

# Teacher Questionnaire Final

Last Updated: 1533456361000

Enumerator Name

Name	Prompt	Type	Hint	Linked grid score	Options
1_1	1.1 School Name	open		0	
1_2	1.2 School's EMIS Number	open		0	
1_3	1.3 Teacher's name	open		0	
1_4	1.4 Teacher Surname	open		0	
1_5	1.5 Teacher Contact Details	open		0	
1_6	1.6 Are you the Foundation Phase Head of Department (HOD)?	single		0	1 "Yes" 2 "No"
1_7	1.7 What Grade do you teach?	single		0	1 "Grade 1 " 0 "Grade 2" 3 "Grade 3" 4 "Grade 4" 5 "Grade 5" 6 "Grade 6" 7 "Grade 7"

Name	Prompt	Type	Hint	Linked grid score	Options
2_1	2.1 In your current class, (i) how many learners should be in your class every day?	open		0	
2_2	2.2 For the previous full week, how many learners were absent on average every day?	open		0	
2_3_1	2.3.1 On average, how many hours per week do you spend on Administration DURING school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5 hours"
2_3_2	2.3.2 On average, how many hours per week do you spend on Administration AFTER school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5 hours"
2_3_3	2.3.3 On average, how many hours per week do you spend on Lesson preparation DURING school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5"
2_3_4	2.3.4 On average, how many hours per week do you spend on Lesson preparation AFTER school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5"
2_3_5	2.3.5 On average, how many hours per week do you spend on Tests / assessment (including marking) DURING school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5"

Name	Prompt	Type	Hint	Linked grid score	Options
2_3_6	2.3.6 On average, how many hours per week do you spend on Tests / assessment (including marking) AFTER school time?	single		0	1 "None" 2 "1 hour" 3 "More than 1 hour" 4 "More than 1.5"
2_4	2.4 Does your school provide physical education (PE) for learners?	single		0	1 "Yes" 2 "No"

Name	Prompt	Type	Hint	Linked grid score	Options
3_1	3.1. Age of teacher	open		0	
3_2	3.2 Teacher gender	single		0	1 "Male" 2 "Female" 3 "Other"
3_3	3.3 What year did you start teaching at this school?	open		0	
3_4	3.4 How many years have you been teaching in total?	open		0	
3_5	3.5 How many years have you been teaching in the Foundation Phase?	open		0	
3_6	3.6 Do you hold an HOD or SMT post at this school?	single		0	1 "Yes" 2 "No"
3_7	3.7 What is the HIGHEST qualification you completed?	single		0	1 "Matric/ National Senior Certificate" 2 "Higher Certificate" 3 "Diploma" 4 "Bachelor Degree" 5 "Post Graduate Certificate" 6 "Post Graduate Degree" 99 "Other"
3_7_1	3.7.1 Indicate in which year the qualification was obtained	open		0	
3_8_1	3.8.1 Which grade did you teach in 2015?	open		0	
3_8_2	3.8.2 Which grade did you teach in 2016?	open		0	
3_8_3	3.8.3 Which grade did you teach in 2017?	open		0	
3_9	3.9 Is your class a multi-grade class?	single		0	1 "Yes" 2 "No"
3_10	3.10 What Phase are you formally trained to teach?	single		0	1 "Early Childhood Development" 2 "Foundation Phase" 3 "Intermediate Phase" 4 "Senior Phase" 5 "No training in teaching" 99 "Other"
3_11	3.11 Which grade would you most like to teach?	open		0	
3_12	3.12 Which of the following subjects do you enjoy teaching?	multiple		0	1 "EFAL" 2 "Home Language" 3 "Mathematics" 4 "Life Skills"

