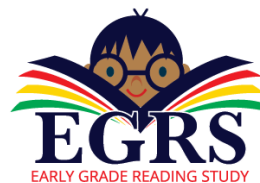




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TEACHER QUESTIONNAIRE

(Questionnaire items --- English Exercise --- Classroom Observation Schedule)

1. Identifying information:

1.1. School name: _____

1.2. School's EMIS number:

8	0	0	0					
---	---	---	---	--	--	--	--	--

1.3. Teacher's name: _____

1.4. Teacher's surname: _____

1.5. Teacher contact details: Cell:

0									
---	--	--	--	--	--	--	--	--	--

2. Expertise and Experience:

2.1. Age of teacher: _____ years

2.2. Sex: Male

1

 Female

2

2.3. What year did you start teaching at this school? _____ years

2.4. How many years have you been teaching in total? _____ years

2.5. How many years have you been teaching in the Foundation Phase? _____ years

2.6. Do you hold an HOD or SMT post at this school?

Yes	1	No	2
-----	---	----	---

2.7.1. What is the HIGHEST qualification you have completed?

(Please mark <u>one</u> with an "X")	Matric/ National Senior Certificate	Higher Certificate	Diploma	Bachelor Degree	Post Graduate Certificate	Post Graduate Degree	Other
	1	2	3	4	5	6	98

2.7.2 Indicate in which year you completed your highest qualification. _____

2.8.1. Which grade did you teach in 2015 _____, 2.8.2. 2016 _____, and 2.8.3. 2017 _____?

2.9. Is your class a multi-grade class?

Yes	1	No	2
-----	---	----	---

2.10. What Phase are you formally trained to teach?

(Please mark <u>one</u> with an "X")	Early Childhood Development	Foundation Phase	Intermediate Phase	Senior Phase	No training in teaching	Other
	1	2	3	4	5	98

2.11. Do you teach all the Foundation Phase subjects for your grade 2 class?

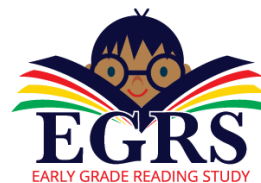
Yes	1	No	2
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2.12. What is your favourite subject to teach?

(Please mark <u>one</u> with an "X")	EFAL	Home Language	Mathematics	Life Skills
	1	2	3	4

3. Your Class

3.1. In your current class, how many learners should be in your class every day? _____

3.2. For the previous full week, how many learners were absent on average every day? _____

3.3. On average, how many hours per week do you spend on each of the following non-teaching tasks?

Tasks	During school time				After school			
	None	1 hour	More than 1	More than 1.5	None	1 hour	More than 1	More than 1.5
3.3.1. Administration	1	2	3	4	1	2	3	4
3.3.2. Lesson preparation	1	2	3	4	1	2	3	4
3.3.3. Tests / assessment (including marking)	1	2	3	4	1	2	3	4

3.4. How much time do you spend on teaching EFAL per week?

(Please mark <u>one</u> with an "X")	1 hour	1.5 hours	2 hours	2.5 hours	3 hours	3.5 hours	4 hours	I don't know
	1	2	3	4	5	6	7	99

4. Language teaching and related practices:

4.1 How much do the following factors make it difficult for you teach EFAL?

Factor	A lot	Somewhat	Not that much	Not at all	I'm not sure
4.1.1. Shortages of language workbooks for every learner	1	2	3	4	99
4.1.2. Shortages of readers (or library books) for every learner	1	2	3	4	99
4.1.3. Learner absenteeism / late-coming	1	2	3	4	99
4.1.4. Inadequate space / too many learners in the classroom	1	2	3	4	99
4.1.5. Lack of parental support for their children's learning	1	2	3	4	99
4.1.6. Lack of good EFAL training opportunities	1	2	3	4	99
4.1.7. Lack of language skills learnt in earlier grades or grade R	1	2	3	4	99

4.2.1. Do you use lesson plans for teaching Home Language?

Yes	1	No	2	N/A	99
-----	---	----	---	-----	----

4.2.2. Do you use lesson plans for teaching EFAL?

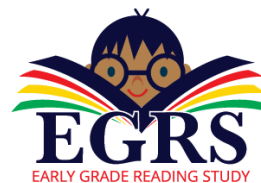
Yes	1	No	2	N/A	99
-----	---	----	---	-----	----



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4.2.3. Where do you receive your lesson plans?

