SMTs to exercise effective leadership on teachers, but it is not just about envisaging the imminent and establishing transformation in schools but to provide guidance and support to teachers as well. The main aim of theme 3 was to determine the kind of support SMTs provide to English teachers regarding effective administration of English assessment tasks in classrooms. The Department of Basic Education (2011) emphasises the importance of support and guidance to teachers as a vital ingredient in the work of education. The department further states that the objective is to improve the frequency and quality of the monitoring and support service. With regard to support and guidance provided to English teachers, most principals and HODs together with English teachers had different views and inputs on how these activities are done.

Deputy principal 5, who participated on behalf of the principal from school E being supported by Principal 2 of School B summarised as follows:

"I always make sure that teachers have enough materials, by having enough materials I refer to textbooks, the workbooks, whenever they need, anything…. If we don't have them here at our school, sometimes we go out and ask from the nearest school and we also buy them here at school. So, the support that I am giving to grade six English teachers, I even enter in their class ma'am, I am teaching grade seven and four, and the one who is teaching grade six, I used to go there and teach them and encourage them to follow exactly what we have received from our department to say do this, follow this, for example, in the case of visual text, they were lost in the issue of visual text as the teacher was unclear on what a visual text is. I had to assist the teacher on how to set a visual text."

Another principal, Principal 5 of School E showed that they had collective collaboration with English teachers as they used to share ideas regarding the subject content, especially where teachers encounter challenges on how to teach and administer certain aspect of English assessment activities.

The data derived from HODs differs with the information provided by the principals. It appeared that most HODs had some better ideas with regard to support and guidance provided to English teachers. HOD 2 of School B summarises this matter by saying:

"Myself and the English teacher work hand in hand because I am having her learners from grade six in grade seven. So, I see to it that I intervene, there are some sections, especially in language structure wherein she failed to cover those topics, like the direct and indirect speeches. I also talk to her that if it is time for that, she must give me chance to come and teach in her class with her observing me, because there are some areas in which she is unable to. We also used to have a curriculum meeting per quarter, although some professionals did encourage us to have more not only one, so any challenges that we come across during the teaching and learning, we raise it during the meeting so that we can iron it out. Whatever challenges teachers are having, including the administration of assessment tasks in all subjects are addressed during the curriculum meeting."

With regard to how English teachers are supported by the School Management Teams, some of English teachers' responses are in line with that of the HODs. English Teacher 2 of School B said:

"Yaa! I can say they are supportive as they monitor our tasks sometimes, even if not often. We used to hold meetings where we discuss policies, subject policies, which includes formal tasks and informal tasks, how any tasks should be administered per week and per month. So, there is support, although I don't think it is enough."

Both participants, principals and HODs claimed to support English teachers with regard to the effective administration of English assessment tasks. Though their responses were not necessarily providing enough information regarding the effective monitoring and supervision of assessment activities in classrooms. Furthermore, some English teachers acknowledged the support they received from their SMTs. Eshetu (2020) is of the view that SMTs considered to be the driving forces that stimulate, enhances, support, guide and facilitate teachers' commitment towards teaching and learning. This implies that SMTs need to take a lead in ensuring that adequate support is provided to English teachers.

4.4.4. Monitoring mechanism

This theme seeks to understand the monitoring mechanisms used by members of school management teams in order to ensure quality, compliances, fairness and validity of English assessment tasks in schools. Monitoring mechanisms in this study refers to strategies employed by SMTs when conducting their monitoring and supervision. There is a growing body of evidence which points at the confusion experienced by SMTs with regard to how teaching and learning could be monitored and supervised in schools (Chavalala, 2015; Mngomezulu, 2015; Subramoney, 2016). It emerged from the data collected in this study that SMTs use a variety of mechanisms to monitor and supervise English assessment tasks. Again some member of SMT were unsure about the type of mechanisms they could employ in order for them to effectively monitor English assessment tasks in schools. Principal 3 of School C explained that:

"To start with, we have the departmental policy that is giving direction on languages wherein you have the time table and the time table gives us the number of periods and contact hours per week. Thereafter, on the policy it indicates the number of written work or the units that is giving us the direction, that is how we conduct monitoring in English."

Principal 2 backed by Principal 1 of School A summarised in the following:

"We start with the informal tasks by monitoring the use of workbooks in the classrooms in line with the Annual Teaching Plan and lesson plans. From there we check formal assessment and we do the moderation, pre and post moderation and thereafter, if time allows because of the manpower and workload, we sometimes do class visit. But due to Covid-19 and daily rotational time tables, this time we failed to do class visit."

In support of the claims made by the two principals above, HOD 4 of School D showed that:

"In terms of monitoring, we normally do written work output in a monthly basis, and the other thing is that, for the formal tasks there is a pre moderation and post moderation that we conduct, so that is how we monitor those English assessment. Normally what I do I keep on checking the lesson plans before teachers can go to classes as to whether they are in line with the CAPS document. I also do audit of written work, the informal assessment tasks. I ensure that teachers are doing informal assessment in every topic and we normally agree on the allocated amount of informal tasks given to learners for the month or term, but due to the Covid-19, it is also frustrating because learners have to do rotational model, so it is very much difficult to trace as to whether the deviation is done."

English Teacher 5 of School E stated that:

"They used to monitor my tasks and after monitoring they give feedback and by so doing we grow. Monitoring helps us to do the relevant things and it develops us. My senior used to check my books, whether I did well and also that of the learners. He checked if learners did understand my lessons or not, or what I have imparted to them. If there is something wrong, they will tell me. Yes, monitoring is done but they did not tell me whether I am doing well or not."

The above information clearly shows that the participants were unable to clearly indicates the monitoring mechanisms they use to monitor and supervise English assessment tasks. There was another principal who failed to adequately respond to the question asked. However, two principals tried to provide clear information about the mechanisms they use when monitoring assessment tasks in schools. Principal 1 of School A responded by indicating that as a school they had documents that they normally use to monitor the English assessment tasks whereby they check whether English teachers are following protocols of assessing learners. This participant stressed the issue of ensuring that pre moderation and post moderation is properly done. To ascertain quality assurance of assessment tasks in schools, monitoring and supervision need to be done. It has emerged from this study that the most common and preferred mechanism employed by SMTs is moderation. Almost all participants in this study mentioned moderation as the only mechanisms utilised to monitor and supervise English assessment tasks in primary schools. One mode of monitoring and supervision mechanism is not always appropriate, Komar, Komar, Kolomiiets, Roienko & Diachuk (2021), there are other common monitoring mechanisms that were not mentioned in this study which are classroom observations and class visit.

Classroom observations are normally done in order to assess teachers teaching expertise by logically observing and recording their class performance. It appeared that class visit was barely implemented as there was only one participant in this study who highlighted the implementation of this mechanism. However, the participant indicated that it was difficult for the SMT to conduct class visit due to the Covid-19 protocols. When asked about how SMTs monitor and supervise their assessment tasks most English teachers participated in this study presented different monitoring mechanisms employed in their schools. Some of strategies mentioned are not in line with the National Protocol for Assessment, the document outlining how assessment tasks need to be monitored in schools. For example, English Teacher 5 of School E showed that the SMT check her books. The National Protocol for Assessment stipulates that one of the monitoring of assessment tasks in school is done through moderation process whereby teachers files and learners portfolios are checked and evaluated DBE, (2011). This is in line with Tigere

(2016) who found that SMTs seemed to lack strategy to monitor teaching and learning at classroom level.

4.4.5. Monitoring and Supervision challenges

This theme focuses on challenges experienced by SMT members when executing their monitoring and supervisory roles in primary schools. It is assumed that although SMT members are faced with the task of ensuring that teaching, learning and assessment are effectively carried out in schools, they still face some challenges. Malatji (2016) discusses several challenges experienced by SMTs in schools. Some of these challenges comprise among others; lack of clarity on roles and responsibilities, underqualified teachers and low morale among teachers. In this study, participants seem to be unclear with regard to challenges they experienced in relation to monitoring and supervision of English assessment tasks. This was confirmed by Principal 2 of School B who said:

"We do have some challenges. We still need people from outside to come and give us some more important things that we can use to teach our learners. Sometimes teachers are not giving learners the standardised work. Since this is a primary school, you find a situation whereby teachers because of age, they give learners questions that are low order only. I sometimes caution the HOD to say, make sure you monitor them and assist in ensuring that teachers are preparing standardised tasks. Due to the fact that these teachers are old they just resist to do things".

When asked about the challenges experienced when monitoring English assessment tasks HOD 3 of School C said:

"Ya, Ya. I think we have challenges, the department is not doing enough with regard to workshops and training of teachers. You find that some of these teachers have been working here for quite a long time but they never being trained. I think if the department can organise that then it will really assist in developing us."

English Teacher 2 of School B said:

"I am not quite sure as to whether I am familiar with the policies as sometimes I find it difficult to give learners assessment activities that are in line with the ATP and Programme

of Assessment. Like now learners had to do research and I still lack the knowledge of how and where to start preparing the task. I have a challenge with regard to that one, unlike with other activities such as reading comprehension where the district use to send us some samples."

There was another English teacher, an English Teacher 1 of School A who put blame to teachers who were teaching learners in the previous grades as the participant said Grade five teachers were not doing enough as there were learners in grade six who are unable to read simple words such as 'chalk," "ball" and "flower". Apart from challenges discussed in this section, there are some other challenges teachers experienced when monitoring and supervising English assessment tasks in primary schools. It emerged from this study that most members of the SMTs faced a myriad of challenges in order to effectively perform their monitoring and supervisory roles in schools. The information provided above is inadequate and blurred regarding the challenges these participants encounters during the monitoring and supervision processes. HOD 1 of School A indicated that due to the Covid-19 pandemic, schools lost a number of hours and the number of days learners have to report for classes. Therefore, teachers are unable to cover all the curriculum content. So, the challenge of curriculum coverage disadvantages learners in terms of assessment as some of the assessment activities given to learners do not form part of the assessment teachers had to give to learners. The other challenge mentioned was the issue of the trimming of the ATP that inconveniences teachers. Lack of professional development on the part of teachers was also raised as HOD 2 of School B indicated that most teachers in primary schools do not empower themselves in terms of upgrading or furthering their studies, more especially on the subjects they are teaching. The assertions raised by this HODs are in line with what Tigere (2016) discussed in the study of the role of school management teams in managing factors influencing learners' performance as this author argues that some of the members of the SMT were less qualified and incompetent. This means that SMT members lacked appropriate qualifications that could enable them to execute their responsibilities in an effective way in schools.

4.4.6. Compliance with assessment policies

This section of the chapter seeks to understand the extent to which SMTs ascertain and are able to assure compliance with relevant assessment policies available in schools. There are policies such as National Curriculum Statement: Assessment Guidelines for Languages (Intermediate and Senior Phases), National Curriculum Statement: National Protocol for Assessment Grade R-12 and Assessment Policy Statement (CAPS) document: Intermediate Phase (4-6) that provide guidelines for assessment in languages in schools. These documents provide teachers with information as well as ways of implementing assessment in languages, inclusive of English First Additional Language. When asked about how they ensure that English teachers comply with all documents governing the administration of English assessment tasks in schools, some SMT members mentioned some of the policies mentioned above while others did not even mention any of them. Of the five principals interviewed in this study, only three tried to provide adequate information about the matter. Principal 2 of School B being supported by Principal 3 of School C together reason that:

"Normally before the teacher can go into classroom I check with him as to whether lessons are planned according to the CAPS document or allocated Annual Teaching Plan. I also check if those lesson plans got an informal and formal assessment tasks, because teachers cannot just teach and not assess learners. They have got policy document, I've got them, and the HOD has given almost everything regarding the policy document. So, when they go to class, the policy document becomes their friend. We've got terms and weeks, so they check the document on what is required. In fact, teachers have got everything they need."

HOD 2 of school B indicated that:

"We use some template which shows that the teacher of English could administer 1, 2, 3 classwork or homework activities per week. The department supply schools with documents, although they are ineffective due to the Covid-19 pandemic. We also manage compliance by checking the pace setter and the ATP to check if teachers are administering what is in the ATP or pace setter."

English Teacher 5 of School E put it in short by saying:

"When I set I rely to policy"

This teacher appeared to be unclear since there were no single policy that the participant mentioned. There are many policies available in schools so it was unclear as to which policy the teacher was referring to. Similarly, English teacher 3 of School C indicated that in their school teachers utilise policy documents in order to ascertain compliance and their preparation are also in line with the policy. These participants failed to specifically indicate how compliance with the policies is done in their schools. However, they tried to briefly provide limited information with regard to how they comply with policies regulating the monitoring and supervision as well as the administration of assessment tasks in primary schools. Once more, there were two principals who failed to mention the key document, the National Protocol for Assessment, which outlines a comprehensive information with regard to how assessment could be administered in schools. One of these principals, Principal 4 of School D shared that they normally take the Work Schedules and compare them according to the terms. This participant seemed to lack knowledge about the current educational policies as the document 'Work Schedule' is no longer used under Curriculum and Assessment Policy Statement (CAPS), it was replaced by the Annual Teaching Plan.

The above information showed misunderstanding of the policies regulating the administration of assessment tasks or limited knowledge of policies on the part of the SMTs (Bayeni, 2016). This author further highlights that it is important that SMTs have an understanding of the dynamic and contested nature of policy operations prior implementations. These findings showed that there were areas of policies that were not being followed as expected (Bayeni, 2016). HOD 3 of School C showed the way the administration clerk in their schools assists in the printing out of the document sent to the school by the department. This participant indicated that during and at the beginning of each term there were documents sent to schools that dictate on what is it that they need to do so.

4.4.7. School Management Teams professional needs

An abundance of literature revealed SMTs lack of professional practices with regard to monitoring and supervision of the implementation of policies in schools, assessment policies in particular (Preshaan,2016; Matheba, 2016; Subramoney, 2016; Malatji, 2018). This theme seeks to identify the professional development of members of the SMT's need to improve the effective monitoring and supervision of English assessment tasks in primary schools. It is assumed that for the schools to perform well, they require a management team that is capable of placing emphasis to performance through proper monitoring and supervision. When asked about the professional development they need in order to effectively monitor and supervise assessment tasks almost all participants' responses raised similar concern. Principal 1 of School A stated that:

"I believe workshops can do, but the workshop is not that much tangible for me, I believe in individual professional development wherein a teacher can upgrade from one level to another. I think we can start with the school-based workshop but also involving expects like curriculum advisors or anybody who has the capabilities."

HOD 2 of School B expressed further:

"The support is not enough, since my appointment as the departmental head, I have never attended any workshop specifically for assisting teachers with regard to the administration of assessment tasks. The curriculum advisor just requests our teachers to submit their files at the circuit office. Before the Covid-19 pandemic, teachers used to meet at cluster level and do peer moderation and thereafter no feedback provided as to whether they are doing well or not. So, I think we also need professional support such as workshops."

This has been supported by English Teacher 3 of School C. finally, Teacher C said:

"I did not major in English but I am teaching English without the knowledge of the subject content. I just use my experience of teaching as the department is caring less about us, no workshops, nothing. The only thing that can work for me is workshop since I did not major in English."

Another principal from School E showed that the department need to discontinue the briefing meetings as most teachers struggled to comprehend an enormous information presented in a very short space of time. The participants highlighted that teachers need an intensive workshop that they could benefit from since this two-hour session for teachers is not helpful. The participant was also complaining about a bulk of materials that the department was distributing to them without any explanation. For example, in term three they are required to administer a project where learners had to conduct a research, so English teachers were confused as there was no one from the department, even curriculum advisors who clearly explained to them what this research was all about. It appeared that principals complained much about workshops, some said the workshops were not enough while others suggest that the school need to establish their school-based workshops. These findings were in agreement with that of Hasibuan et al (2020) who found that teachers were not getting enough support and guidance to overcome their classroom challenges of assessment practices due to SMTs lack of knowledge.

4.4.8. Compliance with Programme of Assessment

This theme seeks to understand how members of the SMT ensure compliance to specific time frames when English teachers administer assessment tasks in schools. The Department of Basic Education (2011) indicates that planning for assessment is an integral part of teaching and learning. The policy further states that the assessment programme is planned by the teacher to meet the needs of the learner and to facilitate learning. This means that for effective assessment to take place in classrooms, there is a need for assessment plan or programme to guide teachers on how to carry out assessment in schools. When asked about strategies they have in place to confirm compliance to specific time frame when carrying out assessment in classrooms, Principal 3 of School C seemed to be unclear with regard to this as the principal stated that:

"Normally we have a specific time so that we have to do this and finish this at a specific time. The document is the one that we did on our own, we do extra time table. We always develop our own time tables here at school, the timetable with regard to assessment and as to how are we going to monitor the work, like I indicated that every fortnight we do assessment."

HOD 1 of School A responded in the following manner after being asked the same question.

"We normally have regular curriculum meetings that looking at time period that we are having for the term, we normally sit down and try to find out how far we are with our work and come out with dates on which we are going to administer our tasks. We usually give ourselves about three to four weeks of administering assessment, but because of this rotational model, it is not easy for us to come up with dates because you might encounter that a particular teacher is not yet done with the curriculum content."

It seemed most of the SMT rely on tools designed at school to guide them on the time for the administration of assessment tasks. With regard to the compliance with programme of assessment, English Teacher 1 of School A indicated that:

"We make annual assessment plans, to say on such and such date I am going to administer a formal task for such and such subject. So, when the time comes, I make sure I administer that task. The plan is there, every time when we are about to write the HOD come with the timetable to say from this day up to this day, everyone must submit the task for moderation. I have got plan. My document directs me on what to do on this date."

Findings from this study revealed that participants had their own plans with regard to when and how assessment tasks could be conducted in their schools. Although the DBE (2011) encourages compliance with departmental policies, participants did not state clearly as to whether their plans were in line with the departmental policy or not. Almost all participants claimed to have plans that provide guidance on specific time to administer assessment tasks in schools.

4.4.9. Adequate monitoring

This section of the chapter pursues to understand whether members of the SMT are able to realise the importance of monitoring and supervision of English assessment tasks in schools. Komar et al (2019) stress that when monitoring is regular, the quality of teachers' assessment is improved. The monitoring and supervision of assessment tasks serves several purposes which among others; to enhance learners' performance, facilitate

improvement in classroom practice and to assess educational outcomes. When asked how adequate monitoring and supervision of English assessment tasks enables good performance in schools, Principal 2 of School B mentioned that:

"When you monitor assessment tasks, you check whether assessment tasks are standardised, whether teachers are following cognitive levels and they are in line with the Annual Teaching Plans and the assessment tasks as prescribed by the policy. I personally make sure that I follow the policy when making comments and talking to teachers."

