

GRADE 3 AFRICAN AND ENGLISH TEACHER INTERVIEW: LEADERSHIP FOR LITERACY SURVEY

Dear Educator

We have very much enjoyed our previous visits to your school and immensely appreciate you having us here.

As you know Stellenbosch University, is doing research to develop a new survey instrument that captures the practices of educators and SMTs in challenging contexts. The project also involves understanding how children are reading. We would like to gather some information from you today on your experiences as an educator in this school. This interview will take 45 minutes. **We would also like to look at the books in your classroom at the end of the interview if you would allow us time. We can come during a break or when you are not teaching so as not to disturb your class.**

We will need the following documents to complete these interview:

- Your teaching timetable for grade 3 (in languages)
- Schedule of assessment marks (specifically for reading and language)

While it may seem that we are asking some similar questions as when we last visited this important in designing questionnaires for understanding how the school is managed and lead.

- Please answer about how things *actually* are, not how they are should be.
- Your responses are treated with confidentiality and are anonymous. In our reporting the names of schools are removed. For example, we refer to school A or school B in a province.
- If there are questions you do not want to answer you don't have.

If you have any further queries, please don't hesitate to speak to the fieldwork team leader or contact Marie-Louise Shreve at the University of Stellenbosch, 021 8084443.

Thank you,

The ReSEP team

<p>CONSENT TO BE SIGNED BY ENGLISH TEACHER:</p> <p>I (name) _____ agree to participate in this interview.</p> <p>Signed _____</p> <p>on this date _____.</p>	<p>CONSENT TO BE SIGNED BY AFRICAN LANGUAGE TEACHER (if different from ENGLISH TEACHER):</p> <p>I (name) _____ agree to participate in this interview.</p> <p>Signed _____</p> <p>on this date _____.</p>
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Instructions

Please use a black pen to complete the following survey.

For all multiple choice questions, please select only ONE response *unless* otherwise specified.

To select an answer, mark an X through the box next to the answer you would like to select.



If you accidentally mark a box with an X and would like to correct it, fill in that box entirely before marking the correct answer with an X.



0.1 SCHOOL NAME:

0.2 DATE:

0.3 NAME OF TEACHER OF CLASS:

0.4 DATA COLLECTOR:

0.5 INTERVIEWER: Does the same person teach both African language and English to the grade 3 class?

☐ Yes, same person

☐ No, two different teachers

VERY IMPORTANT: START WITH INTERVIEWING THE HOME LANGUAGE I.E. FOUNDATION PHASE LOLT TEACHER. IF THIS TEACHER DOES NOT TEACH BOTH AFRICAN AND ENGLISH LANGUAGE, YOU NEED TO INTERVIEW THE OTHER TEACHER AS WELL TO ENSURE ALL SECTIONS ARE FILLED OUT OF THIS SURVEY.

1 BACKGROUND (HOME LANGUAGE OR LOLT TEACHER)

1.1 Are you a SMT (School Management Team) member in this school?

☐ No

☐ Yes

1.2 Which subjects do you teach? Tick all that apply.

☐ African Language

☐ English

☐ Mathematics

☐ Natural Science

☐ Life Science

☐ EMS

☐ Life orientation or life skills

☐ Other, specify:_____

1.3 For how long have you been teaching grade 3 in total?

Years

Months

1.4 For how long have you worked in this school in total?

Years

Months

1.5 Which of the following teaching qualifications do you have? (Note to interviewer: Tick all that apply)

☐ Not yet qualified as a teacher

☐ Diploma from teacher training college

☐ Advanced Certificate in Education (ACE)

☐ Four year teaching degree

☐ Honours or higher post-graduate in education degree from university

☐ PGCE from university

☐ Other, specify:_____



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1.6 Which of the following best describes the specialisation or training you received in teaching language?