Name	Prompt	Type	Hint	Linked grid score	Options
4	4. How much do the following factors affect your capacity to provide good language teaching and learning?	single		0	
4_1_1	4.1.1 Shortages of language workbooks for every learner	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_2	4.1.2 Shortages of readers (or library books) for every learner	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_3	4.1.3 Lack of discipline among learners	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_4	4.1.4 Learner absenteeism / late-coming	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_5	4.1.5 Inadequate workspace / too many learners in the classroom	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_6	4.1.6. Lack of parental support to their children's learning	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_7	4.1.7 Lack of good language teaching opportunities	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_1_8	4.1.8 Lack of language skills learnt in earlier grades or grade R	single		0	1 "A lot" 2 "Somewhat" 3 "Not that much" 4 "Not at all"
4_2	4.2 Do you use lesson plans for teaching Home Language?	single		0	1 "Yes" 2 "No"
4_3	4.3 Do you use lesson plans for teaching EFAL?	single		0	1 "Yes" 2 "No"
4_4	4.4 Where do you receive your lesson plans?	single		0	1 "I prepare my own lesson plans" 2 "I use prepared lesson plans provided by the province or an NGO" 3 "I receive and borrow lesson plans from other teachers in my school" 4 "I receive and borrow lesson plans from other teachers at other schools" 99 "I do not use lesson plans"
4_5	4.5 Do you have the Vula Bula books in your classroom?	single		0	1 "Yes" 2 "No"
4_5_1	4.5.1 How many Vula Bula books do you have?	single		0	1 "0 – 9 Books" 2 "10 – 19 Books" 3 "20 – 29 books" 4 "30 or more" NA "NA"
4_5_2	4.5.2 How often do you use them?	single		0	1 "Never" 2 "Once a term" 3 "About once a month" 4 "About once a week" 5 "Nearly every day" NA "NA"
4_5_3	4.5.3 Do you have any other graded readers in your classroom?	single		0	1 "Yes" 2 "No" NA "NA"
4_6	4.6 How often do you listen to each individual learner reading aloud in Home Language?	single		0	1 "Never" 2 "Once a term" 3 "About once a month" 4 "About once a week" 5 "Nearly every day"

Name	Prompt	Type	Hint	Linked grid score	Options
4_7	4.7 How often do you listen to each individual learner reading aloud in EFAL?	single		0	1 "Never" 2 "Once a term" 3 "About once a month" 4 "About once a week" 5 "Nearly every day"
4_8	4.8 Out of every 10 learners in your class, how many can read more than 10 Setswana words per minute?	single		0	1 "None" 2 "1 or 2" 3 "3 to 5" 4 "6 to 8" 5 "9 or 10"
4_9	4.9 Out of every 10 learners in your class, how many can read more than 50 Setswana words per minute?	single		0	1 "None" 2 "1 or 2" 3 "3 to 5" 4 "6 to 8" 5 "9 or 10"
4_10	4.10 Do you group the learners in your class according to their reading abilities?	single		0	1 "Yes" 2 "No"
4_11	4.11 How often do you do the following activities in your home language literacy lessons?	single		0	
4_11_1	4.11.1 Group-guided reading	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_11_2	4.11.2 Spelling test	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_11_3	4.11.3 Phonics	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_11_4	4.11.4 Shared reading	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_11_5	4.11.5 Creative writing	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_12	4.12 How often do you do the following activities in your EFAL literacy lessons?	single		0	
4_12_1	4.12.1 Group-guided reading	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_12_2	4.12.2 Spelling test	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_12_3	4.12.3 Phonics	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_12_4	4.12.4 Shared reading	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"