The same assertion was made by HOD3 of School C who backed Principal 4 of School E by saying that:

"Adequate monitoring is working because in terms of that we normally do at the end of the day after everything, we analyse and check which subject is performing well and which one performs better and we share amongst us and come up with strategies that can assist us raise the standard of performance. So, monitoring enables performance because if the teacher assesses learners regularly, they will be exposed to different types of questions and different types of cognitive levels. And at the same time, the teacher can also be able, before giving learners formal assessment tasks, to know if learners understand a particular concept."

Most of the English teachers interviewed presented different and insufficient information with regard to how the monitoring and supervision of assessment tasks enhances good performance in schools. English Teacher 2 of School B responded by saying:

"Adequate monitoring enables good performance because it keeps us in line. If our work is monitored, we keep updated and we cannot just do what you like when you know that someone is going to check on what you are doing. So you are always in line, teaching the correct things and yah, just be inline."

The assertion made by the above participants was not directly answering the question posed. Instead of indicating how monitoring and supervision improves or enhances performance in schools, participants mentioned some policies regulating the administration of assessment tasks in schools. Principal 4 of School D indicated that

adequate monitoring of English tasks in their school assisted a lot as through regular monitoring of assessment activities and the feedback teachers received from the SMTs, they were able to perform their assessment responsibilities as expected. The principal showed that their quarterly analysis of results confirmed the improvement since the participant's appointment in 2018. The importance of monitoring was also acknowledged by Principal 1 of School A who explained that monitoring and supervision in school had a great impact on the performance of the learner, especially when it was regularly done (Eshetu, 2020). This participant further stated that through monitoring, it is possible for SMT members to track teachers work and learners progress each and every fortnight and that helped a lot since they are able to detect if there were any deviation and If there are anything that need to be attended to. It seemed the participant appreciated the way adequate monitoring of assessment tasks enable them to be in line with the policy and administer assessment effectively in classroom. There was another participant, English Teacher 3 of School C, who provided limited information regarding the importance of monitoring and supervision of English assessment tasks. The teacher showed that the HOD and the principal used to check the books the participant was using as well as learners' books in order to ascertain if the teacher was imparting what is expected to be done in classroom or not. The responses provided by the English Teacher 3 seemed to be unclear as the participant failed to explicitly indicates how monitoring and supervision of assessment tasks impacted on good performance in their school. Literature revealed that poor monitoring and supervision of assessment tasks affect the quality of teaching and learning, which affect the quality of learners' performance in the long run (Komar, Komar, Kolomiiets, Rolienko & Diachuk, 2019)

4.4.10. Monitoring suggestions

This theme reflects on suggestions made by SMTs and English teachers on how adequate monitoring of English assessment tasks could be conducted and improved in primary schools. Both SMTs and English teachers provided different views and opinions regarding this issue. Some presented an information as to how regular and adequate monitoring of assessment tasks could provide responsiveness into learners' progress and how these perceptions might lead to strategies for improvement. The researcher

concluded the interview with participants by requesting their views and insights on how adequate monitoring could bring about improvement in schools. Principal 1 of School A suggested that:

"The departmental reps must not just call teachers to come at the circuit office with their files, sometimes they may be some loopholes there, but if they come to school and sit down with teachers, they may find from the work of teachers as well as those of learners. Unlike calling them to the circuit. You know sometimes teachers prepare their files only when they are called, and select the work of learners who are doing well. But only to find that not much has done at school."

HOD 3 of School C gave similar suggestion mentioned by Principal 1 as the participant suggested that:

"The curriculum advisors must come to assist us as we as the SMTs do not have the knowledge base to can assist our teachers to carryout assessment effectively in classrooms".

English Teacher 5 of School E suggested that:

"Constant monitoring, I think it will push us, knowing that someone is going to monitor, then you will do the right thing."

The utterances made by Principal 1 of School A was surprising because if teachers are not doing well at school, SMT members, inclusive of the principal were the first to realise if teachers are not doing what is expected to be done in classrooms. Principal 2 of School 2 suggested that if more resources could be provided to English teachers and SMTs encourage English teachers to evade code-switching when teaching learners in classrooms, assessment of English activities could not be compromised. Findings in this study are similar to what Maja (2019) discovered with the Intermediate Phase teachers in primary schools. This author found that high quality assessment was relatively rare in classrooms due to teachers lack of knowledge of assessment. All principals interviewed in this study failed to provide appropriate suggestions with regard to effective monitoring and supervision of assessment tasks in schools. Another participant who came from the same school with Principal 2 of School B suggested that they must just put in effective

and efficient mechanisms of monitoring. The participant further stated that sometimes they lack adequate time to address the issue of differentiated learning.

Although the participant mentioned the problem of not addressing differentiation assessment in classrooms, the participant further made provocative suggestions about effective and efficient monitoring mechanisms that need to be employed for effective use of monitoring and supervision of assessment practices in schools. When asked to offer suggestions about how monitoring could be done in schools, English teachers offered appropriate suggestions specifically for the administration of assessment tasks while others presented information that caters for their own situations only. An English Teacher 1 of School B suggested that unless SMTs addressed the problem of other teachers who teaching English in the previous grades, their assessment activities would be of best quality. There were different suggestions raised by participants in this study. Both SMTs and English teachers do not differ in terms of their suggestions as they highlighted the importance of training workshops, regular visit by curriculum advisors and constant monitoring and supervision of assessment tasks. The section below presented findings from document review.

4.5. THEMES ASSOCIATED WITH DOCUMENTS REVIEW

The documents reviewed in this study under the guidance of the selected theoretical perspectives for this research, assisted the researcher with an indication of how those schools operate. Document review comprises the review of relevant documents involving the monitoring and supervision of English assessment tasks in primary schools. The purpose of document review in this study was to check as to whether there was compliance or non-compliance to the prescribed policies and to determine if implementation of policies reflect the actual implementation by members of SMTs and English teachers and to supplement participants' interviews and observations. The analysis and interpretation of the documents used in each school were separately done in order to establish areas of similarities and differences. As already indicated at the beginning of this chapter, the researcher was unable to access documents from the other school due to the Covid-19 lockdown restrictions and regulations. The researcher created the following themes as a matter of discussion; availability of the Personnel and

Administrative Measures (PAM) availability of English CAPS policy document, Availability of National Protocol for Assessment, School's Monitoring Tool, School's Programme of Assessment, teachers' files and learners' portfolios. The data from documents were presented below.

4.5.1. Availability of Personnel Administrative Measures

It is compulsory for every school to have a PAM policy as it is regarded as the important document that provide guidance on how SMTs share responsibilities (Maja, 2017). The Personnel and Administrative Measures was reviewed in this study in order to establish whether SMTs were having the document and utilising it as a guiding document when they perform the monitoring and supervision of English assessment tasks in primary schools. PAM outlines the core duties and responsibilities of members of SMT in relation to how teaching, learning and assessment could be monitored and supervised in schools. All members of SMTs need to familiarise themselves with this document in order for them to carry out their responsibilities effectively in schools. Of the four schools visited only two schools, School A and School B were able to provide their PAM document. In School A, the document was clean and this showed that it is hardly functional while in School B the document was available in the principals' file and there was an indication that the document was utilised. The other two schools visited seemed not to consider PAM as crucial. Principal 3 spent some time trying to locate the document but failed to find it. This was contrary to what the principal had indicated before during interviews as the participant mentioned that they cannot perform their roles without the PAM document. In another school, School E, the deputy principal, who was participating on behalf of the principal, searched the principal's office for a long time and found the document. The document was not well kept and this showed that SMT members from this school did not frequently or not utilising PAM document as a guide or tool that enable them to carry out their duties effectively and efficiently in school. It emerged in this study that some members of SMTs neglect the application of departmental policies such as PAM (Bayeni, 2016)

4.5.2. Availability of English CAPS document

Literature revealed that English First Additional Language (EFAL) policy document provide guidelines on when to assess, what to assess, and how assessment could be

conducted in classrooms. The policy further includes details about formative and summative assessment tasks, examination guidelines and subject requirement (Department of Basic Education, 2012). According to the above information, the researcher is of the view that all SMTs and staff members need to have policy documents for the subjects they are managing and teaching. For members of school management team to monitor and supervise assessment tasks in schools, these members are compelled to have policy documents in place for all subjects, inclusive of English though they are not teaching the subject. The investigator found that some schools had English policy documents while others were unable to provide the policy when requested. The problem encountered with regard to the availability and implementation of the policy in some schools was the SMT members who kept on going up and down looking for the policy from their colleagues. Some they even requested English policy from English teachers, which shows that SMT members do not have the policy in their files. It is of the utmost importance for members of the SMT to have this policy and to farmiliarise themselves with it if they are to monitor and supervise English assessment tasks in an efficient way in schools. This is important as Bayeni (2016) stresses the need for the SMTs to engage in policy interpretation and mediation. In another school, School B, the principal provided a resource file containing all materials needed for the effective running of the school, including all documents requested such as English policy document. In School C, HOD 3 failed to provide the policy for review and the participant indicated that the school was not having enough policies so they just give the one the school was having to an English teacher. When requested to provide their English policy documents, most English teachers were having policies, though some were clean and showed that teachers were not utilizing them. There was only one English teacher who mentioned that the principal did not provide the participant with the policy document, so the teacher relies on materials sent from the circuit office.

4.5.3. Availability of the National Protocol for Assessment

The National Protocol for Assessment provides a policy framework for the management of school assessment records and the basic requirements for the learner profiles, reports cards, record sheets and schedules (DBE, 2011). It is therefore imperative for members

130

of the management teams to have this policy as it assist them to ensure that all processes and procedures of the administration of assessment tasks in schools are conducted in an effective and efficient way. Of the four schools visited with about twelve participants, only four participants were able to produce the National Protocol for Assessment. In school A and School C, all members of the school management teams together with English teachers were unable to provide the document when requested. The National Protocol for Assessment is crucial when coming to the procedures and requirements needed for effective administration and monitoring of assessment tasks in schools. Therefore, inability to provide this document showed non-compliance from both SMTs and English teachers. The compliance with the departmental requirements is important as this enables SMTs to follow all the necessary procedures in performing their work in schools.

In school B, the document was well kept in the file while in school E the document was found in the principal's cupboard and not in the file. The filling system was a challenge in this school as almost all document requested, the principal had to pace up and down looking for them. It was also surprising as this document looked clean and this was an indication that the principal was not applying the policy (Bayeni, 2016). There was no single English teacher who was in possession of the document. Most English teachers indicated that they mostly rely of materials available in school. So, if their principals or HODs failed to provide the necessary materials they just use whatever document available in the school with relevant information about the administration of English assessment tasks. This lead to the notion that English teachers might not have been given the National Protocol for Assessment as one of the important document teachers need to utilise when carrying out assessment activities in classrooms.

4.5.4. Availability of the Schools' Monitoring Tool

The monitoring tool in this study refers to the tool members of SMT utilise to monitor and supervise English assessment tasks. Monitoring tool assists SMT members to establish as to whether teachers' assessment tasks given to learners are standardized and of outstanding quality (DBE, 2012). Department of Basic Education (2008) indicates that in order to lead and manage assessment practices in schools, teachers need to understand the issues involved. Aspects such as why do we assess, what to assess, when to assess

and how to assess learners need to be firmly considered. It is therefore imperative for each school to have the tool that they would use to monitor and supervise assessment tasks and such tool need to be in line with the guidelines of the departmental assessment policies. In order to confirm claims made by participants that they monitor and supervise assessment tasks, the researcher reviewed this tool to check if indeed monitoring and supervision was effectively done. The four schools visited for document review in this study did not have their own assessment tool designed at school except one school which is School B. In this school, both Term one and two monitoring tools were available with comprehensive information that guides all members of the staff, inclusive of English teachers about all the protocols to be followed when carrying out assessment in classrooms. Those tools stipulated the dates of monitoring and supervision process. Upon reviewing the monitoring tools, various discrepancies were observed.

In School C and School E, SMTs monitoring tools were not in their files and the term one and two tools were incomplete as the comments section were blank and evidence of post moderation was unavailable. In another school, School A, the only monitoring tool made available when requested was a sample document sent to schools by the district. There was only one school, School B that highlighted that in their school they used to monitor assessment tasks by visiting teachers in classrooms although they were unable to effectively conduct class visit due to the Covid-19 pandemic. However, the school was not having a specific tool they utilise to conduct those visits. The claims of having conducted monitoring and supervision by some two schools could not be backed up by documents the researcher reviewed. The review of documents such as the School' Monitoring Tools showed that monitoring and supervision was not done as expected by members of SMTs. This finding is similar to (Komar, Komar, Kolomiiets, Rolienko & Diachuk, 2019) findings conducted with primary schools in Ukraine. These authors revealed that poor monitoring and supervision in primary schools were influenced by unavailability of the monitoring tools.

4.5.5. Availability of Schools Programme of Assessment

It was indicated in the English CAPS policy document that a Programme of Assessment need to be designed in schools to spread formal assessment tasks in all subjects

throughout the term or year (DBE, 2012). Of the four primary schools visited in this study, only two schools managed to provide their programmes. In School A they were having the Programme of Assessment though there were no indication of its implementation. In It was quite clear that participants had documents but regrettably those documents were not followed. For example, in School E the programme of assessment was not followed. The district provided schools with the programmes that instruct teachers on what need to be included in their tasks and when those tasks could be administered. But, in this school the Programme of Assessment was misplaced as it was unavailable during the time of visit. School C, the Programme of Assessment was unavailable when requested and it was not surprising as during interviews, the principal indicated that the school is having a specific time as to when to start writing. The principal failed to mention document such as the Programme of Assessment as a guiding tool with regard to when assessment tasks could be conducted in their schools.

Some schools visited in this study opted to utilise the Programme of Assessment provided to them from the district. While in actual fact, it is a mandatory for schools to draw up their own Programme of Assessment that caters for their own situation. This is confirmed by the English CAPS policy document that states that the school Programme of Assessment need to be drawn up by school indicating the dates on which tasks will be done (DBE, 2012). In School B the school 's Programme of Assessment was available with dates, the only assessment tasks that were not indicated in the programme was oral tasks. There was no indication as to when oral activities could be done as they were not included on the programme. It was quite clear that participants had documents but regrettably those documents were not followed. For example, in School E the programme of assessment was not followed. The district provided schools with the programmes that instruct teachers on what need to be included in their tasks and when those tasks could be monitored. But, in this school the Programme of Assessment was misplaced as it was unavailable during the time of visit. The researcher argues that there is no way effective assessment could be conducted in classrooms if schools do not have programmes in place to inform them on what, when and how to administer assessment in classrooms. Therefore, it is imperative that members of SMTs have programmes of assessment to ensure consistency and compliance of the administration of assessment activities (DBE, 2012).

4.5.6. Availability of Teachers' files

The DBE (2011) indicates that all teachers are expected to keep a file containing all documents related to assessment. The protocol further states that teachers' files need to have a complete record of assessment in a particular subject and be available for monitoring and moderation purposes at every level. It is mandatory according to the National Protocol for Assessment for each teacher to keep a file containing evidence of teaching and assessment informed by the Annual Teaching Plan. The researcher requested teachers' files and learners' portfolios in order to ascertain compliance with regard to policies regulating the administration of English assessment tasks in primary schools. According to the DBE (2011), teachers' files need to include amongst others, Annual Teaching Plan, Assessment Plan, summative assessment tasks and memorandum. In both teachers' files and learners' portfolios, the investigator aimed to establish as to whether teachers were among others; incorporated formative and summative assessment in their tasks, if teachers utilised appropriate assessment tools, to check evidence of moderation by SMTs, to identify if there was compliance with the policies and if assessment tasks given to learners were standardised and authentic. It is important to monitor as to whether assessment tasks given to learners are authentic since authentic assessment helps learners to develop assessment literacy and to prepare them cope with the increasing demands of assessment activities (Koh, Delanoy, Bene, Thomas, Danysk, Hone, Turner & Chapman, 2019). With regard to formative assessment tasks, namely, classworks and homework, the researcher's intention was to find out whether teachers' formative assessments were effectively done and able to inform summative assessment.

The researcher reviewed term two documents only. It was revealed from this finding that some English teachers did not fully comply with all requirements set for the administration of English assessment tasks in schools. In School A and B, teachers' files were not in order and some of the assessment activities were insufficient and not in line with the Annual Teaching Plan and the Programme of Assessment. For example, term two Programme of Assessment indicated that teachers need to give learners six tasks which are reading comprehension, visual text, summary writing, language structures and

convections, creative writing and oral work. In School A, English Teacher 1 administered four tasks only, there were no evidence of oral work and summary writing in the file. While in School B, the only tasks available in the file was reading comprehension and language structure and conventions. When asked about the other tasks the teacher said some of the tasks were misplaced. In another school, School C, the teacher followed the programme of assessment from the district but there was no evidence of formative assessment in the learners' classwork books. For example, the teacher gave learners summary writing and visual text but there was no evidence of these tasks in their classwork books. According to the policies set for assessment, formative assessment need to be conducted before summative assessment could occur as formative informs summative. This indicates that some teachers were not fully comply with the requirements set for administration of assessment tasks.

Another issue with regard to teachers' files was that some of the tasks were properly moderated as the moderation tools were in good order, signed and stamped while in some schools SMTs failed to moderate teachers' tasks as there was no moderation tools in their files, both post and pre moderation. In School B, the moderation tool was available but learners' scripts were not marked by the moderator as an indication that pre moderation was done. Most of learners' portfolios were not well prepared while some were not well packed. The researcher had to struggle to locate some of the tasks for term two in their portfolios. The main findings identified was that most teachers failed to administer formative assessment tasks as learners' classwork had few tasks and some of these tasks were not in line with the ATP and expected work output for the term. For instance, some of English language skills were not addressed. Findings in this study are similar to that of Kanjee (2020) who discovered that low level of formative assessment practices was demonstrated by teachers. This entails that benefits of formative assessment s are neglected and underutised (Kulasegaram & Rangachari, 2017)

Findings from this study revealed that most of the English teachers were unable to prepare their own assessment tasks as they mostly depend on samples of assessment tasks provided to them from the district. Instead of giving learners what they have taught in classrooms, teachers just opted to rely on external assessment tasks that they had

never administered informally with learners. If teachers chose not to abide by the prescribed assessment procedures, then the assessment results are often compromised. Department of Basic Education (2019) mentions that teachers need to informally assess learners before formal assessment tasks could be assessed. This was also confirmed by Vlachou (2018) who revealed that teachers focused more on summative assessment without effectively using the assessment evidence collected from formative assessment. The following section of the chapter discusses findings derived from observations.