- ☐ N.A. Received no specialist training in teaching reading or language.
☐ English or African language was one of my subject majors
- ☐ My training was part of general training for all primary teachers (i.e not a specific specialisation)
☐ Other, specify:_____
- ☐ Completed ACE in language or short course in language or teaching reading

1.7 What is your home language (mother tongue)? Choose at most two options.

- ☐ isiZulu
☐ TshiVenda
☐ Other, specify:_____
- ☐ Sepedi
☐ SeSotho
- ☐ Xitsonga
☐ English

1.8 Is your home language the same as most of the learners in the classes you teach?

- ☐ No ☐ Yes

1.9 How would rate your proficiency

- | | I am still learning | Ok | Good | Very good | Excellent |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. In SPEAKING English? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. In READING English? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1.10 How many learners are there in the largest grade 3 CLASS you teach?

2 BACKGROUND (FAL TEACHER IF DIFFERENT FROM HOME LANGUAGE)

2.1 What is your home language (mother tongue)? Choose at most two options.

- ☐ isiZulu
☐ TshiVenda
☐ Other, specify:_____
- ☐ Sepedi
☐ SeSotho
- ☐ Xitsonga
☐ English

2.2 Which of the following teaching qualifications do you have? (Note to interviewer: Tick all that apply)

- ☐ Not yet qualified as a teacher
☐ Four year teaching degree
☐ Other, specify:_____
- ☐ Diploma from teacher training college
☐ Honours or higher post-graduate in education degree from university
- ☐ Advanced Certificate in Education (ACE)
☐ PGCE from university

2.3 Which of the following best describes the specialisation or training you received in teaching language?

- ☐ N.A. Received no specialist training in teaching reading or language.
☐ English or African language was one of my subject majors
- ☐ My training was part of general training for all primary teachers (i.e not a specific specialisation)
☐ Other, specify:_____
- ☐ Completed ACE in language or short course in language or teaching reading



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2.4 How would rate your proficiency

	I am still learning	Ok	Good	Very good	Excellent
a. In SPEAKING English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In READING English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 TIMETABLE AFRICAN LANGUAGE

3.1 Can I see a copy of the time-table that you use for teaching <African language>? (Note to interviewer: If you are not presented with a timetable look on the wall of the classroom, staffroom or offices).

- ☐ Yes, shows it to me ☐ No, does not show it to me

3.2 REFLECT EVIDENCE: How is reading time for grade 3 African language (exclude school-wide reading periods) specified on the timetable for grade 3?

- ☐ Only 'Language' is specified on time-table. BUT reading not distinctly specified. ☐ Reading is specified as distinct from other language activities on time-table ☐ Reading is broken down into different types of reading activities on the time-table, (eg. listening, phonics, reading aloud etc.)

3.3 REFLECT EVIDENCE: How many hours and minutes in total are timetabled for grade 3 African language in a week? (Note to interviewer: Read off grade 3 time table, complete in own time with copy or photo of time-table. Please enter Hours and Minutes eg. 6h 30 mins or 7h 00 mins.)

4 TIMETABLE ENGLISH LANGUAGE

4.1 Can I see a copy of the time-table that you use for teaching English? (Note to interviewer: If you are not presented with a timetable look on the wall of the classroom, staffroom or offices).

- ☐ Yes, shows it to me ☐ No, does not show it to me

4.2 REFLECT EVIDENCE: How many hours and minutes in total are timetabled for grade 3 English language in a week? (Note to interviewer: Read off grade time table, complete in own time with copy or photo of time-table. Please enter Hours and Minutes eg. 6h 30 mins or 7h 00 mins.)

4.3 REFLECT EVIDENCE: How is reading time for grade 3 English language (exclude school-wide reading periods) specified on the timetable for grade 3?

- ☐ Only 'Language' is specified on time-table. BUT reading not distinctly specified. ☐ Reading is specified as distinct from other language activities on time-table ☐ Reading is broken down into different types of reading activities on the time-table, (eg. listening, phonics, reading aloud etc.)

4.4 REFLECT EVIDENCE: For how many DAYS in the week is a general reading period or 'reading for enjoyment' period sheduled on the time-table?

- ☐ 0 ☐ 1 ☐ 2
☐ 3 ☐ 4 ☐ 5



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4.5 Interviewer optional: Any comments about this section, or something we need to know?