Name	Prompt	Type	Hint	Linked grid score	Options
4_12_5	4.12.5 Creative writing	single		0	1 "Never" 2 "Twice a day" 3 "Every day" 4 "2-4 times per week" 5 "Once a week" 6 "Less than once a week"
4_13	4.13 How difficult do you find it to perform the following activities?	single		0	
4_13_1	4.13.1 Group-guided reading	single		0	1 "Very easy" 2 "Relatively easy" 3 "Relatively Hard" 4 "Very hard" 5 "Not Applicable"
4_13_2	4.13.2 Phonics	single		0	1 "Very easy" 2 "Relatively easy" 3 "Relatively Hard" 4 "Very hard" 5 "Not Applicable"
4_13_3	4.13.3 Shared reading	single		0	1 "Very easy" 2 "Relatively easy" 3 "Relatively Hard" 4 "Very hard" 5 "Not Applicable"
4_13_4	4.13.4 Creative writing	single		0	1 "Very easy" 2 "Relatively easy" 3 "Relatively Hard" 4 "Very hard" 5 "Not Applicable"
4_13_5	4.13.5 Reading aloud	single		0	1 "Very easy" 2 "Relatively easy" 3 "Relatively Hard" 4 "Very hard" 5 "Not Applicable"
4_14	4.14 When teaching a phonics sound, how many times do you repeat the sound during a lesson?	single		0	1 "Once" 2 "Three times" 3 "Five times" 4 "Until all learners can repeat it"
4_15	4.15 How often do you use English in your EFAL lessons?	single		0	1 "Very little" 2 "Less than half of the time" 3 "About half of the time" 4 "More than half of the time" 5 "Always"
4_16	4.16 By the end of the year, how many of the children do you think are well prepared for the transition to English in grade 4?	single		0	0 "None" 1 "Only a few" 2 "About half" 3 "Most of them" 4 "All of them"
4_17	4.17 In your class you are likely to have struggling, average and clever learners. Which learners in your class do you mostly aim your teaching towards?	multiple		0	1 "Struggling learners" 2 "Average learners" 3 "Clever learners"
4_18	4.18 How often do you give clever learners more work to do (or additional language material) than the rest of the class?	single		0	1 "Never" 2 "Once a month" 3 "Every 2 weeks" 4 "Once a week" 5 "2-4 times a week" 6 "Everyday"

Name	Prompt	Type	Hint	Linked grid score	Options
5_1	5.1 How many days was the school closed during school term-time this year?	open		0	

Name	Prompt	Type	Hint	Linked grid score	Options
5_2	5.2 In the last two weeks, how many days were you unable to come to school?	open		0	
5_3	5.3 Indicate the number of days for each of the reasons provided below.	single		0	
5_3_1	5.3.1 Illness	open		0	
5_3_2	5.3.2 Personal leave	open		0	
5_3_3	5.3.3 Teacher training	open		0	
5_3_4	5.3.4 Official meetings	open		0	
5_3_5	5.3.5 Protests in area	open		0	
5_3_6	5.3.6 Union activities	open		0	
5_3_7	5.3.7 Community memorial	open		0	
5_3_8	5.3.8 Other (eg. Extramural activities)	open		0	
5_4	5.4 In the last two weeks, how many days did you come to school, but you were unable to teach for the full school day (7:30 – 13:30)?	open		0	
5_5	5.5. Indicate the number of days for each of the reasons provided below.	single		0	
5_5_1	5.5.1 Illness	open		0	
5_5_2	5.5.2 Personal leave	open		0	
5_5_3	5.5.3 Teacher training	open		0	
5_5_4	5.5.4 Official meetings	open		0	
5_5_5	5.5.5 Protests in area	open		0	
5_5_6	5.5.6 Union activities	open		0	
5_5_7	5.5.7 Community memorial	open		0	
5_5_8	5.5.8 Other (eg. Extramural activities)	open		0	
5_6_1	5.6.1 Do you stay close to school during the weekend?	single		0	1 "Yes" 2 "No"
5_6_2	5.6.2 How often do you stay somewhere else during the weekend?	single		0	1 "Never" 2 "Sometimes" 3 "Always"
5_6_3	5.6.3 If sometimes or always, is this place further away from the school than the place you stay during the week?	single		0	1 "Yes" 2 "No" 98 "Not applicable"
5_7	5.7 How do you usually get to school?	single		0	1 "Own car" 2 "Car pool" 3 "Public taxi/ bus" 4 "Transport organised by school/ government" 5 "Walk" 6 "Other"
5_8	5.8 How long does it take for you to get to school in the morning on an average Wednesday?	single		0	1 "Less than 15 minutes" 2 "15 – 30 minutes" 3 "31 – 60 minutes" 4 "More than an hour"