4.6. THEMES ASSOCIATED WITH OBSERVATIONS

Creswell (2014) describes observations as the process of watching the physical setting, participants, activities, interactions and conversations. In the context of this study observations refer to the interaction between the researcher and English teachers in classroom setting. It is assumed that observations play a significant role in research study as it helps to have a justifiable and accurate picture of teachers' strength in classrooms. Observations in this study found to be one of the most essential part as the researcher was able to observe the actual happenings in classroom situation. This includes the way teaching and learning process is done and how assessment was conducted in classrooms. Observations were done in order to take supplementary data that was not confirmed and stated during the process of interviews. It was clearly indicated at the beginning of this chapter that thorough arrangements were made with English teachers regarding the date and time in which English teachers would be available for the observation. The researcher intended to conduct ten observations with participants but due to lockdown restrictions and regulations only four observations were done. It was critical for the researcher to observe classroom activities due to the Covid-19 pandemic protocols (Caratiquit & Pablo, 2021).

As indicated earlier in chapter 2, the future-oriented theory was viewed by the researcher as important. For instance, if physical contact is not permitted in times of circumstances such as the Covid-19 pandemic, there is a need for the utiliation of technological devices such as laptops or smart phones, routers and internet access to reach teachers and learners in classrooms. In School D, the researcher was unable to observe an English teacher due to the Covid-19 regulations and restrictions. The researcher ensured that

time is observed in order to start the lesson with the teacher and to observe every occurrences taking place in classroom before the lesson. All schools visited, their classrooms were not overcrowded and the seating arrangement were in order. There was only one learner in each desk as schools were using rotational time table of attending classes in order to observe the Covid-19 protocols. Had it not been the Covid-19 restrictions there would have been two learners per desk and three learners in some schools that were overcrowded. The section below presented findings for themes created during observations.

4.6.1. Assessment and curriculum needs

Alignment of assessment, curriculum and pedagogy is viewed by Klenowski and Wyatt-Smith (2014) as an important aspect of curriculum delivery and the driver of change in all levels of schooling. Theme 1 aimed to identify as to whether assessment tasks given or asked in classrooms are in agreement with the needs of curriculum. So, it is of utmost importance for SMTs to check if teachers are able to align English assessment tasks with the CAPS curriculum content. Webb (as cited in Squire, 2009) presented several importance of aligning assessment, instruction and curriculum which among others was to strengthen an education system, to better attend to expectations of the assessment, to help assure that all outcomes are being assessed and to reduce unnecessary repetition in the assessment system. With regard to assessment and curriculum needs, most English teachers showed nonconformity as they were not teaching the same subject content during the time of visit. The researcher visited schools during the fifth week of term three and according to the Trimmed Annual Teaching Plan, teachers were supposed to teach learners different aspect of language skills. These include writing and presenting, whereby learners were expected to do research write-up. In language structures and conventions, they were supposed to do indirect and direct speeches, causes and effects, adverbs and adjectives to mention a few. In school A, the teacher was presenting a lesson about present tense and past tense which were not included in week five. English teacher 2 in School B was teaching leaners a poem and the teacher was busy with the rhyming words and figure of speeches.

Once more, in School C an English teacher was busy doing corrections for the previous work and it seemed they were busy with reading activities. In School E, an English teacher 5 was teaching learners how to write an essay. Learners were asked questions orally and in writing based on what they had done. These findings showed that all English teachers observed were not complying with the requirements of the policy as their teaching and assessment were not in agreement with the requirements of the ATP for the term. It was indicated in the English CAPS policy document (DBE, 2012) that the work on which assessment is conducted need to have been covered during the term. Despite this requirements, most of the teachers observed showed non-compliance with regard to what was expected to be taught. This could disadvantage learners at the end of term the reason being that they are going to be assessed based on what they had learned, of which according to the researcher's observation, was totally out of the prescribed programme for the term. Furthermore, this could have a great impact to learners as English as a subject plays a pivotal role in the education of the learner due to its status of being a language of learning and teaching and could as well deprive learners an opportunity in their coming future (Maja, 2019).

4.6.2. Teachers' English proficiency

Gudula (2017) stresses the importance of the use of English as a medium of instruction in schools Brutt-Griffler (2017) states that English require a high level of proficiency on the part of teachers. The main aim of this theme was to identify whether English teachers in primary schools are able to teach and assess English language in an effective and efficient way in classrooms. The researcher's view here was that if SMTs in primary schools are able to guide and provide adequate support to English teachers, the issue of English proficiency level for both teachers and learners would be improved. Literature revealed teachers poor English language proficiency which impacts negatively on learners' acquisition and understanding of instruction in most of the South African schools (Gudula, 2017; Maja, 2019). In the context of this study, English language proficiency refers to teachers' ability to deliver English subject content and the administration of assessment using appropriate and fluent English in classrooms. Some English teachers observed in this study had poor English language proficiency as they were unable to use

the English language throughout the duration of the lesson. This was confirmed in a lesson observed in School B where an English teacher 2 was teaching learners a poem. During the lesson presentation the teacher showed a limited English proficiency level as the teacher was unable to clearly explain to learners some elements of poems. For example, the teacher resorted to code-switching or mother tongue to facilitate learners' understanding and to explain what figures of speeches are. It took the teacher quite a long time to complete the lesson and conduct assessment as learners were struggling to assimilate what the teacher was teaching. The teacher was not fluent and was unable to maintain learners' attention throughout the duration of the lesson. The questions asked after the lesson were not addressing the skills to be learned and were also not at the age development of the learners as the teacher kept on asking learners to explain what some of the figure of speeches meant.

It is assumed that poor English proficiency of teachers in schools may likely result in low level of education and poor performance on the part of learners. Wildsmith-Cromarty and Balfour (2019) allude that teachers had a great influence on learners' language of assimilating English skills in classrooms. This authors content that if teachers have poor knowledge base of the language of instruction they would find it difficult and challenging to analyse, interpret and use information effectively to inform teaching and learning, meaning that assessment in classroom would be compromised. Based on the findings from this observation, the teacher seemed to have a limited or rather poor English proficiency level as the teacher mostly struggled to teach and assess learners effectively using English as a medium of instruction in classroom. Another teacher observed in School C was English Teacher 3. This teacher commenced the lesson by conducting assessment activity for the work done in the previous day. It appeared the teacher was doing reading comprehension as the questions were about the title, setting and characters in the text.

Once more, the teacher was unable to conduct assessment in an explicit way as a result of poor English proficiency. For example, to use a variety of questioning techniques when asking questions. The middle order and high order questions were not questioned, only low order questions dominated an assessment activity. For example, questions such as

"In your opinion", "what do you think?", "what did you like or dislike?", "suppose you are one of the characters" were not asked during assessment activities. The dominant questions were "what is?", "who is?", "when did?". And all these question forms fall under low order questioning technique. Literature review highlighted several cognitive levels ranging from level one to five that need to be utilised in order to ensure that assessment activities are fair, reliable and valid in both formative and summative assessment. But according to what has been observed in the classroom in School C, all these cognitive skills were not addressed as the teacher was lacking proper English language knowledge base to pose as many questions as possible in classroom. The teacher ended the lesson before the specified time of an hour due to the fact that she was struggling and failing to administer assessment activities as required. This finding is in line with what Maja (2019) found with grade six teachers in primary schools of Ekurhuleni North District. This author found that teachers lacked the necessary knowledge and skills to teach and assess English language skills.

The only teacher who tried to conduct effective assessment in classroom was English Teacher 5 of School E. Before and after having presented the lesson the teacher was able to explain to learners what they are expected to learn, which means the skill that learners had to acquire. Although the content was not aligned as learners were not expected to do descriptive writing in term three, the teacher was able to assess learners based on the skill they are expected to learn. Teacher's mastery of content and lesson objectives were achieved and the teacher was able to assess using relevant assessment instrument namely, rubric. The teacher was also able to use a range of questions that provoked learners' thoughts and thinking skills and catered for a range of learners cognitive levels. This was an indication of quality of teaching and learning which was determined by the quality and competence of that teacher Eshetu (2020)

4.6.3. Teachers' Knowledge of Assessment

This section of the study aimed to understand English teachers' knowledge and skill that they have in order to effectively conduct assessment activities in classrooms. It was mentioned in the literature that South African teachers lack the basic content knowledge and pedagogical skills in their subject specialty (Spaull, 2016). The main focus here was

to identify if teachers are able to use different assessment techniques in classrooms. This include among others, the teacher's ability to address the issue of low order, middle order and high order questions, the ability to incorporate all English language skills and to use a range of cognitive levels when conducting assessment in primary schools. Of the four teachers observed in this study, only one teacher showed an understanding of the above mentioned skills. In school A, the researcher observed an English teacher teaching learners about present and past tense where unfortunately the teacher was using an old traditional method of teaching and assessing learners as opposed to what the CAPS policy document required. The old traditional form of assessment was viewed by Klenowski and Wyatt-Smith (2014) as a teacher dominant method and teachers need to shift from the old traditional way of practices to a more future looking curriculum. This implies that the teacher focuses more on providing answers to the learners rather than engaging learners in teaching and learning activities.

Present and Past tense are aspects of Language Structures and Conventions which is one of the English language skill learners need to acquire in the Intermediate Phase. DBE (2012) mentions that it is expected that this skill be taught in context as other language skills are taught and developed. This suggests that teachers cannot just enter a classroom and teach learners these tenses separately, they need to be incorporated in other skills, for example, in listening and reading text. To enhances effective administration of assessment English tasks in schools, teachers need to ensure that they select a text that contain some of the language items covering the Language Structures and Convention skills. Findings from the researcher observation in this school revealed the teacher inability to use a variety of questioning techniques to provoke learners' thoughts and skills. The only question asked was to request learners to change sentences given from present to past tense. The teacher introduced the lesson by showing learners how these two tenses differ from each other, showed some few examples and later gave them a classwork.

Another problem was that an assessment activity was not appropriate to the age and developmental level of the learner and grade, an assessment activity was too easy for the grade six learners. This was in contradiction of what the department highlighted as

they indicated that assessment activities need to be carefully designed to cater for a range of cognitive levels and also need to be appropriate to the age development level of the learner and grade (DBE, 2019). An English teacher B in School 2 showed some challenges with regard to assessment as the teacher failed to ask learners a variety of questions to stimulate their thoughts and understanding. This finding was similar to what Hoadley (as cited in Wildsmith-Cromaty and Balfour, 2019) revealed as this author identified specific classroom practices that impact negatively in teaching and learning as a result of teacher limited knowledge base of assessment. According to findings, it appeared that some teachers gave learners tasks that were not in line with the content as they were out of the prescribed content for the term. The researcher ascribed this shortcoming to a number of factors such as language proficiency and lack of assessment knowledge that hindered the teacher to probe as many questions as possible to enhance learners' participation in the teaching and learning activity.

4.7. PROPOSED MODEL FOR EFFECTIVE MONITORING AND SUPERVISION

This study sought to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in schools. One of the objectives this study aimed to achieve was to develop an alternative monitoring mechanisms SMTs could employ in order to perform their monitoring and supervision in an effective and efficient way in schools. Several studies have been conducted on the monitoring and supervision of teaching and learning in South African schools. This includes studies conducted by Subramoney (2016), Ntseto, (2016), Preshaan (2016), Sebetoa (2017) and Malatji, (2018). Some of these studies revealed similar findings to what this study has discovered. The researcher's argument here is that none of these studies have gone into depth in providing guidance on how best SMTs could perform their roles with regard to the monitoring and supervision of teaching and learning. For better monitoring and supervision of English assessment tasks in schools, the researcher proposed the following model in response to what has been found out in this study.
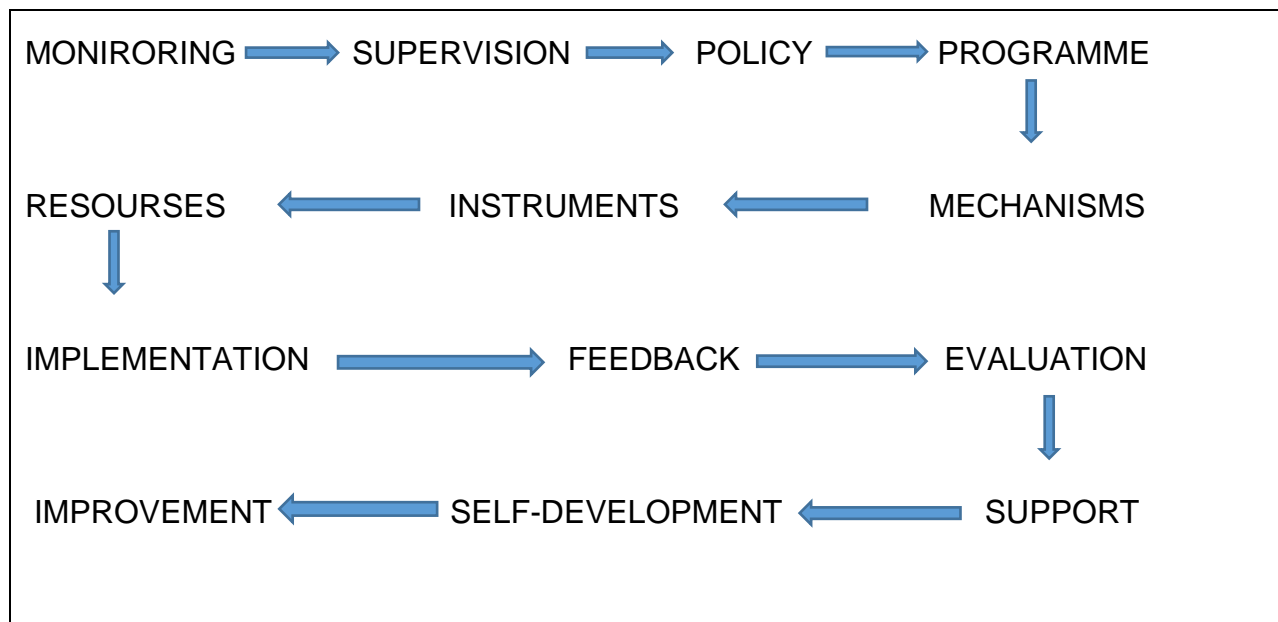
Figure 1: Mahlatji's Proposed model of monitoring and supervision (2022)

Table 5 above shows a model the researcher perceives to be appropriate and effective for the improvement of monitoring and supervision of English assessment tasks by SMTs in primary schools. Beneath follows a detailed discussion of each of the concepts.

4.7.1. Monitoring

The concept of monitoring has been defined by several authors at the beginning of this study. The importance of monitoring was thoroughly explained in Chapter 2 and it was shown in the literature that if SMTs could have an understanding of monitoring and its importance in the education sector, this could as well results in the quality of education in schools. This study found that monitoring of English assessment tasks was neglected and not effectively done due to STMs lack of understanding of what monitoring entails. Therefore, this study proposes that a clear understanding of monitoring and supervision be the first thing to be prioritised by SMTs in schools if they are to effectively monitor English assessment tasks. It is believed that effective assessment practices in schools are likely to occur if proper monitoring and supervision is lacking. Therefore, clear understanding of monitoring will strengthen and promote adequate monitoring and supervision of assessment tasks in primary schools.

4.7.2. Supervision

The two concepts of monitoring and supervision are seen as a single entity in several discipline. While in essence, they are not. In this study, monitoring and supervision of assessment tasks are applied extensively. Similarly, SMTs need to have a comprehensive understanding of what supervision of assessment tasks involves and its purposes in schools. Some of the major purposes of supervision in schools are to improve the quality and enhances performance. In the context of this study, supervision of assessment, if properly done, could serve several purposes such as; teachers compliance with assessment policies, promotion of quality of assessment tasks and improvement of learners' performance. It emerged in this study that monitoring and supervision of English tasks were not effectively and efficiently done. As a results therefore, this study proposes regular and adequate supervision of English assessment tasks. This could be done in a form of employing appropriate mechanisms of monitoring and supervision.

4.7.3. Policy

The Cambridge International Dictionary defines policy as a set of ideas or a plan of what to do in a particular situation that has been agreed to officially by an organisation. The word policy is concerned with creation of good practices by public. In the context of this study, this refers to all policies governing and regulating the monitoring and supervision of English assessment tasks in schools. It emerged in this study that most SMTs and English teachers misunderstood and misinterpreted department policies such as Personnel Administrative Measures, National Protocol for Assessment, Curriculum and Assessment Policy Statement and School Assessment policies. The study findings revealed that there were areas of policies that were not followed as anticipated. Therefore, this study proposes thorough engagement of policy mediation and interpretation by SMTs. The researcher further suggests a clear understanding of all dynamics and challenged nature of those policies and how those policies operate. They need to further strongly communicate those policies to English teachers.

4.7.4. Programme

This study revealed that almost all primary schools visited in this study were operating without a functioning programme of monitoring and supervision of assessment tasks. It is imperative for members of the SMT to have a comprehensive plan of how the monitoring process could be conducted in primary schools. This study proposes that a programme for monitoring being developed by SMTs. It is further suggested that the programme for monitoring include among others; what to be monitored, when the monitoring process is going to take place and how the monitoring of assessment tasks will be taking place. Again, the programme needs to outline the target areas and displays roles and responsibilities of each member of the SMT. It is difficult for members of SMTs to monitor and supervise English assessment tasks if their essential roles are not realised. This is the reason why roles and responsibilities of these members of the SMTs need to be clearly indicated in the programme. Furthermore, these members need to firmly adhere to the programme implementation plan as the monitoring process could only happen if the schedule of the programme is implemented according to the specified plan.

4.7.5. Mechanisms

The concept mechanisms in this study refers to techniques employed to evaluate the standard, authenticity and quality of assessment tasks given to learners in classrooms. This study discovered that the most common mechanisms utilised to monitor and supervise English assessment tasks was moderation. However, there are other monitoring mechanisms SMTs could employ for effective administration of assessment tasks in primary schools. This finding demonstrates the importance of application of different methods to monitor and supervise English assessment tasks. The researcher proposes that monitoring mechanisms to be firmly and fairly utilised for monitoring and supervision purposes. These include among others, class visits, classroom observations, checking of teachers files and learners' portfolios, checking of learners' formative and summative assessment tasks, moderation of summative assessment tasks, one-on-one discussion with teachers and teachers' self-monitoring. Teachers self-monitoring entails teachers' engagement into reflective thinking through a critical lenses and improve their assessment practices. Although some were not new to these members of SMTs, the

emphasis here is to strongly ensuring that there is a free flow of information, account and plans for improvement. All these methods need to be concurrently employed without deviation. Furthermore, constructive feedback need to be given to English teachers and time for corrective measures be set for future improvement.

4.7.6. Instruments

Instruments refers to tools utilised by SMTs to collect the monitoring and supervision data of English assessment tasks. Three of the four schools visited for documents reviews in this study did not have their monitoring and supervision instrument in place when requested by the researcher. For effective monitoring of assessment tasks to occur in schools, there is a need for the utilisation of relevant and reliable instruments in order to collect authentic and reliable data. This study suggests the design of monitoring instruments focusing on the mechanisms employed for the planned activity. For example, if the focus of monitoring and supervision is class visit, let the relevant and proper instrument be used to collect data for that visit. The researcher argues that there is no way these SMTs can perform their monitoring responsibility without the utilisation of instrument if the purpose is to achieve the expected outcome of the monitoring.