5 TIME FOR AFRICAN LANGUAGE

5.1 Last week, how many DAYS did you spend time in African language lessons on...?

	0	1	2	3	4	5
a. Listening and speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shared reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Group reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hand writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 TIME FOR ENGLISH LANGUAGE

6.1 Last week, how many DAYS did you spend time in English lessons on...?

	0	1	2	3	4	5
a. Listening and speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shared reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Group reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hand writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 TIME FOR HOME LANGUAGE I.E. LOLT

7.1 How often do you get grade 3 learners to read aloud to you on their own in HOME language (i.e. LOLT)?

- | | | |
|---|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once or twice a year | <input type="checkbox"/> Once or twice a term |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Every 2 weeks | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 2 times a week | <input type="checkbox"/> 3-4 times a week | <input type="checkbox"/> Everyday |

7.2 During the school term, how often do you give extra lessons (outside of normal class teaching time) to grade 3 learners who are struggling to read? (Note to PROBE: Extra lesson include lessons that are paid or not paid for.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once or twice a year | <input type="checkbox"/> Once or twice a term |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Every 2 weeks | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 2 times a week | <input type="checkbox"/> 3-4 times a week | <input type="checkbox"/> Everyday |

7.3 If you do, how long are these extra lessons? Choose only ONE (most common time).

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> N.A. No extra lesson. | <input type="checkbox"/> 0-10 mins | <input type="checkbox"/> 11-15 mins |
| <input type="checkbox"/> 16-20 mins | <input type="checkbox"/> 21-30 mins | <input type="checkbox"/> 31-45 mins |
| <input type="checkbox"/> 46-60 mins | <input type="checkbox"/> more than 60 mins | |



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7.4 How often are support lessons offered to grade 3 learners by a REMEDIAL teacher in this school?

- | | | |
|---|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once or twice a year | <input type="checkbox"/> Once or twice a term |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Every 2 weeks | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 2 times a week | <input type="checkbox"/> 3-4 times a week | <input type="checkbox"/> Everyday |
| <input type="checkbox"/> N.A. NO remedial teacher | | |

7.5 When was last time you received NEW textbooks or readers (excluding top-ups and workbooks) for teaching grade 3 home language? (Note to PROBE: Was that delivery or order only for top-ups or did it include NEW titles or publishers?)

- | | | |
|--|--|---|
| <input type="checkbox"/> More than three years ago | <input type="checkbox"/> Three years ago | <input type="checkbox"/> Last year |
| <input type="checkbox"/> Beginning of this year | <input type="checkbox"/> In the past 2 terms | <input type="checkbox"/> I'm new, took over the books from previous teacher |

8 TEXTS FOR AFRICAN LANGUAGE

8.1 Roughly how many grade 3 learners in your class have access to the following books/resources? (Note to interviewer: Please explain what a graded reader is - e.g. a set of stories that are suited to different reading abilities or levels.)

	None	Very few	Less than half	More than half but not all	All Gr. 3's
a. Graded readers in African language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. DBE workbooks in African language (books 3 & 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Textbooks in African language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 What type of books do you mostly use for teaching reading in African language? (Note to interviewer: Do not read out. Tick all that apply.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Textbook | <input type="checkbox"/> DBE workbook | <input type="checkbox"/> Graded reader series |
| <input type="checkbox"/> Other story books | <input type="checkbox"/> Newspaper or magazines | <input type="checkbox"/> Other, specify |

8.3 What percentage of grade 3 learners in your class can read fluently AND with understanding in <African language>?

- | | | |
|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> 0-10% | <input type="checkbox"/> 11-20% | <input type="checkbox"/> 21-30% |
| <input type="checkbox"/> 31-40% | <input type="checkbox"/> 41%-50% | <input type="checkbox"/> 51%-60% |
| <input type="checkbox"/> 61%-70% | <input type="checkbox"/> 71%-80% | <input type="checkbox"/> 81%-90% |
| <input type="checkbox"/> 91%-100% | <input type="checkbox"/> Don't know | |



9 TEXTS FOR ENGLISH LANGUAGE

9.1 Roughly how many grade 3 learners in your class have access to the following books/resources? (Note to interviewer: Please explain what a graded reader is - e.g. a set of stories that are suited to different reading abilities or levels.)

	None	Very few	Less than half	More than half but not all	All Gr. 3's
a. Graded readers in ENGLISH language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. DBE workbooks in ENGLISH language (books 3or4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Textbooks ENGLISH language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 Which of the following books do you allow learners to take home? (Note to interviewer: Tick all that apply.)