(Note to fieldworker: Please enter N/A if the teacher responded "No" in question 4.2.1 or 4.2.2)

(Please mark <u>one</u> with an "X")	I prepare my own lesson plans	I use prepared lesson plans provided by the province or an NGO	I receive and borrow lesson plans from other teachers in my school	I receive and borrow lesson plans from other teachers at other schools	Other	N/A
	1	2	3	4	98	99

4.3.1 Do you have graded readers (or small readers) for EFAL group-guided reading in your classroom?

Yes	1	No	2
-----	---	----	---

4.3.2. How many books do you have?

(Note to fieldworker: Please enter 'No books' in 4.3.2 and 4.3.3 if the teacher responded "No" in question 4.3.1)

(Please mark <u>one</u> with an "X")	0 – 9 Books	10 – 19 Books	20 – 29 books	30 or more	No Books
	1	2	3	4	99

4.3.3. How often do you use them?

(Please mark <u>one</u> with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	No books
	1	2	3	4	5	99

4.4.1 Do you have graded readers (small readers) for HL group-guided reading in your classroom?

Yes	1	No	2
-----	---	----	---

4.4.2. How many books do you have?

(Note to fieldworker: Please enter No books in 4.4.2 and 4.4.3 if the teacher responded "No" in question 4.4.1)

(Please mark <u>one</u> with an "X")	0 – 9 Books	10 – 19 Books	20 – 29 Books	30 Books or more	No Books
	1	2	3	4	99

4.4.3. How often do you use them?

(Please mark <u>one</u> with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	No books
	1	2	3	4	5	99

4.5. How often do you listen to each individual learner reading aloud in Home Language?

(Please mark <u>one</u> with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	Other
	1	2	3	4	5	98

4.6. How often do you listen to each individual learner reading aloud in EFAL?

(Please mark <u>one</u> with an "X")	Never	Once a term	About once a month	About once a week	Nearly every day	Other
	1	2	3	4	5	98

4.7. Out of every 10 learners in your class, how many can read more than **10** English words per minute?

(Note to fieldworker: Please probe once if the teacher's first response is 'I don't know')

(Please mark <u>one</u> with an "X")	None	1 or 2	3 to 5	6 to 8	9 or 10	I don't know
	1	2	3	4	5	99

4.8. Out of every 10 learners in your class, how many can read more than **35** Home Language words per minute?

(Note to fieldworker: Please probe once if the teacher's first response is 'I don't know')

(Please mark <u>one</u> with an "X")	None	1 or 2	3 to 5	6 to 8	9 or 10	I don't know
	1	2	3	4	5	99

4.9. Do you group the learners in your class according to their reading abilities during group-guided reading?

Yes	1	No	2
-----	---	----	---

4.10. How often do you do the following activities in your EFAL literacy lessons?

(Select one option in each row)

Activity	Never	Twice a day	Every day	2-4 times per week	Once a week	Less than once a week	Other
4.10.1. Group-guided reading	1	2	3	4	5	6	98
4.10.2. Spelling test	1	2	3	4	5	6	98
4.10.3. Phonics	1	2	3	4	5	6	98
4.10.4. Shared reading	1	2	3	4	5	6	98
4.10.5. Creative writing	1	2	3	4	5	6	98

4.11. How difficult do you find it to perform the following activities?

(Select one option in each row)

Activity	Very easy	Relatively easy	Relatively Hard	Very hard	I'm not sure
4.11.1. Group-guided reading	1	2	3	4	99
4.11.2. Phonics	1	2	3	4	99
4.11.3. Shared reading	1	2	3	4	99
4.11.4. Creative writing	1	2	3	4	99