4.7.7. Resources

This study found that almost all schools participated in this study were under-resourced. In some schools, infrastructure, furniture and important documents such as PAM and English policy documents were unavailable. It is assumed that schools that under-performed in most of the disadvantaged rural schools in Limpopo Province was due to inadequate provisioning of resources. This assumption was confirmed in this study as most SMTs were performing their responsibilities without proper infrastructure and were lacking materials such as PAM and other relevant policies such as English CAPS policy documents and National Protocol for Assessment. Therefore, this study proposes proper provisioning of educational resources to schools in order to promote effective and efficient monitoring and supervision of English assessment tasks.

4.7.8. Implementation

It emerged in this study that the actual monitoring and supervision of English assessment tasks was likely occurred in some primary schools. This was confirmed by the data collected from SMTs and English teachers. The documents reviewed and observations done with showed that indeed monitoring and supervision process were not effectively conducted as there was non-compliance for both SMTs and English teachers. Considering what has found in this study, the researcher suggests systematical adherence to processes and procedures of the monitoring and supervision programme. Firstly, SMTs, need to thoroughly check activities scheduled on their programmes and conform to it. For example, if the planned programme scheduled for class visit, there is a need to adhere to what has been scheduled in the plan. Secondly, they need to decisively utilise instruments designed for activities. Thirdly, let these members of SMTs record information collected during the monitoring process. Fourthly, feedback need to be given to English teachers in order to make them aware of their strengths and weaknesses with regard to the quality of assessment tasks given to learners in classrooms. Lastly, SMTs need to decide on strategies for improvement.

4.7.9. Feedback

An effective way of improving under-assessment of English assessment tasks in schools is to provide English teachers with information about their weaknesses and strengths in relation to the administration of assessment activities in classrooms. Feedback is associated with performance and improvement if effectively done. It is as well linked to quality teaching and learning. Findings in this study had an indication of insufficient feedback provided to English teachers. Therefore, the researcher suggests that sufficient and comprehensive feedback be provided to English teachers for future improvement of the preparation and administration of assessment tasks.

4.7.10. Evaluation

Evaluation entails the action carried out by SMTs to assess and diagnose whether the monitoring and supervision conducted in schools yield positive results or not. In order to measure the success and effectiveness of the planned programme, SMTs need to

conduct evaluation. After having followed all the processes and plans mentioned above, it is necessary for members of SMTs to develop an evaluation plan to help them track and assess the outcomes of the existing programme throughout the processes of monitoring and supervision. This requires a series of questions that need to be answered by SMTs which include among others; what works well? what does not work well? what failed the programme? And what made a great success of the programme? All these questions will lead SMT members to the final stage of this model which is improvement. Evaluation will assist SMTs to adjust their implementation and provides opportunities for contingency plan for future implementations.

4.7.11. Support

One of the objectives of this study focused on the establishment of the support and guidance provided to SMTs and English teachers. Findings in this study revealed that SMTs in primary schools were not playing their roles of providing support and guidance to English teachers. Similarly, the Department of Basic Education was not doing enough in ensuring that SMTs are playing their monitoring and supervision roles of assessment tasks effectively. The support and guidance in schools is provided from different levels, namely, national, provincial, district, cluster and school. In this study, the concept of support refers to the support provided to SMTs from the district and circuit level and to English teachers by SMTs at school level. Considering what the researcher has found out, this study proposes the development of monitoring and supervision support programme which comprises all different support programme activities to be done for the whole duration of the year. The support programme needs to explicitly outline expectations and outcomes needed to be achieved. This could be done in a form of requesting curriculum advisors to pay regular visits to schools, seeking expert from outside or utilising capable and competence teachers within their district and circuits at the expense of the school. The education department through the circuit managers and curriculum advisors needs to ascertain that they put their plans in place that are well known by SMTs on when and how SMTs and English teachers would be supported. They need to develop a tangible plan on how SMTs and English teachers will be assisted in

schools. All stakeholders involved need to ensure that there is adherence to the support programme.

4.7.12. Self-development

This study found that SMTs were executing their monitoring and supervision without the necessary knowledge and skills. This was due to the fact that some were new in their positions and were without the broader experience while others had never attended any leadership and management training workshops. Another cause was that these members of SMTs never attempted to develop themselves in a form of furthering their studies. The concept self-development refers to an act of developing oneself in order to obtain skills and knowledge. Looking at what has emerged in this study, the researcher proposes the establishment of SMTs self-development programmes with special focus to the monitoring and supervision of assessment task. This could be done in the form of furthering studies, conducting research, reading books and articles, attending seminars, and leadership conferences. This will enhance their monitoring and supervision abilities and knowledge as well as to make them gain a greater understanding of their roles and responsibilities.

4.7.13. Improvement

After having identified areas that need serious and urgent attention, it is necessary that an improvement plan is drawn in order to close gaps identified during the process of monitoring and supervision. This could only be done by prioritising those areas. There is a need for SMTs to engage with other stakeholders such as curriculum advisors, experts and competent people who can assist in the strengthening of various areas of the monitoring and supervision that need improvement in primary schools.

4.8. INTERPRETATION OF THE MODEL

Since the last objective centered on the development of a model, what now follows is the interpretation of the developed model by the researcher. As per the model, SMTs will begin their process by ensuring that there is clear and appropriate understanding of what monitoring and supervision of English assessment tasks are. A clear understanding of these two concepts will assist SMT members to follow the required processes of

monitoring and supervision. The monitoring process will then move to the second level whereby policy such as Personnel Administrative Measures and other departmental policies will be consulted to check procedures and guidelines on how, when and what need to be done with regard to monitoring and supervision of English assessment tasks. After the consultation with relevant policies, it is essential that a tangible programme outlining all activities to be done by SMTs is designed. The programme of monitoring and supervision will be drawn guided by policies. Thereafter, thorough consideration of appropriate monitoring and supervision mechanisms will be prepared. It was clearly indicated in Chapter 4 that one mode of monitoring and supervision mechanism such as moderation of assessment tasks would never be sufficient. Therefore, different mechanisms will be employed to effectively monitor and supervise English assessment tasks.

The monitoring and supervision process would not have done without various methods of gathering data. Since the researcher recommends the application of different mechanisms, it is as well necessary for SMTs to employ relevant and appropriate instruments to gather evidence of monitoring and supervision of English assessment tasks. Once more, it is important to make available essential resources in place to allow the monitoring and supervision of assessment tasks to run smoothly in schools. When monitoring and supervision is well understood, relevant policies were consulted, a monitoring and supervision programme was drawn, appropriate mechanisms and instruments are in place as well as sufficient resources, the actual monitoring and supervision of English assessment tasks will then occur. After the implementation process occurs, accurate, comprehensive and appropriate feedback will be provided. SMTs need to check as to whether the monitoring and supervision of English assessment tasks were effectively done or not. There is as well, a need to keep updates to English teachers regarding their strengths and weaknesses. The identification of strengths and weaknesses will then lead to appropriate support and guidance to members of SMTs and English teachers. A tangible support programme need to be developed and firmly adhered to by both SMTs and English teachers.

Yet again, SMTs need to develop themselves in a form of furthering studies, reading and conducting research about proper and best ways of conducting monitoring and supervision of English assessment tasks in schools. The proposed model, if appropriately applied, there would be an improvement of monitoring and supervision of English assessment tasks in primary schools, particularly schools under Sekhukhune East District, Limpopo Province. Again, proper utilisation of this model will enhance quality of teaching and learning as effective monitoring and supervision of assessment tasks is associated with quality in schools. As a results therefore, under-monitoring and under-assessment of English assessment tasks would rarely occur.

4.9. CHAPTER SUMMARY

This chapter presented data collected from participants in five primary schools from the five circuits of Magakala Cluster in Sekhukhune East District, Limpopo Province, South Africa. The researcher utilised three methods of data collection tools which are interviews, documents review and observations. In this study, interviews were the main data collection tool and the inquirer chose to supplement information from interviews by making use of documents review and observations. All the processes of data generations and analysis were thoroughly explained in chapter three. This chapter commenced by providing background information about research sites and participants autology in this study. The investigator provided a brief information on how data was presented, managed and how themes were created.

The chapter further presented findings from interviews, documents review and observations. It emerged from this study that members of SMTs had different perceptions, views and practices on how English assessment tasks could be conducted and monitored in primary schools. For instance, some members of the SMTs do not have a clear understanding of policies regulating the administration of English assessment tasks in schools while others seemed to know and understand how English assessment tasks could be monitored and supervised. Data collected from interviews showed confusion from members of the SMTs as most of them were unsure as to how assessment tasks could be monitored. For example, when asked about mechanisms they employ to monitor English assessment tasks some mentioned the provision of resources to English teacher.

It was shown from the data generated that most SMTs were not monitoring and supervising English assessment tasks due to several factors such as inability to make use of relevant resources available in schools and lack of knowledge and skills among others. In some schools, resources were available but members of SMT lacked discipline to apply them. While in some schools, resources were not provided as the whole school had to share one policy document. Therefore, it is not quite clear as to whether participants were unable to execute their responsibilities due to lack of resources, or lack of skills or they had both resources and skills but the problem was lack of discipline as well.

Principals and HODs who participated in this study complained about curriculum advisors who did not provide enough support to English teachers regarding the administration of assessment tasks in classrooms. With regard to documents review, it was worrisome as most SMT members and English teachers seemed to perform their duties without referring to departmental policies as most of these participants were without those significant documents that provide guidance on how assessment tasks have to be prepared, administered and monitored in primary schools. There were documents such as Personnel Administrative Measures, National Protocol for Assessment and Annual Teaching Plans that were unavailable in most schools during the time of visit. This implies that some members of SMTs and English teachers just resorted to common sense and experiences when conducting and monitoring English assessment tasks in schools. The next chapter presents brief discussion on major findings of the study, recommendations and conclusion of the study.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter presented findings generated from the three data collection tools employed in the study which are interviews, documents review and observations. The background information of the sampled schools and participants' educational profiles were provided in the previous chapter to provide valuable information and insight to readers about schools and participants sampled for the study. The themes emerging from the three data collection tools for the study were identified. All schools and participants sampled for the study were given pseudonames which were consistently utilised throughout the study.

This chapter commences with a summary of findings that emerged from data collected in schools utilised in the study. Findings were built on the six main themes that emerged from interviews, documents review and observations. This chapter then proceeds with the summary of findings, conclusion and recommendations based on findings that emerged from the data. The study was conducted in five primary schools in Magakala Cluster in Sekhukhune East District, Limpopo Province, South Africa. As indicated in Chapter 3, Magakala Cluster comprised five circuits. One primary school from each circuit was chosen for this study. This study sought to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools. This chapter discusses the main findings and provides recommendations based on those findings.

This study revealed that some SMT members did not understand the concepts of monitoring and supervision as required and their importance in the education sector. The literature review showed that monitoring and supervision of education play an important role in assisting SMTs with the identification of whether policies are effectively implemented in schools or not. In the context of this study, the researcher refers to all policies regulating the administration of English assessment tasks in primary schools such as the National Protocol for Assessment, School's Assessment Policy and Curriculum and Assessment Policy Statement (CAPS). Again, the study further revealed

that some participants did not consider the Personnel Administrative Measures (PAM) as an important document guiding SMTs and English teachers on how to perform their responsibilities about monitoring and administration of English assessment tasks in primary schools. The next section presents a summary of themes generated from interviews.

5.2. EMERGING TRENDS AND PATTERNS FROM THE DATA

5.2.1. Understanding of monitoring and supervision of English assessment tasks by School Management Teams

One of the emerging trends and patterns relates to the understanding of SMTs to the concepts of monitoring and supervision in a context of a primary school. The study found that monitoring and supervision of English assessment tasks were not adequately performed due to little understanding possessed by SMTs. The problem of scant understanding made it difficult for these members of the SMT to fulfil their monitoring and supervision responsibilities in primary schools. The literature reviewed in chapter 2 provided clear and comprehensive information on what monitoring and supervision of education are and their purpose in the schooling sector. The World Bank 2011(as cited in Kabonga, 2018) explains monitoring as a continuous function that uses the systematic collection of data on specified indicators to provide for the management and stakeholders on ongoing development. The concept of supervision on the other hand is described as a set of processes to offer professional guidance and advice to teachers to improve the quality of instruction (Noor, Herlinawatij & Sofyaningrum, 2020). About participants' understanding, it was found that some SMTs have difficulty in providing a detailed explanation of what these concepts entail about the effective monitoring of English assessment tasks. Responses given showed that some principals and HODs misunderstood what monitoring and supervision of assessment tasks involve. This was confirmed by Principal 4 of School D who perceived monitoring and supervision as a way of checking as to whether learners can do the right work. HOD 3 of School C echoed the same thoughts as those of Principal 4 of School D as the participant stated that monitoring and supervision were to manage the school, to make sure teaching and learning take place as normal, and to ensure that teachers are allocated their responsibilities.

There was another participant, Principal 2 of School B who seemed to understand what monitoring and supervision of English assessment tasks entail. HOD 2 of School B backed by HOD 3 of School C indicated that monitoring and supervision referred to the checking of teachers' tasks to ensure that papers are of good quality and standardised. Monitoring of education involves many kinds of activities in schools. In the context of this study, it includes inspection, guidance and support associated with English assessment practices in classrooms. There appeared to be a lack of proper understanding about monitoring and supervision of assessment tasks by SMT members as they explained monitoring and supervision of education narrowly. The researcher asked about the understanding of the two concepts about assessment activities taking place in classrooms.

Condensing responses provided in this study, almost all participants seemed to lack an understanding of what monitoring and supervision of assessment tasks involve. Generally, it has emerged from the data collected in this study that how participants understood these two concepts of monitoring and supervision, especially about assessment tasks, one may conclude that the monitoring process in their schools was not properly done. It was confirmed from this finding that SMTs under study had limited knowledge and understanding of the two concepts of monitoring and supervision of teaching and learning, inclusive of assessment tasks in primary schools. (Subramoney, 2016) There were several purposes of monitoring and supervision presented in Chapter 2 that need to be well identified and understood by these participants so that they become aware of why monitoring and supervision need to be effectively conducted in classrooms.

5.2.2. Commonly utilized monitoring and supervision mechanisms by School Management Teams

The study revealed that measures to put in place various mechanisms to monitor and supervise English assessment tasks were lacking. The study showed reluctance of SMTs when they had to monitor and supervise English written tasks due to the absence of monitoring mechanisms. The literature revealed that one of the factors that lead to poor performance in most schools in South Africa is the lack of proper monitoring. It became difficult for SMTs to ascertain several mechanisms employed in their schools to monitor

and supervise English assessment tasks. Department of Basic Education (2008) emphasises the importance of quality assurance that need to be done before the administration of assessment tasks in schools. Almost all participants in this study showed that to ensure the quality of assessment in schools, moderation was the mechanism employed to monitor and supervise assessment tasks. Findings in this study highlighted that SMTs had no understanding of different mechanisms they could employ to conduct monitoring and supervision of assessment activities in primary schools. Although these participants mentioned moderation of assessment tasks as their core mechanism, they failed to undoubtedly indicate how this moderation process was done. The National Protocol for Assessment, policy focuses on assessment policy for both formative and summative assessment, and provides a policy framework for the management of school assessment, school assessment records and basic requirements for learners' profiles and teachers' files. Furthermore, the Department of Basic Education (2011) stresses the responsibilities of members of the SMT which amongst others was to see to it that teachers' files are at all times monitored and moderated for accountability purposes.

Most participants failed to provide information regarding learners' portfolios and teachers' files when monitoring assessment tasks while others did not provide detailed information about the mechanisms their schools utilised to monitor and supervise assessment activities, both formative and summative. It is expected that SMT members in schools need to utilise various strategies to facilitate the effective practices of assessment tasks. About formative assessment tasks, Mngomezulu (2015) mentions classroom visits and classroom observation as another mechanism which SMT members could employ to monitor assessment activities in classrooms. None of the participants mentioned arbitrary checking of learners' exercise books as part of monitoring formative assessment tasks as moderation of assessment tasks is mostly applicable to summative assessment tasks DBE (2008). There was one principal, Principal 3 who certainly not elaborated on mechanisms the school employed, instead, the participant mentioned departmental policies providing direction to teachers on how and when assessment activities could be monitored and supervised. This was an indication that the participant had no clear understanding of the mechanisms used to conduct monitoring and supervision of English

assessment tasks. There was another principal, Principal 2 mentioned classroom visits as another mechanism the school was using to monitor English assessment tasks. This participant indicated that the Covid-19 protocols restricted the school from doing classroom visits. The discussion above showed that the monitoring process was only done in summative assessment, as formative assessment tasks were overlooked.

DBE (2012) stresses the comprehensive and appropriate moderation practices that need to be in place for the quality assurance of assessment tasks in schools. Findings in this study revealed SMTs' confusion regarding effective monitoring and supervision of assessment tasks. Their responses displayed a lot of confusion about how the monitoring process could be done. Some HODs provided better information about the mechanisms to be employed concerning the monitoring of the assessment tasks in schools while others lacked the knowledge and skills of how assessment tasks in schools could be monitored as those participants failed to sufficiently mention the mechanisms they utilise for monitoring and supervision processes of assessment tasks in their schools. This was confirmed by HOD 4 of School D who indicated that they conduct monitoring by checking audits of written work and through pre-moderation and post-moderation. The participant mentioned that they monitored English assessment tasks by checking teachers' lesson plans to see if the administration of informal tasks was properly controlled. One of the HODs, namely, HOD 3 of School C failed to indicate whether the summative assessment tasks in their school were monitored or not. Generally, some HODs showed a misunderstanding of effective strategies to be used in the monitoring process of assessment tasks, while others had surprisingly little information as to how the monitoring and supervision process could be conducted in schools.

It was indicated in the literature review that monitoring assessment tasks allows all stakeholders in educational institutions to be accountable for their work. In the context of this study, SMTs are the ones responsible for better and quality education of learners in schools. Therefore, it is surprising as some members of the SMT in this study failed to indicate how monitoring of assessment tasks is conducted in their schools. This confirms the assertion made in the literature that SMT members lacked the strategy to monitor and supervise assessment tasks in schools (Mngomezulu, 2015). The study found that

monitoring and supervision of assessment tasks were done through moderation which was found to be the common mechanism adopted by SMTs.