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> No books at all | <input type="checkbox"/> Textbook | <input type="checkbox"/> DBE workbook |
| <input type="checkbox"/> Exercise books | <input type="checkbox"/> Reader or story book | |

9.3 What percentage of grade 3 learners in your class can read fluently AND with understanding in English?

- | | | |
|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> 0-10% | <input type="checkbox"/> 11-20% | <input type="checkbox"/> 21-30% |
| <input type="checkbox"/> 31%-40% | <input type="checkbox"/> 41%-50% | <input type="checkbox"/> 51%-60% |
| <input type="checkbox"/> 61%-70% | <input type="checkbox"/> 71%-80% | <input type="checkbox"/> 81%-90% |
| <input type="checkbox"/> 91%-100% | <input type="checkbox"/> Don't know | |

10 MANAGING READING (HOME LANGUAGE I.E. LOLT TEACHER)

10.1 What type of books do you mostly use for teaching reading in English? (Note to interviewer: Do not read out. Tick all that apply.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Textbook | <input type="checkbox"/> DBE workbook | <input type="checkbox"/> Graded reader series |
| <input type="checkbox"/> Other story books | <input type="checkbox"/> Newspaper or magazine | <input type="checkbox"/> Other, specify |

10.2 Is anyone in the management team responsible for overseeing reading in order to improve the teaching of reading in this school? If there is such a person, can you tell me what they do in relation to reading?

10.3 REFLECT: Is anyone in the school management team responsible for overseeing reading in order to improve the teaching of reading in this school?

- | | | |
|---|---|--|
| <input type="checkbox"/> No-one has this portfolio (or mentions that everyone has this portfolio) | <input type="checkbox"/> Vaguely mentions that the principal or DP or an HOD has this portfolio | <input type="checkbox"/> Mentions by name the specific person responsible for overseeing reading and its promotion |
|---|---|--|



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10.4 REFLECT: Does the respondent specifically mention that this role involves monitoring HOW reading is taught by teachers or training teachers on how reading is taught?

☐ N.A. No SMT overseeing reading

☐ No

☐ Yes

11 READING SPECIALISTS (HOME LANGUAGE I.E. LOLT TEACHER)

11.1 Who would you say is the best at teaching reading in the school or in your phase? Can you tell me who this person is?

11.2 If a teacher needs help with teaching reading to a struggling learner, is there someone in the school they can go to for help?

☐ No

☐ Yes, many people in this school could give expert support.

☐ Yes, a few people in this school could give expert support.

☐ Yes, one or two people in this school could give expert support.

☐ I could give them expert support.

11.3 If yes, who is this person or people?

11.4 If yes, is this person or these people SMT members?

☐ N.A.

☐ No

☐ Yes

11.5 REFLECT: Which of the following best describes the response to the above THREE questions?

☐ Does not identify a reading specialist

☐ Identifies 'everyone' as good at teaching reading

☐ Identifies one or two people but not by name.

☐ Identifies one or two specific people by name as being best at teaching reading

☐ Identifies self as expert at teaching reading

11.6 Interviewer optional: Any comments to clarify any unusual responses?

12 LITERACY BACKGROUND

12.1 What is the title of your favourite children's book (excluding textbooks)? WAIT AND PROBE: Could you name the author too?

12.2 What is the title of the last novel you read? WAIT AND PROBE: Could you name the author too?



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12.3 REFLECT: Which of the following best describes the respondents answer to the question on last novel read?

- | | | |
|--|--|--|
| <input type="checkbox"/> Doesn't name any title. | <input type="checkbox"/> Names a title but I am not sure what genre it is. | <input type="checkbox"/> Names a magazine or newspaper |
| <input type="checkbox"/> Names 'The Bible' or other religious text | <input type="checkbox"/> Names a textbook or school book | <input type="checkbox"/> Names the title of a novel |

13 GROUP GUIDED READING (HOME LANGUAGE I.E. LOLT TEACHER)

13.1 Do you do Group Guided Reading in HOME language?

- | | | |
|-----------------------------|------------------------------|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes | <input type="checkbox"/> Doesn't know what Group Guided Reading is |
|-----------------------------|------------------------------|--|

13.2 Can you explain to me how you go about doing group guided reading? What does it involve? (Note to interviewer: Write response verbatim. Even if the respondent doesn't do GGR ask the respondent to describe what it is about)

13.3 Why do you think it is useful or not useful as a method for teaching reading? (Note to interviewer: Write response verbatim. Even if the respondent doesn't do GGR ask this question.)