4.12. When teaching a phonics sound, how many times do you repeat the sound during a lesson?

(Please mark <u>one</u> with an "X")	None	Once	Three times	Five times	Until all learners can repeat it	Other
	1	2	3	4	5	98

4.13. How often do you use English in your EFAL lessons?

(Please mark <u>one</u> with an "X")	None	Very little	Less than half of the time	About half of the time	More than half of the time	Always	Other
	1	2	3	4	5	6	98

4.14. Which learners in your class do you mostly aim your teaching towards?

(Please mark <u>one</u> with an "X")	Struggling learners	Average learners	Stronger learners	All learners	Other
	1	2	3	4	98



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4.15. How often do you give stronger learners more work to do (or additional language material) than the rest of the class?

(Please mark <u>one</u> with an "X")	Never	Once a month	Every 2 weeks	Once a week	2-4 times a week	Everyday	Other
	1	2	3	4	5	6	98

5. Time and Teaching

5.1. How many days was the school closed during school term-time this year? _____ days

5.2. In the last two weeks, how many days were you unable to come to school? _____ days

5.3. Indicate the number of days for each of the reasons provided below.

Illness	Personal leave	Teacher training	Official meetings	Protests in area	Union activities	Community memorial	Other
1	2	3	4	5	6	7	99

5.4.1 Do you stay close to school during the week?

Yes	1	No	2
-----	---	----	---

5.4.2. How often do you stay somewhere else during the weekend?

(Please mark <u>one</u> with an "X")	Never	Sometimes	Always	Other
	1	2	3	98

5.4.3. Is this place further away from the school than the place you stay during the week?

(Note to fieldworker: Please enter N/A in 5.4.3 if the teacher responded "Never" in question 5.4.2)

Yes	1	No	2	N/A	99
-----	---	----	---	-----	----

5.5. How do you usually get to school?

(Please mark <u>one</u> with an "X")	Own car	Lift club	Public taxi/ bus	Transport organised by school/ government	Walk	Other
	1	2	3	4	5	98

5.6. How long does it take for you to get to school in the morning on an average Wednesday?

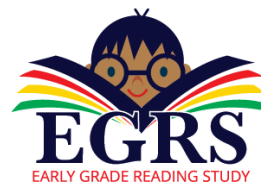
(Please mark <u>one</u> with an "X")	Less than 15 minutes	15 – 30 minutes	31 – 60 minutes	More than an hour	Other
	1	2	3	4	98



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6. Continuous Development and Support:

6.1. In 2017 did you received professional in-service teacher training on how to teach Home Language?

Yes	1	No	2
-----	---	----	---

6.2. In this year (2018) have you received professional in-service teacher training on how to teach Home Language?

Yes	1	No	2
-----	---	----	---

6.3. In the previous year (2017) did you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

Yes	1	No	2
-----	---	----	---

6.4. In this year (2018) have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?

Yes	1	No	2
-----	---	----	---

6.5. How strongly do you agree with the following statements?

(Select **one** option in each row)

Statement	Disagree strongly	Disagree a little	Agree a little	Agree strongly	Other
6.5.1. I feel supported in my work	1	2	3	4	98
6.5.2. I feel recognised for my work	1	2	3	4	98
6.5.3. I regularly meet with people who provide mentoring and curriculum support	1	2	3	4	98

6.6. Do you as EFAL language teachers have cluster meetings or meet as communities of practice?

Yes	1	No	2
-----	---	----	---

6.7. How often does the following person observe you teach an EFAL lesson?

Person	Never	Once a year	Once a semester	Once a term	Once a month	Once a week	More than once a week	Other
6.7.1. School principal	1	2	3	4	5	6	7	98
6.7.2. Head of Department	1	2	3	4	5	6	7	98
6.7.3. Subject Advisor*	1	2	3	4	5	6	7	98
6.7.4. External coach/ mentor	1	2	3	4	5	6	7	98

* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office

6.8. How often does the Subject Advisor* meet/ communicate with you to discuss the curriculum and EFAL language instruction?