5.2.3. Consultation of policies and conduction of monitoring and supervision

It was revealed from the documents reviewed in this study that some schools did not have enough documents such as PAM, English CAPS, National Protocol for Assessment, Monitoring tools and other documents relevant for the facilitation of monitoring and supervision for the administration of English assessment tasks. Although other schools had documents, there was an indication that they were not regularly used and implemented. The researcher found that not all schools visited had the Personnel Administrative Measures in place, for instance, when requested. It was evident from this study that infrastructure has a great impact on the way SMTs operated in most of the South African schools (Cele, 2016). The fact that schools under study were not having proper buildings and furniture made it difficult for members of the SMT to manage their schools. This was confirmed in School E were the principal searched the PAM policy for a long time the reason being that there was no proper office and furniture where the principal could store the school's important documents. Bearing in mind the fact that Sekhukhune East District is one of those districts which has experienced the challenge of lack of resources (DBE, 2014), almost all schools visited were without admin blocks and principals utilised learners' classrooms as offices. SMTs in those schools were expected to perform their day-to-day activities, inclusive monitoring and supervision of assessment tasks in an environment that is not conducive. Those schools were without admin blocks where the principal, deputy principal and HODs could have their own offices to store their important documents such as PAM. Modiba (2022) highlights the importance of PAM policy by indicating that there is no way a school can function effectively without this document. The other problem associated with the inaccessibility of some documents in other schools was the filing system used by SMTs. Some SMT members did not regard schools' documents as essential as some were not keeping their files in order and it appeared as if this does not concern them. Schools' documents were scattered all over the cupboards and some were kept isolated in boxes.

Although infrastructure was viewed by the researcher as an obstacle to some members of the SMT, in School B, the principal tried to see to it that the school is effectively functional. The principal and HODs were not having proper offices to do their administrative work, but most of the documents were readily available when requested as they were well kept in their files. It was revealed from this study that there was no uniformity in the way schools monitor and supervise English assessment tasks in primary schools. Some schools did not have the monitoring tools while others had tools that were unclear and incomplete as other aspects such as information of learners sampled for moderation and provision for feedback or comments were not included in the tool.

In some other schools, learners' classwork books were checked, stamped and signed by SMTs while in some other schools, learners had fewer classwork and homework activities and there was no evidence of monitoring and supervision of formative assessment tasks. The literature review revealed that in most instances, teachers put more emphasis on summative assessment. This was confirmed by Vlachou (2018) who found that teachers focused more on summative assessments without using the assessment evidence collected from formative assessments. Since formative assessment has its main purpose of improving teaching and learning in classrooms Dixson and Worrel (2016), negligence of the application of this form of assessment compromised its purpose. The only assessment tasks that were given attention were summative. Even though in some schools less attention is given to both formative and summative. For example, in School C and School E, there were no monitoring tools for both formative and summative assessments in the SMTs files and teachers' files. This implies that monitoring of assessment tasks was rarely done as this needed to be backed by data. After reviewing all documents from the four schools, the researcher noted that some documents were not well kept while others were kept in isolated areas and not in files. Important documents such as the English CAPS policy document and Assessment Policies were not available in some schools.

This study found that English was not given the necessary attention it deserves in primary schools. Some members of the SMT claimed to monitor and supervise English assessment tasks however, their claims were opposed by the unavailability of evidence

as there was no monitoring report. This was confirmed when those members failed to provide English Caps policy documents, Schools' Assessment policy and their monitoring tools. It is very much doubtful as to whether English assessment tasks are effectively monitored as SMTs could not monitor and supervise assessment tasks without the knowledge of what needed to be done by term. The policy document outlines in detail what, how and when can assessment tasks be conducted in schools. Eshetu (2020) argue that to achieve the United Nations' Sustainable Development Goals, there is a need to strengthen the monitoring and supervision practice to be more developmental, more evidence-based and more practical. So, if SMTs in this study do not strengthen their monitoring and supervision of assessment tasks and also failed to provide evidence of their monitoring processes, there would be no better contribution to quality and improvement. Therefore, if members of the SMTs failed to provide those documents, one may conclude that monitoring and supervision in those schools were not effectively done.

5.2.4. Shortcuts avoidance in the performance of monitoring and supervision

It emerged from the data collected in this study that most SMTs were not satisfied with the accessibility of the wide-ranging information encapsulating documentation they had to apply to perform English assessment tasks appropriately. Based on that, some primary schools were found to be resorting to shortcuts as regards the performance of English assessment tasks. Support received from the education department about the administration of assessment tasks, remained inadequate and at times simply missing. It was revealed from this study that the Limpopo Department of Basic Education was not doing enough about the support provided to SMTs and English teachers. In this study, it seemed some principals manage their schools without adequate knowledge and skills of how teachers could be supported concerning the proper administration of assessment tasks in schools (Subramoney, 2016). Most STs cited the issue of insufficient training workshops from the Limpopo department of education. Consequently, these members of SMT were unable to guide and provide support to English teachers due to insufficient knowledge and incompetence they possessed. The literature revealed that SMTs are obliged to provide appropriate support and guidance so that teachers could be able to carry out their instructional practices effectively in classrooms (Subramoney, 2016). Le

Grange and Reddy (1998) highlight the importance of supporting and supervising of teachers' and learners' activities as this conveys accurate information about the success and failure of teaching and learning in classrooms.

Though some participants tried to mention the support and guidance provided to English teachers, their information was contradictory and these participants stated the provision of resources such as policy documents, textbooks, workbooks and teachers' guides as the only means of support they provided to English teachers. For instance, of the five principals interviewed in this study, three principals mentioned the provision of resources as a way they supported English teachers. For example, Principal 1 of School A stated that they had enough materials such as textbooks and workbooks. This was clearly stated when another principal, namely, Principal 2 of School B indicated that they make sure that teachers were having enough textbooks. The participant's utterances displayed that resources are the only support the participant had to provide to English teachers. It is assumed that principals did not realise the work of monitoring assessment tasks as one of their responsibilities. Although SMTs are considered as driving forces that stimulate, support, guide and facilitate the commitment of teachers Eshetu, (2020), it was revealed that support and guidance to English teachers were lacking, both from the education department and schools.

Similarly, SMT possessed little information about how they provide guidance and support to English teachers regarding teaching and learning, and the administration of assessment tasks in classrooms. The literature revealed that SMTs are obliged to provide appropriate support and guidance so that teachers could be able to carry out their instructional practices effectively in classrooms (Subramoney, 2016). Le Grange and Reddy (1998) highlight the importance of supporting and supervising of teachers' and learners' activities as this conveys accurate information about the success and failure of teaching and learning in classrooms. It emerged from the data collected in this study that most participants did not have clear and complete information about the kind of support they had to provide to English teachers concerning the administration of assessment tasks. Though some participants tried to mention the support and guidance provided to English teachers, their information was contradictory and these participants stated the

161

provision of resources such as policy documents, textbooks, workbooks and teachers' guides as the only means of support they provided to English teachers. In this study, it seemed some principals manage their schools without adequate knowledge and skills of how teachers could be supported concerning the proper administration of assessment tasks in schools (Subramoney, 2016). For instance, of the five principals interviewed in this study, three principals mentioned the provision of resources as a way they supported English teachers. For example, Principal 1 of School A stated that they had enough materials such as textbooks and workbooks. This was clearly stated when another principal, namely, Principal 2 of School B indicated that they make sure that teachers were having enough textbooks. The participant's utterances displayed that resources are the only support the participant had to provide to English teachers.

It is assumed that principals did not realise the work of monitoring assessment tasks as one of their responsibilities. Almost all HODs who participated in this study mentioned better information about how English teachers were being supported. It is assumed that HODs had a better understanding of how teachers could be supported in schools as they were regarded as the ones to be fully engaged with the monitoring responsibilities of assessment tasks. HOD 2 of School B who came from the same school as Principal 2 of School B indicated that the support they provided to English teachers was to check whether assessment tasks given to learners were controlled for quality purposes and properly set and marked according to the prescribed guidelines. The four English teachers who participated in this study acknowledged the support they received from their SMTs. Even though their claims were insufficient as most of them said members of the SMT checked the assessment tasks as to whether they are in line with the policy and curriculum content. Although SMTs are considered as driving forces that stimulate, support, guide and facilitate the commitment of teachers Eshetu, (2020), it was revealed that support and guidance to English teachers were lacking, both from the education department and schools.

5.3. CONCLUSIONS

This study aimed to explore the role played by SMTs in the monitoring and supervision of English assessment tasks in primary schools of Magakala Cluster in Sekhukhune East

District, Limpopo Province. The study employed three methods of data collection tools to collect data from principals, HODs and English teachers in five primary schools. SMT was included in this study to provide rich information about the research problem which is the under-monitoring and under-supervision of English assessment tasks in primary schools. The researcher utilised English teachers as they are the ones to provide information about how assessment activities are administered and monitored in classrooms. The section below summarises the major findings of the study, guided by research sub-questions which have been concluded the summarized above.

5.3.1. Understanding of monitoring and supervision of English assessment tasks by School Management Teams

The study found that SMTs lacked adequate knowledge and skills regarding the monitoring and supervision of English tasks in primary schools. It emerged from the study that some SMTs lack the knowledge of developing their policies at schools due to a lack of understanding of the monitoring and supervision procedures and processes. These members rely on policies provided by the district some of which were not necessarily addressing their own needs. This study was in line with Chabalala and Naidoo's (2017) study conducted with the two schools about teachers' and middle managers' experiences of principals' instructional leadership towards improving curriculum delivery in schools. Their study found that schools relied upon the DBE for the development of their teachers. In this study, SMTs are more reliant on departmental policies for them to perform their monitoring and supervision responsibilities. This was supported by Subramoney (2016) as this author argues that apart from the official policies received from the department, SMTs need to decide internally on the drafting of policies that will lead to their school's improvement. It was noted from this study that SMTs struggled to identify some challenges they faced concerning the monitoring and supervision of English assessment tasks in schools.

Another key finding for under-assessment of English tasks was the lack of specialisation from some English teachers. Two English teachers confirmed that they find it difficult to assess learners in classrooms as they lack the knowledge-base of English subjects the reason being that English was not the participant's major subject. Subject-area teacher

specialisation is important as teachers' domain-specific knowledge is linked to positive results on learner academic performance Darling-Hammond, (cited in Johansson & Myrberg, 2019). In addition to that, it is assumed that teacher specialisation gives teachers more time to prepare lessons and lets them teach subjects with which they are more comfortable. The assertion made by the English teacher revealed that the participant was uncomfortable teaching the subject due to their limited knowledge-base of that subject. This study revealed that some of the SMT members had little experience in management position and were without leadership and management qualifications. In School A, the principal had less than five years of experience in the management position. The same applies to School C and School B, these principals were having five years of experience and in School E the principal had only three-years of experience in the principalship post and the participant had never attended any form of leadership and management workshop. Teachers' qualifications play an important role when it comes to the responsibilities they are expected to perform in schools.

However, in this study, participants failed to mention challenges they were experiencing when executing their monitoring responsibilities of assessment tasks due to a lack of understanding of the two concepts of monitoring and supervision. There were several challenges the researcher identified during the interview, documents review and observations which include among others, lack of support and guidance, underqualified principals, lack of knowledge and skills from the SMTs and English teachers, fewer experience participants and poor English proficiency level by English teachers.

5.3.2. Commonly utilized monitoring and supervision mechanisms by School Management Teams

This study found that most SMT under Magakala Cluster in Sekhukhune East District failed to monitor and supervise English assessment tasks as a result of inadequate understanding of monitoring and supervision mechanisms. In some schools, there was no evidence of monitoring as participants failed to provide the monitoring tools requested by the researcher as evidence. Komar et al (2021) argue that one mode of monitoring and supervision is not always appropriate. Nonetheless, the only monitoring and

supervision mechanism employed by SMTs in this study was moderation. Although the Department of Basic Education (2011) stressed a combination of various mechanisms to monitor and supervise written tasks in classrooms, SMTs under study only utilised one mode of mechanism. In Chapter two, the future-oriented theory introduced a recent monitoring and supervision mechanism commonly used in schools that are more authentic and reliable than the previous ones. An abundance of literature acknowledges the use of future-oriented theory as this theory encourages innovation. Through this theory, SMTs could design their monitoring and supervision mechanisms wheretechnological devices such as laptops, iPads and other technological devices could be employed to monitor and supervise assessment tasks. The recorded information could be shared among members of SMTs and other stakeholders in education as evidence of authentic assessment in classrooms. Consequently, the researcher proposed a model that could be use to SMTs if they are to effectively monitor and supervise English assessment tasks in schools.

5.3.3. Consultation of policies and conduction of monitoring and supervision

There are numerous policies available in schools guiding how assessment tasks could be monitored and supervised. However, SMT's compliance with educational policies was lacking (Monteiro, 2020). The educational policies in this study refer to all policies regulating and governing the administration of English assessment tasks. It was found that almost most participants were unaware of the importance of English as a language of instruction and as a subject in schools. In Chapter 2 the literature outlined the importance of monitoring and supervision of education, the importance of English as a Language of Learning and Teaching, the importance of English assessment, both formative and summative and the importance of curriculum alignment. All the above information was ignored and neglected by SMTs and English teachers as these participants were not complying with the prescribed policies governing the functions of the SMTs such as PAM and policies regulating the administration of English assessment tasks such as the CAPS policy document, National Protocol for Assessment, Annual Teaching Plans, School's Assessment Policies and Programme of Assessments. The review of documents confirmed this as most schools visited was not fully utilising these

documents and some participants showed a lack of understanding of some policies requested such as PAM. Even if some participants claimed to monitor and supervise English assessment tasks, these claims proved to be untrue as the review of documents contradicted their claims.

In some schools, there was no evidence of monitoring as participants failed to provide the monitoring tools requested by the researcher as evidence. SMT did not provide enough time for monitoring and supervision and was not reading and utilising important policies that guide on how monitoring and supervision of teaching and learning could be done and policies governing the administration of assessment tasks. The review of documents confirmed this as most schools visited was not fully utilising these documents and some participants showed a lack of understanding of some policies requested such as PAM. Even if some participants claimed to monitor and supervise English assessment tasks, these claims proved to be untrue as the review of documents contradicted their claims. The importance of monitoring and supervision of English assessment tasks was highlighted by Hasibuan, Gultom and Lubis (2020). These authors acknowledge that effective monitoring and supervision of assessment tasks provide a guide for teachers and make them aware of their weaknesses and strengths. This claim was proven untrue as English teachers observed in this study were not complying with the ATP and the CAPS policy document. Furthermore, the researcher observed some English teachers who expressed feelings of discomfort when teaching and asking learners questions using the English language. This resulted in language code-switching throughout the lesson. Monitoring and supervision were ignored and neglected by SMTs and English teachers as these participants were not complying with the prescribed policies governing the functions of the SMTs such as PAM and policies regulating the administration of English assessment tasks such as the CAPS policy document, National Protocol for Assessment, Annual Teaching Plans, School's Assessment Policies and Programme of Assessments.

5.3.4. Shortcuts avoidance in the performance of monitoring and supervision

Lack of experience and professional support harmed the way monitoring and supervision were conducted in this study. This was substantiated by Eshetu (2020) who argues that individuals have been posted to leadership positions without having any foundation

training in educational leadership and management experience. The study further revealed that the DBE does not provide enough support to SMTs and English teachers in schools. The lack of training workshops for both members of the SMT and English teachers seemed to be the reason for the under-monitoring and under-assessment of English assessment tasks in primary schools. Similarly, English teachers were not given the necessary support they had envisaged from SMTs. This was viewed by Malatji (2016) who posits that for members of the SMT to be functional they need to be supported. There was an outcry from SMT members that English curriculum advisors are not fully providing support and guidance to schools. The researcher assumes that SMT's inability to monitor and supervise English assessment tasks might be due to insufficient support and guidance provided in their positions and a lack of professional support from the DBE. The study conducted by Malatji (2016) discusses several challenges experienced by SMTs in schools concerning the monitoring and supervision of teaching and learning.

Challenges such as the absence of orientation of SMTs, lack of job description and outlining of management duties and lack of professional development were among those identified. An abundance of the literature revealed teachers' pedagogical knowledge resulted from limited or poor proficiency levels in the English language in classrooms (Milligan & Tikly, 2016; Ismail & Shaban, 2017; Gudula, 2017; Tante, 2018). This was as well supported by Eshetu (2020) whose findings found that teachers had difficulties with the English language as the language of instruction in classrooms. The researcher also observed the teacher's inability to follow assessment instructions and guidelines provided in the National Protocol for Assessment and the ATP. During the informal conversation with one of the English teachers after observation, the participant indicated that teaching and assessment in the classroom are difficult as they lack professional support from the school and circuit. English Teacher 2 of School B shared the fact that English was not the participant's major subject and the participant had excessive confusion about how poems could be taught and assessed in the classroom. The other issue raised by this teacher was that HODs in their schools were not fully trained and do not understand English ATPs. So, instead of checking what is supposed to be taught and assessed, they just put a stamp and append signatures as an indication that they had monitored teachers' tasks.

The section below provides recommendations to different stakeholders in the education system based on the major findings of the study.

5.4. RECOMMENDATIONS

Keeping in line with the flow of this study, the researcher would like to put forward some recommendations that are anticipated to improve the process of monitoring and supervision of teaching and learning, inclusive of assessment tasks in primary schools. The following are recommendations drawn from the findings of this study that were discussed in chapter 4 and summarised above in this chapter.

5.4.1. Recommendations to the Limpopo Department of Basic Education

Monitoring and supervision of educational activities such as assessments have a great impact on improving the quality of education standards in schools. In Chapter 2, the literature review discusses some good practices that SMTs need to employ if they are to conduct monitoring and supervision of teaching and learning in primary schools. Effective monitoring and supervision of assessment tasks in schools could only be done if there is a thorough understanding of what these two concepts entail in the education sector. Therefore, members of the SMT must have a clear understanding of what monitoring and supervision of educational activities involve (Eshetu, 2020). Adequate training workshops need to be organised by the DBE to equip newly appointed SMTs with the knowledge and skills needed for monitoring and supervision of written tasks. Department of Basic Education needs to ensure that extra efforts be made in a form of making arrangements with experts from private sectors and Non-Governmental Organisations to come and equip SMTs and English teachers in schools with the knowledge they need regarding the monitoring and supervision of English assessment tasks.

The study found that most of the schools under the Magakala Cluster in Sekhukhune District were operating without policies. For example, of the four schools visited, only two managed to produce the PAM document and the remaining two were without the PAM document. Even though it appeared that the principal might have misplaced the document in another school, it was surprising as other members of the SMT did not have the document as well. This implies that there were some shortages of PAM documents in

most of the schools around Sekhukhune East District. Furthermore, it was not clear as to whether the two schools that had the document were reading or applying it or not as in another school the document was clean. Again, it was revealed that most SMTs were without knowledge of the policies governing the monitoring and administration of English assessment tasks. The same applies to English teachers as they were without English policy documents, National Protocol for Assessment and Annual Teaching Plans. There was no evidence of the frequent reference to and use of CAPS subject policy. Therefore, the researcher argues that there is no way these members of the SMT could perform their monitoring and supervision responsibilities without the knowledge of the subject content they are monitoring. The study recommends that the Department of Basic Education needs to ascertain that schools are provided with enough resources to enable them to perform their duties effectively. Again, the study recommends that all SMTs and teachers are encouraged to be acquainted with important policies available in schools by regularly reading and applying them when carrying out their responsibilities.