13.4 REFLECT: To what extent do you agree with the following statement: The teacher's response shows an understanding of what Group Guided Reading is about?

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Strongly Agree | <input type="checkbox"/> Can't be determined. | |

13.5 How often do you do Group Guided Reading? (Note to interviewer: If chooses 'Never' SKIP to section 14)

- | | | |
|---|---|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Once a month or term | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 2-3 times a week | <input type="checkbox"/> 4-5 times a week | <input type="checkbox"/> Don't know or cannot answer |

13.6 Typically how many learners do you have per group for Group Guided Reading?

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 |
| <input type="checkbox"/> 7-8 | <input type="checkbox"/> 9-10 | <input type="checkbox"/> 11-15 |
| <input type="checkbox"/> More than 15 | <input type="checkbox"/> Don't know or cannot answer | <input type="checkbox"/> N.A. Don't do GGR. |



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13.7 Do you group learners by ability for Group Guided Reading? (Note to interviewer: please explain what ability means - i.e. a group of weaker readers, distinct from a group of stronger readers)

☐ No

☐ Yes

☐ Not sure

13.8 If yes, how many ability levels do you have?

☐ N.A. I don't group by ability

☐ 1-2

☐ 3-4

☐ 5-6

☐ 7-8

☐ 9-10

☐ More than 10

☐ Don't know or cannot answer

☐ N.A. Don't do GGR.

14 READING ASSESSMENT (HOME LANGUAGE TEACHER)

14.1 Do you have a record of the assessment marks for reading of learners in your class from term 2 or 3 this year? If yes, could you show it to me?

☐ No

☐ Yes

14.2 REFLECT: Is the teacher able to show you a schedule of marks for reading specifically, such as oral reading fluency/ comprehension/ phonics?

☐ N.A. Doesn't show any document

☐ Shows a document without reading marks

☐ Yes, shows document with general reading marks

☐ Yes, shows document with reading marks for specific areas of reading

14.3 Did the HOD or SMT member you report to DISCUSS with you these reading marks for last term? (Note to interviewer: If the teacher is an SMT member, ask if someone else checks their marks)

☐ N.A. no reading marks

☐ No

☐ Yes

14.4 What do you think are the possible reasons for why some learners in your class are struggling to read in home language (i.e. LOLT)?

14.5 REFLECT: Does the teacher mention any of the following reasons for why there are some learners who are struggling to read? (Note to interviewer: Tick all that apply.)

☐ Own teaching

☐ Lack of practice at home

☐ Lack of parental support

☐ Fast curriculum

☐ Not enough time to give individual attention to slow learners

☐ Not enough time for language

☐ Not enough reading resources

☐ Dyslexia

☐ Emotional and psychological barriers

☐ Others, specify:_____



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15 TRAINING (HOME LANGUAGE TEACHER)

15.1 When was the last time you attended training on how to teach reading or how to develop learners' reading skills?

- | | | |
|---|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> More than 2 years ago | <input type="checkbox"/> Last year |
| <input type="checkbox"/> Term 1-2 this year | <input type="checkbox"/> Term 3 this year | <input type="checkbox"/> Term 4 this year |

15.2 If you attended training, how much have you implemented of anything you learnt at this training (on how to teach reading or how to develop learner's reading skills)?

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> N.A. I never attended training of this kind. | <input type="checkbox"/> Nothing | <input type="checkbox"/> A little useful |
| <input type="checkbox"/> A lot | <input type="checkbox"/> Everything | |

INSTRUCTION: If teacher never attended training SKIP to Section 16.

15.3 If you did attend training, what did you actually learn that you have implemented?

15.4 REFLECT: Does the teacher tell you about anything that they learnt at training on teaching reading that is NOT about policy or file keeping?