Name	Prompt	Type	Hint	Linked grid score	Options
6_1	6.1 In 2017, did you receive professional in-service teacher training on how to teach Setswana as home language?	single		0	1 "Yes" 2 "No"
6_2	6.2 In this year (2018), did you receive professional in-service teacher training on how to teach Setswana as home language?	single		0	1 "Yes" 2 "No"
6_3	6.3 In the previous year (2017), did you receive professional in-service teacher training on how to teach English as First Additional Language (EFAL)?	single		0	1 "Yes" 2 "No"
6_4	6.4 In this year (2018), have you received professional in-service teacher training on how to teach English as First Additional Language (EFAL)?	single		0	1 "Yes" 2 "No"
6_5	6.5 How strongly do you agree with the following statements?	single		0	
6_5_1	6.5.1 I feel supported in my work	single		0	1 "Disagree strongly" 2 "Disagree a little" 3 "Agree a little" 4 "Agree strongly"
6_5_2	6.5.2 I feel recognised for my work	single		0	1 "Disagree strongly" 2 "Disagree a little" 3 "Agree a little" 4 "Agree strongly"
6_5_3	6.5.3 I regularly meet with people who provide mentoring and curriculum support	single		0	1 "Disagree strongly" 2 "Disagree a little" 3 "Agree a little" 4 "Agree strongly"
6_6	6.6 Do you as Setswana language teachers have cluster meetings or meet as communities of practice?	single		0	1 "Yes" 2 "No"
6_7	6.7 Do you as EFAL language teachers have cluster meetings or meet as communities of practice?	single		0	1 "Yes" 2 "No"
6_8	6.8 How often do the following persons meet/ communicate with you to discuss the curriculum and EFAL language instruction?	single		0	
6_8_1	6.8.1 School principal	single		0	1 "Never" 2 "Once a year" 3 "Once a semester" 4 "Once a term" 5 "Once a month" 6 "Once a week" 7 "More than once a week"
6_8_2	6.8.2 Head of Department	single		0	1 "Never" 2 "Once a year" 3 "Once a semester" 4 "Once a term" 5 "Once a month" 6 "Once a week" 7 "More than once a week"
6_8_3	6.8.3 External coach/ mentor	single		0	1 "Never" 2 "Once a year" 3 "Once a semester" 4 "Once a term" 5 "Once a month" 6 "Once a week" 7 "More than once a week"

Name	Prompt	Type	Hint	Linked grid score	Options
6_9	6.9 How often does the Subject Advisor* meet/ communicate with you to discuss the curriculum and EFAL language instruction?	single		0	1 "Never" 2 "Once a year" 3 "Once a semester" 4 "Once a term" 5 "Once a month" 6 "Once a week" 7 "More than once a week"

Name	Prompt	Type	Hint	Linked grid score	Options
7_1	7.1. Is the teacher willing to participate?	single		0	1 "Yes" 2 "No"

Name	Prompt	Type	Hint	Linked grid score	Options
assessment_1	1	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_2	2	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_3	3	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_4	4	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_5	5	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_6	6	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_7	7	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_8	8	single		0	a "A" b "B" c "C" d "D" No_Answer "No Answer"
assessment_9	9	single		0	1 "correct" 3 "incorrect spelling of climb" 2 "incorrect unrelated word " 0 "non response"
assessment_10	10	single		0	1 "Correct" 3 "Incorrect spelling of adequate" 2 "Incorrect unrelated word" 0 "non response"