5.4.2. Recommendations to district directors

This study recommends that monitoring and supervision of teaching and learning commence at the district offices whereby district directors visit circuit managers to assess and evaluate whether monitoring and supervision are properly done at the school level. Records of monitoring and supervision need to be readily available at district directors' offices as a justification for effective monitoring and supervision. The district directors need to ensure that workshops are organised specifically for policy compliance and policy implementation where SMTs are assisted in the interpretation and implementation of monitoring and supervision policies.

5.4.3. Recommendations to circuit managers

Circuit managers need to ensure that effective monitoring and supervision are properly conducted at the school level. Therefore, this study recommends proper monitoring and supervision of English assessment tasks by circuit managers. Circuit managers need to ensure that school principals comply and apply relevant policies regulating and governing the administration of English tasks in primary schools. There is a need for collaboration between curriculum advisors and circuit managers to provide adequate support and

guidance regarding proper monitoring and supervision of written tasks. This study further recommends a need to provide clarity about the implementation of policies by circuit managers directed to SMTs. It is recommended that English curriculum advisors engage with SMTs to identify areas of support about how assessment tasks could be monitored and supervised.

5.4.4. Recommendations to School Management Teams

The study findings have shown that there is a lack of appropriate support from the Department of Basic Education for SMT members and English teachers. Once more, SMTs failed to provide support and guidance to English teachers due to a lack of knowledge and skills. Again concerning support and guidance, the study found that SMT relied more on curriculum advisors as the ones responsible for providing support and guidance to English teachers. The study recommends that SMTs take the lead in the identification of key areas that need development and improvement in their schools. Mampane (2017) suggested that schools need to organise in-school workshops regularly to assist teachers in areas where they need to be developed. The same claims were made by Vilakazi (2017) as this author indicates that workshops planned by district officials sometimes do not always address the needs of individual schools. So it is recommended that key areas that need development be identified by SMTs and develop an intervention programmes for improvement. Furthermore, the study recommends that SMTs be engaged with English teachers to check whether assessment tasks prepared and administered in classrooms are authentic and are CAPS compliant or not.

5.4.5. Recommendations to principals

There are various mechanisms mentioned in chapter 4 that the SMTs need to employ to effectively monitor and supervise assessment activities in classrooms. It was revealed in this study that SMTs had little understanding of different mechanisms they could utilise to monitor and supervise English assessment tasks in primary schools. It was indicated that to monitor how teaching and learning are going on, SMTs visit classrooms to do observations, check learners' classwork books and conduct moderation, whereby teachers' files and learners' portfolios would be checked. In this study the only mechanism mentioned by most of the participants was moderation. None of the participants

mentioned random checking of teachers' files and learners' exercise books, which is an indication that these SMTs lack the strategies they could employ to monitor and supervise assessment tasks in classrooms. Lyonga (2018) maintains that classroom visits and observations enhance teaching. Therefore, it is recommended that principals of primary schools take the lead in ensuring that effective monitoring mechanisms are readily available in schools. There is a need to ascertain that regular inspection and frequent check and balance is done to check if other SMT members are effectively performing their monitoring and supervision or not. In addition to that, principals need to have a clear understanding of policies so that they interpret policies for other members of SMTs. Again, the study recommends that principals stay informed and are encouraged to be acquainted with important policies available in schools by regularly reading and applying them when carrying out their responsibilities.

5.4.6. Recommendations to English teachers

English proficiency level by teachers has been viewed as one of the key factors determining a teacher's successful administration of assessment tasks in classrooms (Wang & Zhang, 2021). The study has shown that poor English proficiency by teachers contributed to the under-assessment of assessment tasks in primary schools. Much research has shown in Chapter 2 that teachers have poor English proficiency levels globally. Findings from this study concur with the one conducted by Gudula (2017) as this author revealed that the English language was a barrier to most of the English teachers who at times chose to code-switch to the Isixhosa language. This study has shown that some of the teachers observed were not fluent in teaching and administering English assessment tasks and this resulted in teachers shifting the focus of the assessment objectives. This is in line with Wang & Zhang's (2021) findings who found that the assessment focus of teachers was sometimes shifted due to poor English proficiency.

Therefore, the study recommends that English teachers need to undergo English language training workshops specifically for language classroom interaction. This study suggests that an external English expert be arranged in schools to assist English teachers with the basics of teaching and assessing English subjects in classrooms. It is recommended that the Department of Basic Education needs to come up with strategic

English training for teachers to equip them with the necessary skills they need regarding the administration of English assessment tasks in primary schools. The study further suggests that there is a need for English teachers to enhance their language of interaction by putting more effort into developing themselves professionally. There is a great need for school-based workshops to capacitate English teachers with the necessary skills and knowledge required for the effective administration of assessment tasks. It is recommended that SMT members need to find ways to strengthen support to English teachers and encourage them to develop themselves in a form of furthering their studies to keep updated with professional activities.

5.5. STUDY RËSUME

This study comprised five chapters, which are chapters 1 to chapter 5. Below follows a brief outline of each of the five chapters.

5.5.1. Chapter 1

In chapter 1, the study explored the background information of the study, the problem statement, the significance of the study as well as the aim and objectives of the study. A brief research design and methodology, limitation and delimitation of the study were also presented. About the background of the study, the researcher presented a brief discussion of the Personnel Administrative Measures (PAM), a policy outlining the core duties and responsibilities of members of SMT and how PAM guides them in the monitoring and supervision of English assessment tasks in schools. The chapter further explained what monitoring and supervision of teaching and learning involve and how assessment tasks could be monitored in classrooms. Since the study focused on the monitoring and supervision of English assessment tasks, the chapter explored briefly the value of English as a language of learning and teaching (LOLT) in most South African schools and the pivotal role English plays in the education sector. Prinsloo, Rogers and Harvey (2018) stress the importance of English in schools and these authors indicate that English is worth being given the necessary attention it deserves as it plays a key role in the academic success of a learner. Assessment as an integral part of teaching and learning was concisely discussed referring to the Curriculum and Assessment Policy Statement (CAPS). The main problem of this study, which is the under-monitoring and

under-assessment of English assessment tasks in primary schools by SMTs and English teachers was also discussed in Chapter 1.

5.5.2. Chapter 2

Chapter 2 focused more on the literature related to the research topic to provide a theoretical base for the study. The key concepts of the study, namely, monitoring, supervision, assessment, School Management Team and English were thoroughly outlined together with their importance in schools. The chapter commenced with the definition of concepts followed by the two theories that undergirded this study. The study was rooted in the sociocultural theory and future-oriented theory proposed by Murphy and Hall (2008) and Klenowski and Wyatt-Smith (2014). The implication of the sociocultural theory is that culture, values, beliefs and understanding influence the assessment practice of the environment in which it occurs (Murphy and Hall, 2008). Again, sociocultural theory regards teaching and learning as a social activities (Modiba, 2022). The future-oriented theory, on the other hand, advises on how assessment could be conducted in future as opposed to how it is being done today. The chapter showed that monitoring and supervision are associated with the necessity of establishing the quality of schooling. It was also indicated in this chapter that SMTs are the ones responsible for the monitoring and supervision of assessment tasks in schools (PAM, 2016). Several authors showed the importance of English as a language of learning and teaching and as a subject in schools. For example, Ismail and Shaban (2017) revealed that the use of English as a medium of instruction in schools assists learners to develop socially and linguistically. Therefore, under-assessment of English tasks could deprive learners of some opportunities in their on-coming future. The chapter considered the issue of formative and summative assessment activities and how these assessments form could be integrated into teaching and learning in primary schools.

5.5.3. Chapter 3

Chapter 3 concentrated on the research design and methodology employed in the study. In chapter three the researcher discussed the research design and methodology employed. The study employed the qualitative research approach to understand the meaning of the occurrence of SMTs and English teachers in schools (Merriam and Tisdell,

2016). Merriam, (2016) conceives a case study design as an intensive, holistic analysis of a bounded phenomenon such as a programme, an institution, a person or a social unit. In the context of this study, a case refers to schools and participants, which are SMTs and English teachers. The three data collection tools which are interviews, documents review and observations were thoroughly explained and their choices were justified. These tools were used to explore SMT's role in the monitoring and supervision of English assessment tasks in primary schools. The data collection tools were chosen based on their ability to best address the research purpose and to help achieve the objectives of the study (Leavy, 2017). This chapter defined in detail how the study sampled schools and participants. In this study, it was indicated that schools were selected due to their convenience to the researcher while participants were chosen because they were proficient and well-informed about how English tasks could be monitored and conducted in primary schools (Creswell and Plano-Clark, 2018). The population comprised SMT members and English teachers in five primary schools from five circuits of Magakala Cluster in Sekhukhune East District, Limpopo Province. The chapter further showed how data was analysed. The thematic content and constant comparative methods of analysing data were employed. The study followed all the six phases of analysing qualitative data specified by Braun and Clarke (2014). Furthermore, the chapter concluded by providing the quality criteria and ethical issues relevant to the study.

5.5.4. Chapter 4

This chapter dealt with the presentation, analysis and interpretation of data collected through interviews, documents review and observation methods. Furthermore, the chapter commenced with the profiling of research sites and participants' information. Creswell and Plano-Clark (2018) highlight that profiling is more of a trend in qualitative studies as it provides readers with background information about the sampled schools and participants. The chapter further, explained how the mentioned data collection methods were administered to solicit the views of SMTs and English teachers as regards the monitoring and supervision of English assessment tasks. Data were presented guided by the themes developed from interviews, documents review, and observations methods as well as under the guidance of both literature reviewed and the selected theoretical

174

perspectives for this thesis. Major findings of the study were presented and discussed in detail in the whole of chapter 4. For clarity purposes, findings were deliberated upon under the guidance of the developed themes which were generated from information garnered using the three data collection tools, namely, interviewing, document review, and observation methods (Shaban, 2017).

5.5.5. Chapter 5

This is the final chapter of the study. The chapter discussed emerging trends and patterns based on the findings presented and analyzed in Chapter 4 of the thesis and provided conclusions and recommendations based on those findings. The study uncovered that overall SMTs lack adequate knowledge and understanding of; what monitoring and supervision of English assessment tasks involve, mechanisms they could employ to monitor and supervise assessment tasks differently, peculiar support and guidance they could provide to English teachers, identification and application of relevant policies regulating the monitoring and supervision of assessment tasks and the prioritization of Personnel Administrative Measures (PAM) as a policy prescribing the core duties and responsibilities of members of the SMT and all teaching staff. It is the researcher's contention after this study that the Department of Basic Education is not doing enough about capacitating SMTs with the necessary skills they lack to perform their duties and responsibilities in schools as expected. Where principals and HODs who, after serving three to five years at the managerial level do struggle to sufficiently monitor and supervise teaching and learning in schools, it implies that the department is as well struggling. So, it is not astonishing that SMTs fail to perform their duties and responsibilities like the sampled SMTs in this case study have shown, who was found to be struggling to monitor and supervise English assessment tasks as expected and prescribed by PAM.

5.6. REFERENCES

Adom, D. Joe, A. & Hussein, E.K. 2018. Theoretical and conceptual framework: Mandatory ingredients of quality research. *International Journal of Scientific Research*, 1(2): 438-441.

Ahmed, F. Ali, S. & Shah, R.A. 2019. Exploring variation in Summative assessment: Language teachers' knowledge of students' formative assessment and its effect on their summative assessment. *Bulletin of Education and Research*, 41(2): 109-119.

Albakri, S. 2017. *Effects of English medium Instruction on students' learning experiences and quality of education in content courses in a public college in Oman*. (Unpublished Doctoral Thesis). Oman: University of Exeter.

Alderson, J.C. Brunfaut, T. & Harding, L. 2017. Bridging assessment and learning: A view from second and foreign language teaching. *Theory and Practice in Language Studies,* 5(11): 2333-2339.

Allen, A.A. 2015. Effective school management and supervision: Imperative for quality education service delivery*. An International Multidisciplinary Journal, Ethiopia*, 9(3): 62-74.

Ampofo, S.Y. Onyango, G.A. & Ogola, M. 2019. Influence of school heads' direct supervision on teacher role performance in public senior high school, central region, Ghana. *Journal of Education*, 1(2): 9-26.

Babbie, E. 2017. *The basics of social research*. (7th ed). United State of America: Cengage Learning.

Barbous, R.S. 2014. *Introducing qualitative research: A student's guide.* Thousand Oaks, California: Sage Publications.

Bayeni, S.D. & Bhengu. T.T. 2018. Complexities and contradictions in policy implementation: Lived experiences of three school principals in South Africa. *SAGE Open-Research Paper*: 1-12.

Bertram, C & Christiansen, I. 2014. *Understanding research: An introduction to reading research.* Pretoria: Van Schaik.

Beziat, T.L.R. & Coleman, B.K. 2015. Classroom assessment literacy: Evaluating pre-service teachers. *The researcher*, 27(1): 25-30.

Biggs, J.B. 2014. Constructing alignment in university teaching HERDJA. *Review of higher education,* 1. Retrieved from www.herdsa.org.au.

Blanche, M.T. Durrheim, K. & Painter, D. (Eds). 2014*. Research in practice: Applied methods for the social sciences.* (2nd ed.) Cape Town: Juda and Company.

Bos, J 2020. *Research ethics for student in social sciences*. Open Press Book: The Netherlands Springer.

Bouchaib, B. 2017. Exploring teachers' assessment practices and skills. *International Journal of Assessment Tools in Education*, 4(1): 1-18.

Braun, V & Clarke, V. 2014*. Thematic analysis. In. A.C. Michalos. (Eds.). Encyclopedia of quality of life and well-being research*. Dordrecht, The Netherlands: Springer.

Brutt-Griffler, J. 2017. English in the multilingual classroom: Implications for research, policy and practice. *An International Journal*, 1(3): 216-228.

Caratiquit, K. & Pablo, R. 2021. Exploring the practices of secondary school teachers in preparation for classroom observation amidst the new normal of education. *Journal of Social, Humanity and Education,* 1(4): 281-296.

Casteel, A. & Bridier, N.I. 2021. Describing populations and samples in doctoral student research. International Journal of Doctoral Studies, 16(1): 339-362.

Cele, N. 2016. *The impact of effective schools' infrastructure and facilities management on learners and educators*. (Unpublished Master's Dissertation). Durban: University of Kwaulu-Natal.

Chabalala, G & Naidoo, P. 2021. Teachers' and middle managers' experiences of principals' instructional leadership towards improving curriculum delivery in schools. *South African Journal of Childhood Education*, 11(1): 1-14.

Chavalala, D. 2015. *The role of School Management Teams in quality assurance of English First Additional Language assessment practices*. (Unpublished Master's Dissertation). Pretoria: University of Pretoria.

Civan, A. & Coskun, A. 2017. The effect of the medium of instruction on the academic success of university students. Education Science: *Theory and Practice*, 16(6): 1981-2004.

Clarke, V. & Braun, V. 2014. *Thematic analysis. In. A.C. Michalos (Eds). Encyclopaedia of quality of life and well-being research.* Dordrecht, The Netherlands: Springer.

Coffi, O. R. L. 2017. *The hegemony of English in primary school education: South African language identity struggle*. (Unpublished Master's Dissertation). Pretoria: University of Pretoria.

Cosgun, G. & Hasirci, B. 2017. The impact of English medium instruction (EMI) on students' language abilities. *International Journal of Curriculum and Instruction*, 9(2): 11 - 20.

Creswell, J.W. & Creswell, J.D. 2018. *Research design: Qualitative, quantitative and Mixed Method approaches.* Thousand Oaks, California: Sage Publications.

Creswell, J.W. & Plano-Clark, V.L. 2018. *Designing and conducting mixed method research.* (3rd ed). United Kingdom: Sage Publications.

Creswell, J.W. 2014. Research design: Qualitative, Quantitative and Mixed Method approaches. (4th ed). United State: Sage Publications.

Crusan, D.J. Plakans, L. & Gebril, A. 2016. Writing assessment literacy: Surveying second language teachers' knowledge, beliefs and practices. *Research Gate*. Vol. 28: 43-56.

Daher, M. Carre, D. Jaramillo, A. Olivares, H. & Tomicic, A. 2017. Experience and meaning in qualitative research: A conceptual review and a methodological device proposal. *Qualitative Social Research*, 1(3): 1-24.

Daneshfar, S. & Moharami, M. 2018. Dynamic assessment in Vygotsky's sociocultural theory: Origins and main concepts. *Journal of Language Teaching and Research*, 19(3): 600-607.

De Kock, T. Sayed, Y. & Badroodien, A. 2018. Narrative of social cohesion: Bridging the link between school culture, linguistic identity and the English language. *Education as Change,* 22(1): 11-28.

De Luca, C. Coombs, A. MacGregor, S. & Rasooli, A. 2019. Towards a differential and situated view of assessment literacy: Studying teacher's responses to classroom assessment. *Frontiers in Education.* 4. (94): 1-10.

De Vos, A. S. Strydom, H. Fouche, C. B. & Delport, C. S. L. 2005. *Research in Grassroots.* (3rd ed.). Pretoria: Van Schaik.

Denzin and Y.S. Lincoln. (3rd ed.). *Handbook of qualitative research.* Thousand Oaks, CA: Sage Publications.

Denzin, N.K. 1989. *Interpretive interactions.* Newbury Park, CA: Sage Publications.

Department of Basic Education, 2019. Guidelines on the setting, administration, marking and moderation of the 2019 end-of-year school-based tests in the General Education and Training (GET) Band (Grade 4-9): National Assessment Circular 06 of 2019.

Department of Basic Education, 2021. *National assessment for circular 06 of 2021. Guidelines on the setting, administration, marking and moderation of the 2021 end-of-year school-based tests in the General Education and Training (GET) Band (Grades 4-9).* Pretoria: Government Printers.

Department of Basic Education. 2008. *Moderation assessment. Advanced certificate: School Management and Leadership.* Pretoria: Government Printers.

Department of Basic Education. 2010. *The status of the Language of Learning and Teaching (LOLT) in South African public schools: A qualitative overview.* Pretoria: Government Printers.

Department of Basic Education. 2011. *National Curriculum Statement (NCS) – English FAL. Curriculum and Assessment Policy Statement (CAPS). CAPS Orientation 2012. Intermediate Phase: Grade 4-6.* Pretoria: Government Printers.