- | | | |
|---|-----------------------------|------------------------------|
| <input type="checkbox"/> N.A. Didn't attend training on reading | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
|---|-----------------------------|------------------------------|

16 IMPROVING READING (HOME LANGUAGE TEACHER)

16.1 What do you think is the ONE MAIN thing that needs to be done to improve reading outcomes in this school? (Note to interviewer: Write response verbatim.)

16.2 Imagine a school where most learners can't read and teachers do not know how to teach reading. What would you do if you were sent to help that school – how would you address the problem? (Note to interviewer: Write response verbatim.)



16.3 REFLECT on last TWO questions: How much understanding does the respondent seem to have about how to improve reading outcomes? (Note to interviewer: If respondent says 'don't know or not sure' code as "no understanding")

- ☐ No understanding at all ☐ A little understanding ☐ Quite a lot of understanding
☐ A lot of understanding

17 GOALS (HOME LANGUAGE TEACHER)

17.1 Can you tell me about any learning or language goals that you or the school have set for grade 3? If so, can you tell be what these goals are? (Note to interviewer: Write response verbatim.)

17.2 REFLECT: Does the respondent mention any reading or writing goals for grade 3?

- ☐ No ☐ Yes, reading only ☐ Yes, writing only
☐ Yes, reading AND writing

17.3 REFLECT: If the respondent mentions reading or writing, how clear is their description of this goal? (Note to interviewer: Very vague would be for example just mentioning reading or writing or that more children can read or write well. Clearer responses would describe what children can read, or the marks obtained in a specific test, or words read correctly per minute, or expression in their voice etc. They may mention the writing of paragraphs, extended texts).

- ☐ N.A. Reading or writing not mentioned ☐ Reading or writing mentioned but no further descriptions ☐ Very vague in their description
☐ Quite clear in their description ☐ Very clear in their description

18 OBSERVATION OF TEXT AT END OF GRADE 3 INTERVIEW (AFRICAN LANGUAGE TEACHER)

INSTRUCTION: Ask to see all language books the teacher uses to teach grade 3. Books may be stored in the classroom, in the teachers' classroom cupboard, or in an office.

18.1 OBSERVATION: Where are the books that the teacher uses to teach grade 3 African language kept or stored?

- ☐ In the classroom, but NOT in a cupboard ☐ In the classroom, IN a cupboard ☐ NOT in the classroom but in another room eg. office

18.2 OBSERVATION: How many different AFRICAN language graded reader SERIES are there among books seen? (Note: Conduct a count.)

- ☐ None ☐ 1 ☐ 2
☐ 3 ☐ 4 ☐ 5
☐ More than 5



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18.3 OBSERVATION: How many LEVELS are there for the graded reader series in AFRICAN language?
(Note: If there is more than one series, count the number of levels for the series with the most levels.)

- | | | |
|--|----------------------------|----------------------------|
| <input type="checkbox"/> N.A. No graded reader series. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> More than 5 | | |

18.4 OBSERVATION: In total how many graded reader books in AFRICAN language are there among books seen? (Note: Conduct a count.)

- | | | |
|--|----------------------------------|----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1-10 | <input type="checkbox"/> 11-30 |
| <input type="checkbox"/> 31-50 | <input type="checkbox"/> 51-70 | <input type="checkbox"/> 71-100 |
| <input type="checkbox"/> 101-150 | <input type="checkbox"/> 151-200 | <input type="checkbox"/> 201-300 |
| <input type="checkbox"/> More than 300 | | |

18.5 OBSERVATION: In total how many OTHER non-graded readers in AFRICAN language including story books, short-stories, big books are there among books seen? (Note: Conduct a count.)

- | | | |
|--|----------------------------------|----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1-10 | <input type="checkbox"/> 11-30 |
| <input type="checkbox"/> 31-50 | <input type="checkbox"/> 51-70 | <input type="checkbox"/> 71-100 |
| <input type="checkbox"/> 101-150 | <input type="checkbox"/> 151-200 | <input type="checkbox"/> 201-300 |
| <input type="checkbox"/> More than 300 | | |

19 OBSERVATION OF TEXT AT END OF GRADE 3 INTERVIEW (ENGLISH LANGUAGE TEACHER)

19.1 OBSERVATION: Where are the textbooks or reading books that the teacher uses to teach grade 3 English kept or stored?