Name	Prompt	Type	Hint	Linked grid score	Options
8_1	8.1. Rate the existence, sufficiency, and quality of the classroom infrastructure, facilities, and materials as indicated in the table.	single		0	
8_1_1	8.1.1 Reading corner / box library	single		0	1 "None" 2 "Small, dated" 3 "In between" 4 "Well stocked"
8_1_2	8.1.2 Number of Story books	single		0	1 "None" 2 "0-10" 3 "10-30" 4 "30+"
8_1_3	8.1.3 Setswana wall charts / posters	single		0	1 "None" 2 "Small, dated" 3 "In between" 4 "Well stocked"
8_1_4	8.1.4 Quality of wall charts/posters	single		0	1 "poor quality, outdated, not relevant" 2 "poor quality, up-to-date, but not relevant" 3 "average quality, up-to-date, and relevant" 4 "good quality, up-to-date and relevant"
8_1_5	8.1.5 Visibility of wall charts	single		0	1 "N/A" 2 "few can see them well" 3 "Only about half the learners can see them well" 4 "all learners can see them"
8_1_6	8.1.6 Picture wall charts/ posters (no words)	single		0	1 "None" 2 "Small, dated" 3 "In between" 4 "Well stocked"



Name	Prompt	Type	Hint	Linked grid score	Options
8_1_7	8.1.7 Quality of wall charts/posters	single		0	1 "poor quality, outdated, not relevant" 2 "poor quality, up-to-date, but not relevant" 3 "Average quality, up-to-date, and relevant" 4 "good quality, up-to-date and relevant"
8_1_8	8.1.8 Visibility of wall charts	single		0	1 "N/A" 2 "few can see them well" 3 "Only about half the learners can see them well" 4 "all learners can see them"
8_1_9	8.1.9 Flash cards displayed on classroom walls	single		0	1 "None" 2 "Small, dated" 3 "In between" 4 "Well stocked"
8_1_10	8.1.10 Quality of flash cards	single		0	1 "poor quality, outdated, not relevant" 2 "poor quality, up-to-date, but not relevant" 3 "average quality, up-to-date, and relevant" 4 "good quality, up-to-date and relevant" NA "Not Applicable"
8_1_11	8.1.11 Visibility of flash cards	single		0	1 "N/A" 2 "few can see them well" 3 "Only about half the learners can see them well" 4 "all learners can see them"

Name	Prompt	Type	Hint	Linked grid score	Options
9_1	9.1 Learner Name and Surname		open	0	
9_2	9.2 Learner unique assessment ID		open	0	
9_3	9.3 Please count and record the following work that appears in this learner's DBE WORKBOOK from the beginning of Term 3 until 17 August 2018		open	0	
9_3_1	9.3.1 The overall number of PAGES on which the learner completed any exercises		open	0	
9_3_2	9.3.2 The overall number of PAGES students had marked their own exercises (in pencil)		open	0	
9_3_3	9.3.3 The overall number of PAGES the teacher had marked any exercises (usually in pen)		open	0	
9_3_4	9.3.4 The number of PAGES involving WRITING* exercises completed by the learner		open	0	
9_3_5	9.3.5 The number of PAGES involving exercises comprising the WRITING of at least one full sentence.		open	0	
9_3_6	9.3.6 The number of PAGES involving exercises comprising the WRITING of at least one paragraph.		open	0	
9_4	9.4 Please count and record the following work that appears in this learner's EXERCISE BOOK/S from the beginning of the year until 17 August 2018		open	0	
9_4_1	9.4.1 The overall number of DAYS on which the learner completed any exercises		open	0	
9_4_2	9.4.2 The overall number of DAYS students had marked their own exercises (in pencil)		open	0	
9_4_3	9.4.3 The overall number of DAYS the teacher had marked any exercises (usually in pen)		open	0	
9_4_4	9.4.4 The number of DAYS involving WRITING* exercises completed by the learner		open	0	
9_4_5	9.4.5 The number of DAYS involving exercises comprising the WRITING of at least one full sentence.		open	0	
9_4_6	9.4.6 The number of DAYS involving exercises comprising the writing of at least one paragraph.		open	0	