(Please mark <u>one</u> with an "X")	Never	Once a year	Once a semester	Once a term	Once a month	Once a week	More than once a week	Other
	1	2	3	4	5	6	7	98

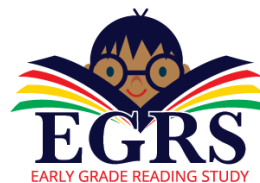
* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office



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7. READING FLUENCY EXERCISE

Note to fieldworker: Ask and record if the teacher will be prepared to complete a simple language assessment in English (to be used only for research purposes). It will contain 8 multiple choice items and 2 writing questions and will have a 2-minute time limit.

7. Are you willing to participate?

Yes	1	No	2
-----	---	----	---

Note to fieldworker: Administer the language assessment now. Hand the teacher the questionnaire to complete the assessment, explain that s/he has two minutes to complete the task and after two minutes ask for it back.

THE TEACHER TEST IS ON A SEPARATE PAGE THAT THE TEACHER WORKS ON. THE FIELDWORKER THEN INSERTS THE TEACHER'S RESPONSES INTO TANGERINE AFTER THE INTERVIEW IS FINISHED.

For items 1 to 7, the field worker should insert the response (A, B, C or D) and for items 8 to 10 the field worker should use a memo to decide whether the answer is correct or incorrect.

TEACHER TEST RESPONSES

1. A,B,C or D, correct response: D
2. A,B,C or D correct response: C
3. A,B,C or D correct response: A
4. A,B,C or D correct response: D
5. A,B,C or D correct response: C
6. A,B,C or D correct response: B
7. A,B,C or D correct response: B
8. A,B,C or D correct response: C
9. correct = climb

Response options
1 correct
3 incorrect spelling of *climb*
2 incorrect unrelated word
0 nonresponse

10 correct = adequate

Response options
1 correct
3 incorrect spelling of *climb*
2 incorrect unrelated word
0 nonresponse

Also record:

The last item attempted, any remaining time left over (if this is the case)

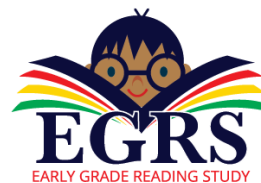
(The data-collector completes the remaining information by observing the classroom.)



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8. CLASSROOM OBSERVATION

Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table.

(Data collector inserts an "X" in **each row**. The rating key appears in the table.)

	Key							
	☹	☹	☺	☺				
8.1. Is there a designated reading box / corner library?	None	Small number of books, dated	Quite a few books, but disorganised	Well stocked, neatly organised	1	2	3	4
8.2. Is there a reading corner with a carpet, mat (or similar shared reading space) in the class?	None	There is a corner but no mat/carpet	There is a small corner with a mat but looks tight	There is a large corner with a mat and looks spacious	1	2	3	4
8.3. Are there story books (not DBE workbooks) in the class?	No story books	1-10	11-30	30+	1	2	3	4
8.4. Can the teacher move around the room comfortably and walk easily between all the desks/tables?	No desks	No, space is tight and not well arranged	Yes, but space is limited and well arranged	Yes, there is ample space	1	2	3	4
8.5. Quality of EFAL wall charts/posters	No EFAL charts/posters	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and mostly relevant	Good quality, up-to-date and all relevant	1	2	3	4
8.6. Quality of EFAL flashcards	No flashcards	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and relevant	Good quality, up-to-date and relevant	1	2	3	4

9. DOCUMENT REVIEW

Ask the teacher to select **from the 20 learners** who are being assessed today, **one** of the most proficient learners in her own class. Then request to see all that learner's term 3 and 4 DBE workbook which will have all the work that the learner has done **up until 19 October 2018**.

9.1. The name and surname of this learner is _____

9.2. The learner's unique Tangerine ID number (on his/her test answer sheet/booklet) is _____

9.3. Please count and record the following work that appears in this learner's term 3 and 4 DBE workbooks up until 19 October 2018.

Type of content counted	Nr
9.3.1. The overall number of pages on which the learner completed any exercises	
9.3.2. The number of pages on which the learner wrote at least one full sentence .	
9.3.3. The number of pages on which the learner wrote at least one paragraph* .	

* More than two consecutive sentences