- | | | |
|--|--|--|
| <input type="checkbox"/> In the classroom, but NOT in a cupboard | <input type="checkbox"/> In the classroom, IN a cupboard | <input type="checkbox"/> NOT in the classroom but in another room eg. office |
|--|--|--|

19.2 OBSERVATION: How many English language graded reader SERIES are there among books seen? (Note: Conduct a count.)

- | | | |
|--------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> More than 5 | | |

19.3 OBSERVATION: How many LEVELS are there for the graded reader series' in English language? (Note: If there is more than one series, count the levels for the series with the most levels.)

- | | | |
|--|----------------------------|----------------------------|
| <input type="checkbox"/> N.A. No graded reader series. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> More than 5 | | |

19.4 OBSERVATION: In total how many graded reader books in English language are there among books seen? (Note: Conduct a count.)

- | | | |
|--|----------------------------------|----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1-10 | <input type="checkbox"/> 11-30 |
| <input type="checkbox"/> 31-50 | <input type="checkbox"/> 51-70 | <input type="checkbox"/> 71-100 |
| <input type="checkbox"/> 101-150 | <input type="checkbox"/> 151-200 | <input type="checkbox"/> 201-300 |
| <input type="checkbox"/> More than 300 | | |



19.5 OBSERVATION: In total how many OTHER non-graded readers in English language including story books, short stories, big books are there among books seen? (Note: Conduct a count.)

- | | | |
|--|----------------------------------|----------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1-10 | <input type="checkbox"/> 11-30 |
| <input type="checkbox"/> 31-50 | <input type="checkbox"/> 51-70 | <input type="checkbox"/> 71-100 |
| <input type="checkbox"/> 101-150 | <input type="checkbox"/> 151-200 | <input type="checkbox"/> 201-300 |
| <input type="checkbox"/> More than 300 | | |

20 OBSERVATION OF TEXT AT END OF GRADE 3 INTERVIEW (HOME LANGUAGE TEACHER)

20.1 OBSERVATION: In general how used do the books look? (Note: Don't consider workbooks or exercise books.)

- | | | |
|--|--|--|
| <input type="checkbox"/> No books other than workbooks or exercise books | <input type="checkbox"/> Most books look like they have not been used. | <input type="checkbox"/> Some books look like they have not been used. |
| <input type="checkbox"/> A few books look like they have not been used. | <input type="checkbox"/> Most books look used. | <input type="checkbox"/> All books look well used. |

20.2 OBSERVATION: Are graded readers sorted by SERIES?

- | | | |
|---|-----------------------------|-------------------------------------|
| <input type="checkbox"/> N.A. there are no readers. | <input type="checkbox"/> No | <input type="checkbox"/> Mostly Yes |
| <input type="checkbox"/> Definitely Yes | | |

20.3 OBSERVATION: Are graded readers sorted by LEVEL?

- | | | |
|---|-----------------------------|-------------------------------------|
| <input type="checkbox"/> N.A. there are no readers. | <input type="checkbox"/> No | <input type="checkbox"/> Mostly Yes |
| <input type="checkbox"/> Definitely Yes | | |

20.4 OBSERVATION: Are graded readers sorted by TITLE?

- | | | |
|---|-----------------------------|-------------------------------------|
| <input type="checkbox"/> N.A. there are no readers. | <input type="checkbox"/> No | <input type="checkbox"/> Mostly Yes |
| <input type="checkbox"/> Definitely Yes | | |

20.5 OBSERVATION: How organised is the storage of available books in the CLASSROOM? Note: Extremely disorganised description - no discernable system for organising books. There appear to be books scattered around haphazardly in disarray. Extremely organised description- neat piles, positioned in a clear storage area (e.g. shelf, book case) same books ordered together, books are labelled with students names, easily accessible to teacher or student.

