

TEACHER QUESTIONNAIRE

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

1. Identifying information:

- 1.1. School name: _____
- 1.2. School's EMIS number: _____
- 1.3. Teacher's name: _____
- 1.4. Teacher's surname: _____
- 1.5. Teacher's contact details: Cell (_____) _____
- 1.6. Age of teacher: _____
- 1.7. Teacher date of birth: _____
- 1.8. Sex:

Male	1	Female	2
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2. Your class:

- 2.1. How many learners should be in your class every day? _____ learners
- 2.2. How many learners are usually absent on an average day? _____ learners
- 2.3. Is your class a multi-grade class?

Yes	1	No	2
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- 2.4. Have you been the Grade 1 teacher for the entire year?

Yes	1	No	2
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- 2.5. Do you have learners in your class that speak a different Home Language to the Language of Learning and Teaching (LoLT) of the school?
- | | | | |
|-----|---|----|---|
| Yes | 1 | No | 2 |
|-----|---|----|---|
- 2.6. What proportion of learners speak a different home language to the language of learning and teaching?

(Please mark <u>one</u> with an "X")	Less than a quarter	Around a quarter	About half	About three quarters	Almost all

3. Time and teaching:

- 3.1. Are you a SMT (School Management Team) member in this school?

Yes	1	No	2
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- 3.2. How much time do you generally spend on EFAL lessons per week?

(Please mark <u>one</u> with an "X")	1 hour	2 hours	3 hours	4 hours	More than 4 hours
	1	2	3	4	5

3.3. Which of the following subjects do you teach in Grade 1

	EFAL	Home Language	Mathematics	Life Skills
(Please mark <u>all that apply</u> with an "X")				

3.4. Which language do you use the most when you teach the following subjects: (Select one option in each row)

	SiSwati	isiZulu	English
Home Language	1	2	3
First Additional Language	1	2	3
Mathematics	1	2	3
Life Skills	1	2	3

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

___ days

3.5.2. 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

3.6.1. 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)? ___ days

3.6.2. 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 (eg. Extramural activities)

3.7. How do you usually get to school?

	Own car	Car pool	Public taxi/ bus	Transport organised by school/ government	Walk	Other
(Please mark <u>one</u> with an "X")						
	1	2	3	4	5	6

3.8. How long does it take for you to get to school in the morning?

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

3.9. How do you prepare for your EFAL lessons:

(Please mark <u>one</u> with an "X")	I don't prepare for my EFAL lessons	Daily	Weekly	Per Term
	1	2	3	4

3.10. How much time did you spend preparing for today's EFAL lesson

(Please mark <u>one</u> with an "X")	I haven't started yet	Did not need to because of lesson plans	About 10 minutes	About 30 minutes	About an hour	No EFAL lesson today
	1	2	3	4	5	6

3.11. How much time did you spend preparing for the week's EFAL lesson?

(Please mark <u>one</u> with an "X")	I haven't started yet	Did not need to because of lesson plans	Less than 30 minutes	About 30 minutes	About an hour	More than 1 hour	No EFAL lessons this week
	1	2	3	4	5	6	7

4. Expertise and experience:

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

4.2. How many years have you been teaching at the Foundation Phase? _____ years

4.3. What is the HIGHEST qualification you 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

4.4. 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

5. Language and reading:

5.1. Which language do you speak most often with your family and close friends?

(Choose at most two options)	isiZulu	SiSwati	isiNdebele	English	Afrikaans	Sepedi
	1	2	3	4	5	6
	Sesotho	Setswana	isiXhosa	Tshivenda	Xitsonga	Other
	7	8	9	10	11	12

5.2. Approximately, how many books are there in your home?

(Do not count magazines/ newspapers)

(Please mark one with an "X")	No books	1-5 books	6-10 books	11-25 books	More than 25 books
	1	2	3	4	5

5.3. Which one of the following do you mostly read?

(Please mark one with an "X")	Novels/ Fiction	Children's books	Online news/ information	Non-fiction	Newspapers	Bible/ Religious texts	Magazines	None
	1	2	3	4	5	6	7	8

6. Language teaching and related practices:

6.1. How much of a problem are the following issues for teaching English to your Grade 1 class?

(Select one option in each row)

Factor	A Very Big Problem	A Big Problem	A Small Problem	Not a Problem
(i) Shortages of English readers	1	2	3	4
(ii) Shortages of English Big Books	1	2	3	4
(iii) High pace and volume of EFAL CAPS	1	2	3	4
(iv) Lack of discipline among learners	1	2	3	4
(v) I struggle to pronounce the English Phonics sounds to the class	1	2	3	4
(vi) Learners have few opportunities to practice English outside of school	1	2	3	4