Department of Basic Education. 2011. *National Protocol for Assessment Grade R-12.* Pretoria: Government Printers.

Department of Basic Education. 2012. *National Curriculum Statement (NCS) – English FAL. Curriculum and Assessment Policy Statement (CAPS). CAPS Orientation 2012. Intermediate Phase: Grade 4-6.* Pretoria: Government Printers.

Department of Basic Education. 2012. *National Protocol for Assessment Grade R-12.* Pretoria: Government Printers.

Department of Basic Education. 2014. *Manual for teaching English across the curriculum: Book 2. Every teacher is a language teacher.* Pretoria: Government Printers.

Department of Basic Education. 2016. Personnel Administrative Measures. Government Gazette, 12 February 2016, No. 39684. Pretoria: Government Printers.

Department of Basic Education. 2016. *Personnel and Administrative Measures. A Government Gazette determined in Section 4 of the Employment of Educators' Act No 76 of 1998.* Pretoria. Government Printers.

Department of Basic Education. 2018. *Strategy to improve school management and governance in schools.* Pretoria. Government Printers.

Department of Basic Education. 2019. *Curriculum and Assessment Policy Statement. GET CAPS Amendments. Intermediate Phase Grades 4-6.* Pretoria: Government Printers.

Dixson, D.D. & Worell, F.C. 2016. Formative and summative assessment in classroom. *Theory into Practice*, 55(2): 153 -159.

Elis Research Digest. 2018. Assessment that impacts learning. *ELIS Research Digest*, 6(1): 1-13.

Elwood, J. & Murphy, P. 2015. Assessment systems as cultural scripts: A sociocultural theoretical lens on assessment practice and products. *Assessment in Education Principles and Policy Practice*, 22(2): 184-192.

Eshetu, M. 2020. Identifying improvement in supervision practices in Ethiopian primary schools: A pragmatic perspective. *Issues of Educational Research*, 30(3): 866-882.

Finnis National Board of Curriculum. (s.a.) *Learning objectives and Core contents of education.* Retrieved from http.// www.oph.fvdownload/47675-POPS-net-new-2pdf. March 13, 2021.

Gemma, R. 2018. Introduction to positivism, interpretivism and critical theory. Nursing Researchers, 25(4): 41-49.

Ghaicha, A. 2016. Theoretical framework for educational assessment: A synoptic review. *Journal of Education and Practice*, 7(24): 212-231.

Govender, P. 2020. Insight into Grade 2 teachers' enactment of formative assessment in mathematics in selected priority schools in Gauteng. *South African Journal of Education*, 40(5): 1-10.

Gudula, Z. 2017. *The influence of language on teaching and learning Natural Science in grade 7.* (Unpublished Master's Dissertation). Cape Town.: University of Western Cape.

Guest, G. Namey, E & Mitchell, M.L. 2013. *Collecting qualitative data: A field manual for applied research.* Thousand Oaks: Sage Publishers.

Guimaraes, F.F. & Kremer, M.M. 2020. Adopting English as a medium of instruction (EMI) in Brazil and Flanders (Belgium*. A comparative study. Ilha do Desterro*, 73(1): 217-246.

Harvard, 1995. *Cambridge international dictionary of English*. (18th ed.) Cambridge: Cambridge University Press.

Hasibuan, M.B. Gultom, S. & Lubis, W. 2020. Academic supervision analysis by school supervisors in increasing teachers' professional competence. *Advances in Social Science, Education and Humanities Research,* 4(7): 242-246.

Herzog, C. Handke, C. & Hitters, E. 2019. Analyzing Talk and Text II: Thematic analysis. In: Van den Bulck, H. Puppis, M. Donders, K. & Van Audenhove, L. (Eds.) The Palgrave Handbook of Methods for Media Policy Research. Basingstoke: Palgrave Mcmillan.

Hodges, D. Eames, C. & Coll, R.K. 2014. Theoretical perspective on assessment in cooperative education placement. *Journal of Cooperative Education*, 15(3): 189-207.

Institute for Adult Learning. 2017. *Rethinking pedagogical to develop future-oriented capabilities*. Singapore: The Government of Singapore.

Ismail, S.A. & Shaban, M.S. 2017. Prospective teachers' views toward the use of English as a medium of instruction in early childhood classes in the United Arab Emirates. *International Journal of Research Studies in Language Learning,* 6(1): 117-128.

Jana, M. Khan, A. & Chatterjee, S. 2015. Hierarchical monitoring and school supervision for quality in Jangalmahal, West Bengal: A development agenda through Sarva Shiksha Abhiyan. *Global Journal of Human Social Science*, 15(1): 21-28.

Jani, D.M., Latif, A.B.A., Talib, R.B. & Mohd Is, N.B. 2020. The implementation of constructive alignment at the teachers' education institute using Rash analysis. *Journal of the Critical Reviews,* 7(11): 659-665.

Jin, H. Mikeska, J.N. Hokayeru, H. & Mavronikolas, E. 2019. Towards coherence in curriculum, instruction and assessment: A review of learning progression literature. *Science Education*, 10(1): 1-78.

Jo Kenyon, B. 2019. *Teachers' formative assessment use to check for understanding and to adjust instruction.* (Unpublished Doctoral Thesis). United States of America: Walden University.

Johansson, S. & Myrberg, E. 2019. Teachers' specialization and student perceived instructional quality: What are the relationships to student reading achievement? *Educational Assessment, Evaluation and Accountability*, 31(2): 177-200.

Jonyo, D.O. Jonyo, B.O. 2019. Curriculum supervision and implementation in Kenya. The role of secondary school heads. European Journal of Educational Sciences, 6(2): 1857-6086.

Kabonga, I. 2019. Principles and practice of monitoring and evaluation: A paraphernalia for effective development. *Journal of Development Studies*, 48 (2). 1-22.

Kanjee, A. & Moloi, Q. 2014. South African use of national assessment data. *South African Journal of Childhood.* 4(2): 90-113.

Kanjee, A. 2020. Exploring primary school teachers' use of formative assessment across fee and no-fee schools. *South African Journal of Childhood Education*, 10(1): 824.

Kennedy, J. 2017. Students Vs Language, challenges faced by undergraduates offering English medium instruction in Sri Langa. *International Journal of Social Sciences*, 3(1): 554-566.

Kennedy-Clark, S. Kearney, S. & Galstaun, V. 2017. Using collaborative assessment design to support student learning. *Journal of Education Sciences,* 7(80): 1-14.

Kivunja, C. & Kuyini, A. B. 2017. Understanding and applying research paradigms in educational context*. International Journal of Higher Education*, 6(5): 26- 41.

Klenowski, V. & Wyatt-Smith, C. 2014. *Assessment for education standard: Judgement and moderation.* Los Angeles: Sage Publishers.

Koh, K. Delanoy, N. Bene, R. Thomas, C. Danysk, G. Hone, G. Turner, J. & Chapman, O. (2019). The role of authentic assessment tasks in problem-based learning. Papers on Postsecondary Learning and Teaching: *Proceedings of the University of Calgary Conference on Learning and Teaching,* 3, 17-24.

Komar, O.A. Komar, O.S. Kolomiiets, N.A. Roienko, L.M. & Diachuk, P.V. Implementation of monitoring system in the educational process in primary school. *International Journal of Learning, Teaching and Educational Research*, 18(11). 232-244.

Korstjeens, I. & Moser, A. 2018. Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1): 120-124.

Kuhn, T.S. 1962. *The structure of scientific revolutions*. (1st ed.). Chicago, IL: University of Chicago Press.

Kulasegara, K. & Rangachari, P.K. 2017. Beyond "Formative": Assessment to enrich student learning. *Advanced in Physiology Education*, 42: 5-14.

Le Grange, L. & Reddy, C. 1998. *Continuous assessment: An introduction and guidelines to implementation.* Cape Town: Juda and Company.

Leavy, P. 2017. *Research Design: Qualntitative, Qualitative, Mixed methods, Arts-Based and Community-Based participatory research approach*. New York: Guilford Press.

Lee, H. 2019. What are the effects of the change in the assessment system on the alignment between curriculum, teaching and assessment? A case in Korean Middle School. *The Journal of Asia TELF*, 16(1): 91-106.

Leedy, P.D. & Ormrod, J.E. 2015. *Practical research: Planning and design*: (11th ed). England: Pearson Education Limited.

Lincoln, Y.S. & Guba, E.G. 1985. *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.

Liu, L. 2016. Using generic inductive approach in qualitative educational research: A case study analysis. *Journal of Education Learning*, 5(2): 129-135.

Lizzy, O. & Tikly, L. 2016. English as a medium of instruction in postcolonial context: Moving the debate forward. *Comparative Education,* 53(3): 227-280.

Loveth, C.C. Dan, M.D. Ejiofor, S.U.B & Chukwadi, O.C. 2019. Monitoring and evaluation of effective delivery of social studies for improved performance. *Review of European Studies,* 11(1): 175-182.

Lungu, S. Matafwali, B & Banja, M.K. 2021. Formative and summative assessment practices by teachers in early childhood education centers in Lusaka, Zambia. *European Journal of Education Studies,* 8(2): 45 - 64.

Lyonga, N.A.N. 2018. Supervision and teachers' performance in primary schools in Konye Sub-Division in Cameroon. *Journal of Educational and Social Research,* 8(2): 115-124.

Mabasa, L.T & Themane, M.J. 2021. Experiences of educational researchers in the use of the case study design during the Covid-19 pandemic: Lessons from a South African rural setting. *International Journal of Qualitative Methods*, 20 (4): 1-8.

Mafokwane, M.F. 2017. *An investigation of the challenges affecting reading in the foundation phase in rural areas of Bolobedu, Limpopo Province*. (Unpublished Master's Dissertation). Pretoria: University of South Africa.

Maja, M.M. 2019. Classroom interaction pedagogy in teaching English First Additional Language to enhance learners' communication competence. *A Journal for Language Learning,* 35(1): 15-28.

Maja, T.S.A. 2017. *School Management Team members' understanding of their duties according to the Personnel Administrative Measures*. (Unpublished Master's Dissertation). Pretoria: University of Pretoria.

Majid, U. 2018. Research fundamentals: Study design, population and sample size. *Undergraduate Research in Natural and Clinical Science and Technology,* 2(1): 1-7.

Malatji, K.S. 2016. *Self-reflection practices of School Management Teams in the Capricorn District: Towards a reflective management strategy for South African schools*. (Unpublished Doctoral dissertation). Cape Town: university of Ford Hare.

Malatji, M.W. 2018. *Challenges facing subject heads of department in improving quality teaching and learning of dysfunctional secondary schools of Mopani District*. (Unpublished Master's Dissertation). Thohoyandou: University of Venda.

Mampane, S.T. 2017. Training middle managers of South African public schools in leadership and management skills. *Bulgarian Comparative Education Society*, 15(4): 143-150.

Marshall, C. & Rossman, G.B. 2011. *Designing qualitative research*. (5th ed). Thousand Oaks, California: Sage Publications.

Matheba, L.M. 2016. *The perceptions of Grade Six English teachers towards the implementation of Curriculum and Assessment Policy Statement in schools around*

Dilokong Circuit of Sekhukhune District, Limpopo. (Unpublished Master's Dissertation). Pretoria: University of South Africa.

McGrath, C. Palmgren, P.J. & Liljedahl, M. 2019. Twelve tips for conducting qualitative research interviews: *Medical Teacher*, 41(9): 1002-1006.

McMillan, S. & Schumacher, J.H. 2001. *Research in Education. Evidence-Based Inquiry*. (5th ed.). New York: Pearson.

McMillan, S. & Schumacher, J.H. 2010. *Research in Education. Evidence- Based Inquiry*. (7th ed.). New York: Pearson Education Inc.

Meijer, H. Hoekstra, R. Brouwer, J. & Strijbos, T. 2020. Unfolding collaborative learning assessment literacy: A reflection on current assessment methods in higher education. *Assessment and Evaluation in Higher Education*, 45(8): 1222-1240.

Merriam, S.B. & Tisdell, E.J. 2016. *Qualitative research. A guide to design and implementation.* (4th ed). San Francisco, CA: Jossey-Bass.

Mestry, R. 2017. Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, 37(1): 1-11.

Milondo, K & Seema, P.J.J. 2015. The role of School Management Teams towards effective educational leadership in selected secondary schools in Waterberg Education District, Limpopo Province. South Africa. *International Journal of Innovative Education Research,* 3(3): 1-14.

Ministry of Education and Culture. (MOEC) 2018. *Directorate of Education Resources, Directotate General of teachers and Education*: A Principal Work Guide.

Mngomezulu, G.P. 2019. *Assessment methods used by Grade four teachers in teaching English First Additional Language.* (Unpublished Master's Dissertation): Durban: University of Kwazulu Natal.

Mngomezulu, N.M. 2015. *Strategies of monitoring teaching and learning: A school management team perspective.* (Unpublished Master's Dissertation). Durban: University of Kwazulu Natal.

Modiba, N.S. 2021. *Lecture notes.* Polokwane: University of Limpopo.

Modiba, N.S. 2022. Lecture notes. Polokwane: University of Limpopo.

Mogashoa, T. 2013. *The role of members of school management teams in curriculum implementation and management: A case study of selected schools in Gauteng Province. Meditteranian Journal of Social Science*, 4(14). 135-140.

Monitoring of Education. 2016. *Executive summary of the public audit report.* 30 November 2016. No.Va-P-80-4-26.

Monteiro, B.F. 2020. *The management of assessment processes in primary schools in Enhlazeni District.* (Unpublished Master's Dissertation). Pretoria: University of Pretoria.

Moresebetoa, P. 2016. *Learners' challenges in reading and writing in English First Additional Language in the intermediate phase in Mankweng* Circuit. (Unpublished aster's Dissertation). Polokwane: University of Limpopo.

Mouton, J. 2001. *How to succeed in your Master's and Doctoral studies. A South African guide and resource book.* (1st ed.). Pretoria: Van Schaick.

Mthiyane, C.C.N, Naidoo, J. & Bertram, C. 2019. Context matters: HODs leadership practices in monitoring and supporting teachers in schools participating in Jika iMfundo. *Journal of Education,* 75 (6): 57-76.

Murphy, P. & Hall, K. (eds.) 2008. *Learning and practice: Agency and Identities.* London: Sage Publications.

Muskin, J.A. 2015. *Student learning assessment and the curriculum. Issues and implications for policy, design and implementation.* The Brooklyn Institution: UNESCO Consultation.

Mutekwe, E. 2018. Using a Vygotskian sociocultural approach to pedagogy: Insight from some teachers in South Africa. *Journal of Education,* 71 (4): 58-72.

Narathokoon, A. Sapsirin, S. & Subphadoongchone, P. 2020. Beliefs and classroom assessment practices of English teachers in primary school in Thailand. *International journal of instruction*, 13(5): 137-156.

Ndungu, B. W. Allan, G. & Emily, B. 2015. Influence of monitoring and evaluation by principals on effective teaching and learning in public secondary schools in Githunguri District. *Journal of Education and Practice*, 6(9): 10 - 17.

Neuman, W.L. 2011*. Social research methods: Qualitative and quantitative approaches.* (5th ed). Boston: Allyn and Bacon.

Nndwamato, T. E. 2017. *Challenges confronting School Management Teams in the implementation of school-based moderation of Mathematics assessment tasks in the Thohoyandou Cluster in Limpopo Province, South Africa*. (Unpublished Master's Dissertation). Thohoyandou: University of Venda.

Noble, H. & Smith, J. 2015. Issues of validity and reliability in qualitative research. http://dx.doi.org. (10.1136./es-2015-102054.

Noor, H., Herlinawati, J. & Sofyaningrum, E. 2020. The academic supervision of the school principal: A case in Indonesia. *Journal of Education and Social Research,* 10(4): 81-93.

Nowell, L.S. Norris, M., White, D.E. & Moules, N.J. 2017. Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative methods*, 16: 1-13.

Ntekana, A. 2017. *Implementation of the Annual National Assessment in schools: The role of school management.* (Unpublished Master's Dissertation). Mafikeng: North West University.

Ntseto, R.M. 2015. *The role of School Management Teams (SMTs) in rendering learning support in public primary schools.* (Unpublished Doctoral Thesis). Bloemfontein: University of Free State.

Ntsoane, L.D. 2017. *The role of school management team members I the induction of novice teachers in rural schools.* (Unpublished Master's Dissertation). Pretoria: University of Pretoria.

Nzoka, J.T. & Orodho, J.A. A school management and students' academic performance: How effective are strategies being employed by school managers in secondary school in

Embu North District, Embu Country, Kenya. *International Journal of Huanities and Social Science,* 4(9): 86-99.

O' Donoghue, T. 2019. *Planning your qualitative research thesis and project: An introduction to interpretivist research in education and Social Science.* (2nd ed). NewYork: University of Zululand.

Odeku, K.O. 2018. Accentuating English language as the sole medium of pedagogy in South Africa: Issues and perspectives. *Global Media Journal*, 16(31): 241-250.

Olson, J.D. McAllister, C. Grinnell, L.D. Walters, K.G. & Appunn, F. 2016. Applying constant comparative method with multiple investigators and inter-coder reliability. *The Qualitative Constant,* 21(1): 26- 42.

Opoku, A. Ahmed, V. & Akotia, J. 2016. Methodology in the build environment: A selection of case studies (pp.32-49) chapter 3: Routledge.

Ozdemir-Yilmazer, M. & Ozkan, Y. 2017. Classroom assessment practices of English instructor. *Journal of Language and Linguistic Studies*, 13(3): 324-345.

Prinsloo, C.H. Rogers, S.C. & Harvey, J.C. 2018. The impact of language factors on learner achievement in Science. *South African Journal of Education.* 38(1): 1-14.

Ramalepe, M. & Zengele, T. 2014. The role of managers in the implementation of Continuous Assessment (CASS) in Mopani District. *Mediterranean Journal of Social Science,* 5(27): 1-14.

Reddy, C.P. Le Grange, L. Beets, P. & Lundie, S. 2015. *Quality assessment in South African schools.* (1st ed). Cape Town: Juda & Company.

Rehman, A.D. & Alharthi, K. 2016. An introduction to research paradigms. *International Journal of Educational Investigations,* 3(8): 51-59.

Republic of South Africa. 1998. *Employment of Educators Act 76. Personnel Administrative Measures Document*. Pretoria. Government Printers.

Ridhwana, M. 2017. Understanding formative and Summative assessment for English First Language teachers: Theoretical reflections on assessment for learning. *Journal of English for Academic,* 4(1): 40 - 50.

Roth, W. & Unger, H. 201. Current perspectives on research ethics in qualitative research. *Qualitative Social Research,* 19(3): 1-12.