- | | | |
|---|---|--|
| <input type="checkbox"/> N.A. No books in classroom | <input type="checkbox"/> Extremely disorganised | <input type="checkbox"/> Mostly disorganised |
| <input type="checkbox"/> Somewhat disorganised | <input type="checkbox"/> Somewhat organised | <input type="checkbox"/> Mostly organised |
| <input type="checkbox"/> Extremely organised | | |

20.6 Interviewer optional: Any comment to clarify unusual or complex situation around books?

21 OFFICE ONLY SECTION

21.1 OFFICE ONLY: Is anyone in the school management team responsible for overseeing reading in order to improve the teaching of reading in this school?

- | | | |
|---|---|--|
| <input type="checkbox"/> No-one has this portfolio (or mentions that everyone has this portfolio) | <input type="checkbox"/> Vaguely mentions that the principal or DP or an HOD has this portfolio | <input type="checkbox"/> Mentions by name the specific person responsible for overseeing reading and its promotion |
|---|---|--|



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21.2 OFFICE ONLY: Does the respondent specifically mention that this role involves monitoring HOW reading is taught by teachers or training teachers on how reading is taught?

- ☐ N.A. No SMT overseeing reading ☐ No ☐ Yes

21.3 REFLECT: Which of the following best describes the response to the questions on identifying a reading specialist?

- ☐ Does not identify a reading specialist ☐ Identifies 'everyone' as good at teaching reading ☐ Identifies one or two people but not by name.
☐ Identifies one or two specific people by name as being best at teaching reading ☐ Identifies self as expert at teaching reading

21.4 OFFICE ONLY: Which of the following best describes the respondent's answer to the question on favourite children's book?

- ☐ Doesn't name any title ☐ Names a title but I am not sure what genre it is. ☐ Names a textbook or school book
☐ Names a fairytale, e.g. Cinderella ☐ Names The Bible, Bible story or other religious text ☐ Names a children's book

21.5 OFFICE ONLY: Which of the following best describes the respondents answer to the question on last novel read?

- ☐ Doesn't name any title ☐ Names a title but I am not sure what genre it is. ☐ Names a magazine or newspaper
☐ Names 'The Bible' or other religious text ☐ Names a Textbook ☐ Names the title of a novel

21.6 OFFICE ONLY: To what extent do you agree with the following statement: The teacher's responses about Group Guided Reading shows an understanding of what Group Guided Reading is about?

- ☐ Strongly disagree ☐ Disagree ☐ Agree
☐ Strongly agree ☐ Can't be determined

21.7 OFFICE ONLY: Does the teacher mention any of the following reasons for why there are some learners who are struggling to read? (Note to interviewer: Tick all that apply.)

- ☐ Own teaching ☐ Lack of practice at home ☐ Lack of parental support
☐ Fast curriculum ☐ Not enough time to give individual attention to slow learners ☐ Not enough time for language
☐ Not enough reading resources ☐ Dyslexia ☐ Emotional and psychological barriers
☐ Others, specify:_____

21.8 OFFICE ONLY: How much understanding does the respondent seem to have about how to improve reading outcomes?

- ☐ No understanding at all ☐ A little understanding ☐ Quite a lot of understanding
☐ A lot of understanding



21.9 OFFICE: What are the learning or language goals about?

- | | | |
|---|--|---|
| <input type="checkbox"/> No goals mentioned | <input type="checkbox"/> Improved learning in general | <input type="checkbox"/> Better infrastructure, furniture |
| <input type="checkbox"/> Improved handwriting | <input type="checkbox"/> Improved reading | <input type="checkbox"/> Improved maths |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Percentage of class that reach a certain pass mark or level | <input type="checkbox"/> Pass marks in general |
| <input type="checkbox"/> Better LTSM | <input type="checkbox"/> Other, specify | |

21.10 OFFICE ONLY: If the respondent mentions reading or writing, how clear is their description of this goal? (Note to interviewer: Very vague would be for example just mentioning reading or writing or that more children can read or write well. Clearer responses would describe what children can read, or the marks obtained in a specific test, or words read correctly per minute, or expression in their voice etc. They may mention the writing of paragraphs, extended texts).

- | | | |
|--|---|--|
| <input type="checkbox"/> N.A. Reading or writing not mentioned | <input type="checkbox"/> Reading or writing mentioned but no further descriptions | <input type="checkbox"/> Very vague in their description |
| <input type="checkbox"/> Quite clear in their description | <input type="checkbox"/> Very clear in their description | |