Rubin, H.J. & Rubin, I.S. *Qualitative interviewing: The art of hearing data.* Thousand Oaks, CA: Sage Publications.

Saefurrohman, S. & Balina, E. 2016. English teachers' classroom assessment practices. *International Journal of Evaluation and Research in Education (IJERE).* 5(1): 82 - 92.

Salkind, N.J. 2012. *100 Questions and answers about research methods*. Thousand Oaks: Sage Publishers.

Seitz, P. 2017. Curriculum alignment among the intended enacted and assessed curricula for Grade 9 Mathematics. *Journal of the Canadian Association for Curriculum Studies*, 15(1): 72-94.

Setlhodi-Mohapi, I. & Lebeloane L.D.M. 2014. The role of School Management Teams in underperforming schools: A matter of values*. Mediterranean Journal of Social Science*, 5(3): 475 - 483

Shaltry, C. 2020. A new model for organising curriculum alignment initiatives*. Advanced Physiology Education,* 44 (7): 65-663.

Sharma, G. 2017. Pros and cons of different sampling techniques*. International Journal of Applied Research,* 3(7): 749-752.

Spaull, N. 2015. Schooling in South Africa: How low quality education becomes a poverty trap. *South African Child Gauge*: 34 (2)33 - 41.

Spaull, N. 2016. Disentangling the language effect in South African schools: Measuring the impact of language of assessment in grade 5 literacy and numeracy. *South African Journal of Childhood Education,* 6(1): 475-482.

Squires, D.A. 2009. *Curriculum alignment research- based strategies for increasing student achievement.* United States of America: Sage Publication.

Stenfors, T. Kajamas, A. & Bennett, D. 2020. How to assess the qualitative research? *The Clinical Teacher*, 17 (3): 596-599.

Subramoney, P. 2016. *The role of the School Management Team in improving the matric results in a National Strategy for Learners Attainment (NSLA) schools.* (Unpublished Master's Dissertation). Durban: University of Kwazulu- Natal.

Sumarsono, P. 2018. Authentic assessment applied in authentic English languageteaching (ELT) textbook of vocational school. 5th international conference on community development. (AMCA). *Advanced in Social Science, Education and Humanities Research,* 231 (9): 304-307.

Tagela, A. & Bedilu, L. 2015. Teachers competence in the educational assessment of students: The case of secondary school teachers in the Amhara National Regional State. *The Ethopian Journal of Education,* Vol. XXXV No. 2: 163-191.

Taherdoost, 2016. Sampling methods in research: How to choose a sampling technique for research. *International Journal of Academic Research in Management*, 5(2): 1-27.

Takalo, R.H. 2018. *Compliance of Grade 10 English First Additional Language school-based assessment tasks with Curriculum and Assessment Policy Statement in Nokotlou Circuit, Capricorn District, Limpopo Province.* (Unpublished Master's Dissertation). Polokwane: University of Limpopo.

Tante, A.C. 2018. Primary school teachers 'classroom-based assessment feedback culture in English language. *International Journal of Educational Research Review*, 3(4): 32-47.

Tellez, K. & Mosqueda, E. 2015. Developing teachers' knowledge and skills at the intersection of English language learners and language assessment. *Review of Research in Education,* 39 (1): 87-121.

Thaba-Nkadimene, K.L. 2017. *Lesson learnt in the implementation of school leadership and management programme by universities in Limpopo Province*. (Unpublished Doctoral Thesis). Polokwane: University of Limpopo.

Thajane, S.B. & Masitsa, M.G. 2021. An investigation into policy implementation by primary school principals in the Free State Province. *South African Journal of Education*, 41(2): 1-12.

Tigere, M.T. 2016. *The role of school management teams in managing factors that influence learner academic performance in Grade 12 examination in Kwazulu-Natal.* (Unpublished Master's Dissertation). Pretoria: University of South Africa.

Van Der Nest, A. Long, C. & Engelbrecht, J. 2018. The impact of formative assessment activities on the development of teacher agency in Mathematics teachers. *South African Journal of Education,* 38(1): 1-10.

Vilakazi, N.S. 2016. *Exploring principals' institutional instructional leadership practices in primary schools: A case study of two under-performing township primary schools in Ekurhuleni School District, Gauteng Province*. (Unpublished Doctoral Thesis). Johannesburg: University of Witwatersrand

Vlachou, M.A. 2018. Classroom assessment practices in middle school science lesson: A study among Greek science teacher. *Cogent Education*, 5(1): 1- 20.

Wang, D. & Zhang, I.J. 2021. Sustainability as a goal in teaching workforce retention: Exploring the role of teacher identity construction in pre-service teachers' job motivation. *Sustainability,* 13: 69.doi.10.339054//305298.

Western Cape Education Department. 2019. *General education and training quality assurance guidelines 20(9-11-13) Circular: 0042/2019.*

Wildsmith-Cromarty, R. & Balfour, R.J. 2019.Language learning and teaching in South African primary schools*. Language and teaching*, 52 (5): 296-319.

Yandell, J. 2017. Knowledge, English and the formation of teachers. *Pedagogy, Culture and Society,* 25(4): 583-599.

Yao, Y. 2015. Teachers' perceptions of classroom assessment: A focus group interview. *SRATE Journal*, 24(2): 51-58.

Yejaneshnikov V.V. 2016. Pedagogical management of civil education research university student. *International Review of Management and Marketing*, 6(2): 12-18.

Yin, R.K. 1984. *Case study research: Design and methods*. Beverly Hills, Calif: Sage Publication.

Yin, R.K. 2016. *Qualitative research from start to finish*. (2nd ed). New York: Gilford Press.

Zachariah, W.O. 2013. Skills and attributes of instructional supervisors: Experience from Kenya. *Educational Research and Reviews*, 8(24): 2270-2280.

Zahra, W. Indewarati, R. & Petrus, I. 2019. The use of ICT in authentic assessment of the students' productive skills. *Journal of English Education*, 8(1): 81-90.

Zhao, X. Van den Heuvel-Panhuizen, M. & Veldhuis, M. 2016. Teachers use of classroom assessment techniques in primary mathematics education: An explorative study with six Chinese teachers. *International Journal of STEM Education*, 3(19): 1-18.

5.7. APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE FROM THE UNIVERSITY OF LIMPOPO (TREC)

University of Limpopo
Faculty of Humanities
Executive Dean
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email:Satsope.maoto@ul.ac.za

DATE: 5 January 2021

NAME OF STUDENT:	MAHLATJI, LM
STUDENT NUMBER:	[202066195]
DEPARTMENT:	PhD - Education Administration
SCHOOL:	Education

Dear Student

FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2020/11/05)

I have pleasure in informing you that your PhD proposal served at the Faculty Higher Degrees Meeting on 17 December 2020 and your title was approved as follows:

TITLE: MONITORING OF ENGLISH ASSESSMENT TASKS BY SCHOOL MANAGEMENT TEAMS IN SEKHUKHUNE EAST DISTRICT, LIMPOPO PROVINCE

Note the following:

Ethical Clearance	Tick One
In principle the study requires no ethical clearance, but will need a TREC permission letter before proceeding with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities
Director: Prof MW Maruma
Supervisor: Prof NS Modiba

Finding solutions for Africa

APPENDIX B: A PERMISSION-SEEKING LETTER DIRECTED TO THE DISTRICT SENIOR MANAGER OF SEKHUKHUNE EAST DISTRICT

Box 561

ATOK

0749

25 May 2021

The District Manager

Private Bag x 9040

BURGERSFORT

1150

Dear Sir

SUBECT: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN PRIMARY SCHOOLS OF MAGAKALA CLUSTER OF SEKHUKHUNE EAST DISTRICT, LIMPOPO PROVINCE

I wrote to request permission to conduct a research study. I am a doctoral student in the discipline of Educational Management at the University of Limpopo. The title of my thesis was: **Monitoring of English assessment tasks by School Management Teams (SMTs) in Sekhukhune East District, Limpopo Province**. The proposed empirical study was conducted in five primary schools from five circuits of Magakala Cluster. The aim of the research was to explore the role of SMTs in the monitoring of English assessment tasks in schools. One primary school was selected from each circuit and three teachers per school were purposively selected. Data was gathered through interviews, documents analysis and observations. Interviews were conducted with principals, Heads of Departments and grade six English teachers. I indicated that thorough arrangements were made with participants to avoid any disruption of their day to day activities

Yours faithfully

Mahlatji L.M.

Email: marialethube@gmail.com.

Mobile: 0737431545

APPENDIX C: APPROVAL LETTER FROM THE DISTRICT SENIOR MANAGER OF SEKHUKHUNE EAST DISTRICT

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
SEKHUKHUNE EAST DISTRICT

REF: 2/2/4   Enq: Langa SI

Tel: 013 231 0100

To: The Principal

FROM: DISTRICT DIRECTOR
SEKHUKHUNE EAST DISTRICT

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS WITHIN THE SEKHUKHUNE EAST DISTRICT

1. The above matter has refers.
2. Kindly be informed that Mahlatji LM, a Doctoral student at the UNIVERSITY OF LIMPOPO is granted a permission to conduct research at your school.
3. Conditions attached to permission are:
   3.1. Participation is voluntary
   3.2. Information collected will only be used for study purposes and remain confidential
   3.3. Participants are free to withdraw from their participation at anytime during the process, should they feel uncomfortable

NB: DATA COLLECTION AND ADMINISTRATION OF QUESTIONNAIRES MAY ONLY DONE DURING BREAKS AND AFTER TEACHING HOURS

4. The researcher (Mahlatji LM) will share her research findings with the Limpopo Education Department, for the purpose of improving the system.
5. The District Director wishes you well as you continue to assist the researcher.

4/8/2021

MAKOLA MS
DISTRICT DIRECTOR

DATE

Subject: Permission to Conduct Research in Schools within Sekhukhune East District – Mahlatji LM
83 Aloe Street, 2314 Extension4, Aloe Ridge West, BURGERSFORT, 1150, P/Bag X 9041, BURGERSFORT, 1150

The heartland of Southern Africa-development is about people! Vision: our vision is to equip the people of our province through the provision of equality, lifelong education and training with value, knowledge and skills, that will enable them to fulfil a productive role in society.

APPENDIX D: A PERMISSION-SEEKING LETTER DIRECTED TO CIRCUIT MANAGERS

<div align="center">

Box 561

ATOK

0749

17 June 2021
</div>

The Circuit Manager

Dilokong Circuit

Private Bag x 9040

BURGERSFORT

1150

Dear Sir/Madam

SUBECT: REQUEST FOR PERMISSION TO CONDUCT RESEACH IN ONE OF YOUR SCHOOLS.

I wrote to request permission to conduct a research study. I am a doctoral student in the discipline of Educational Management at the University of Limpopo. The title of my thesis was: **Monitoring of English Assessment tasks by School Management Teams (SMTs) in Sekhukhune East District, Limpopo Province**. My proposed empirical study was conducted in one of the schools in your circuit. The aim of the research explored the role of SMTs in the monitoring and supervision of English assessment tasks. Three teachers were purposively selected to participate in this study was the principal, head of department and one educator offering English in grade six. I ascertained that thorough arrangements were made with all selected participants to avoid any disruption of their day-to-day school activities. Data was gathered through interviews, documents review and observations. Interviews were expected to take a maximum of thirty minutes with each participant. It was also guaranteed that the information provided to this study was only be used for research purposes.

Should you have had questions related to this study, you were to please contact me using the contact information provided below.

Yours faithfully

Mahlatji L.M.

Email: marialethube@gmail.com.

Mobile: 0737431545

APPENDIX E: A PERMISSION-SEEKING LETTER DIRECTED TO SCHOOL PRINCIPALS

Box 561

ATOK

0749

17 June 2021

The Principal

Sir/ Madam

SUBECT: REQUEST TO CONDUCT A RESEARCH AT YOUR SCHOOL

I wrote to request permission to conduct a research for the study. I am a doctoral student for the discipline of Educational Management at the University of Limpopo. The title of my thesis was**: Monitoring of English assessment tasks by School Management Teams (SMTs) in Sekhukhune East District, Limpopo Province.** Your school was one of those selected purposively to take part in this study. My proposed empirical study was conducted with three teachers from your school. The aim of the research study was to explore the role of SMTs in the monitoring of English assessment tasks in schools. Three teachers were purposively selected. These were the principal, Head of Department and grade six English teachers. The study required participants to respond to semi-structured interview questions. The study also required that the researcher have access to school documents such as English policy documents, teachers' programme of assessment, teachers' files and learners' portfolios. I also assured participants that data obtained from this study will be treated privately and will only be used for the purpose of the study. Your name was not mentioned and instead I used code names. The information from the document was treated with strict confidentiality

I would like to indicate that thorough arrangements were made with participants to avoid any disruption of their day to day school activities.

Yours faithfully

Mahlatji L.M.

Email: marialethube@gmail.com

Mobile: 073743145

APPENDIX F: A PERMISSION-SEEKING LETTER DIRECTED TO ENGLISH TEACHERS

Box 561

ATOK

0749

17 June 2021

Dear Prospective Participant

SUBJECT: INVITATION TO PARTICIPATE IN THE RESEARCH PROJECT

I hereby invited you to participate in the research project titled: **Monitoring of English assessment tasks by School Management Teams in Sekhukhune East District, Limpopo Province.** I am a doctoral student in the discipline of Educational Management at the University of Limpopo.

The study required participants to respond to semi-structured interview questions. The research study also required that I have access to school documents such as Teachers' Programme of Assessment, English policy documents, National Protocol for Assessment, teachers' files and learners' portfolios. Participation in this study was voluntary and participants were allowed to withdraw at any time without giving reasons. There were no benefits to participants, but participation in this study helped me collect detailed and important information regarding assessment of English tasks in schools. This study did not cause any harm to you as a participant. I also assured you that data obtained from this study will be treated privately and will only be used for the purpose of the study. Your name was not mentioned and instead code names were used. The information from the document was treated with strict confidentiality.

_____		_____
Signature of participants		Date
Mahlatji LM		JUNE 2022
Signature of researcher		Date

APPENDIX G: AN INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

1. What is your comprehension of monitoring and supervision of English assessment tasks? Explain.

2. Briefly explain your involvement as a principal in the implementation of English assessment policy?

3. Elaborate on how you understand your role regarding the monitoring and supervision   of assessment tasks as prescribed by the Personnel Administrative Measures?

4. Explain how the monitoring process of English assessment tasks is conducted in your school?

5. Which mechanisms do you have in place to facilitate the smooth running of English assessment activities in your school? Explain.

6. Elaborate how the adequate monitoring of English assessment tasks enables good performance in your school?

7. How do you ensure that English teachers comply with policy documents when administering formal and informal assessment in classrooms?

8. Which assessment strategies does your school have to confirm compliance to specific time frames when carrying out assessment tasks?

9. Explain the kind of support you provide to Grade six English teachers.

10. Which professional development do you think your school needs to improve the effective use of English assessment practices?

11. What suggestion would you offer regarding the adequate monitoring of English assessment tasks?

APPENDIX H: AN INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS

1. What is your understanding of providing guidance and support to English teachers regarding assessment?

2. Elaborate on how you understand your duties and responsibilities regarding the monitoring and supervision of assessment tasks as prescribed by the Personnel Administrative Measures?

3. As one of the SMT members, to what extent do you monitor a policy development process of English assessment tasks? Elaborate.

4. Briefly explain the mechanisms that you have in place to facilitate the smooth running of English assessment tasks?

5. Elaborate how the adequate monitoring of English assessment tasks enables good performance in classrooms under your department?

6. How do you ensure that English teachers under your department comply with the policy document when administering formal and informal assessment in the classroom?

7. Share the assessment plans your department employs to ascertain compliance to specific time frames when executing assessment tasks.

8. Explicate how English assessment tasks conducted by teachers under your department cover the content and aspect as prescribed by the CAPS?

9. Elucidate the kind of support you avail to grade six English teachers regarding the planning of assessment tasks.

10. Which professional development do teachers under your department lack to improve the effective use of English assessment practices?

11. What suggestions would you offer regarding the adequate monitoring of English assessment tasks?

APPENDIX I: AN INTERVIEW SCHEDULE FOR ENGLISH TEACHERS

1. What is your understanding of the English assessment tasks?
2. Briefly explain your involvement as a teacher in the implementation of English assessment policy?
3. Explain how the Personnel Administrative Measures guides you with regard to administration of assessment tasks in the classroom?
4. Elaborate on how you understand your role as a teacher regarding administration of assessment tasks as prescribed by the policy?
5. Which mechanisms do you have in place to facilitate the smooth running of your assessment activities?
6. Elaborate on how adequate monitoring of English assessment tasks enables good performance in this school?
7. How do you ensure that you comply with the policy document when administering formal and informal assessment in the classroom?
8. Which assessment plan do have in place to ensure adherence to specific time frames when completing assessment tasks? Explain.
9. Explicate the kind of support your SMT avails to you.
10. Which professional development do you need in order to improve effective use of assessment tasks in classrooms?
11. What suggestions would you offer regarding the effective administration of assessment tasks in classrooms?

APPENDIX J: LIST OF DOCUMENTS REVIEWED

1. Personnel Administrative Measures

2. English FAL policy document

3. National Protocol for Assessment in Intermediate phase

4. Program of Assessment

5. SMTs Monitoring Tool

6. Teachers' file

7. Learners' portfolio

APPENDIX K: OBSERVATION SCHEDULE

The following were observed:

1.   Observing the performance of monitoring and supervision.

_____.

2.   Observing the availability of Personnel Administrative Measures.

_____.

3.   Observation of supervision and monitoring of English assessment tasks.

_____.

4.   Observing the availability of related monitoring documents.

_____.

5.   Observing the conduction of English assessment tasks.

_____.

6.   Observing the approval of English assessment tasks by line managers

_____.

7.   Observing the availability of records for English assessment tasks by principals

_____ .

APPENDIX L: LANGUAGE EDITING CERTIFICATE

Rebieth Production and Entertainment

Editing Services

Helping you Brighten your Future

Tel: 064 031 1496

Email: ntumelangk@gmail.

26 January 2022

<u>Declaration of a professional editor</u>

DOCTOR OF PHILOSOPHY IN EDUCATION

(EDUCATIONAL ADMINISTRATION)

at the

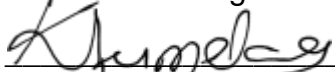UNIVERSITY OF LIMPOPO

By

LETHUBE   MARIA   MAHLATJI

_____

I declare that I have edited and proofread this research. My involvement was restricted to language usage and spelling, completeness and consistency. I did no structural re-writing of the content.

I am qualified to have done such editing, having worked as a journalist and news producer for over 9 years. I have edited a lot of scripts over the years.

As the copy editor, I am not responsible for detecting or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party after the date of this declaration.

Sincerely,

Editor: Kgalalelo Ntumelang.

Signature: _____