6.2. Which of the following lesson types do you think are the most important for grade 1 EFAL teaching?

	(Please mark at most two options with an "X")
Group guided reading	1
Writing	2
Listening and speaking	3
Paired reading	4
Shared reading	5
Language use	6

6.3. How many new English vocabulary words do you introduce to your class on average each day?

(Please mark one with an "X")	None	1-5 words	6-10 words	11-25 words	More than 25 words
	0	1	2	3	4

6.4. How many new English phonics sounds did you introduce to your class during the previous two weeks?

(Please mark one with an "X")	None	1	2	3	More than 3
	0	1	2	3	4

6.5. Which of the following learning areas do you enjoy teaching the least?

	(Please mark one with an "X")
Numeracy	1
Home language	2
First Additional Language	3

7. Continuous development and support:

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

(Select one option in each row)

Statement	Disagree strongly	Disagree a bit	Agree a bit	Agree strongly
(i) I feel supported and recognised for my work	1	2	3	4
(ii) I regularly meet/ communicate with people who provide mentoring and curriculum support	1	2	3	4

7.2. How often do the following persons meet/ communicate with you to discuss the teaching of EFAL?

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

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

7.3. If you have a question on teaching a specific skill/ concept to learners better, who are you likely to ask?

	(Please mark <u>one</u> with an "X")
School Principal	1
Deputy Principal	2
Head of Department	3
Another teacher at the school	4
Another teacher in a different school	5
An external coach/ mentor	6
I never ask for help	7

7.4. Did you receive any professional in-service teachers training on how to teach EFAL during this year (2017)?

Yes	1	No	2
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8. Use of computers and technology
8.1. Do you use any technology in your classroom for teaching?

Yes	1	No	2
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8.2. Which of the following do you use in your class for teaching?

	(Please mark <u>all that apply</u> with an "X")
Laptop/ Computer	
Smartphone	
Tablet	
Smartboard	
Radio/ CD Player	
Overhead projector	

8.3. Do you use it for any of the following?

	(Please mark <i>all that apply</i> with an "X")
Pronunciation of Phonics Sounds	
Playing songs/ rhymes to learners	
To play stories to learners	
To show learners videos	
To show learners pictures	
To watch EFAL teaching videos for myself	

For fieldworkers use:

9. English language 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.

9.1. Is the teacher willing to participate?

Yes	1	No	2
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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 fieldworker should insert the response (A, B, C or D) and for items 8 to 10 the fieldworker 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:

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

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

Classroom Observation









10. Observation of classroom facilities









10.1. Describe the general maintenance and upkeep of the teacher's classroom.

Strong state of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Moderate signs of disrepair / untidiness	Minor signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3	4

10.2. 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.)*

Facility	Key							
								
1. Lighting / windows	Dark, gloomy	Poor light	Average light	Bright	1	2	3	4

Facility	Key							
								
2. Learner desks / chairs	Not enough for even half	Enough for about half	Enough for 75% or more	Enough for everyone	1	2	3	4
3. Overall space	Way too small	Too small	Acceptable	Ample space	1	2	3	4
4. Reading corner / box library	None	Small, dated	In between	Well stocked	1	2	3	4
5. DBE workbooks	None	Shared by 4+ learners	Shared by 2-3 learners	Every learner has own	1	2	3	4
6. English wall charts / posters	None, very poor quality, outdated	Minimal, poor quality, dated, not fully relevant to Grade 1	In between, average numbers, relevant, learners can see them quite well	Well stocked, good quality, relevant to Grade 1, all learners can see them well.	1	2	3	4
7. English picture wall charts					1	2	3	4
8. English flash cards displayed on classroom walls	None	A few	Many	Many and in good condition	1	2	3	4
9. Theme tables	None	Yes, but old and dirty	Single language theme table	Bilingual Theme table	1	2	3	4

10.3. How many learners in the class are wearing glasses? _____ learners

11. Document Review

Ask the teacher to select, **from the list of assessed learners** for whom the test administrator is completing the EFAL assessment today, **one** of the most proficient learners in her own Grade 1 class. Then request to see that learner's (a) EFAL exercise book/s and (b) DBE EFAL workbook/s which will have all the work that the learner has done for the whole year so far.

11.1. The name and surname of this Grade 1 learner is _____

11.2. The learner's unique Learner ID (on his/her test answer sheet/booklet) is _____

11.3. How many of the activities requiring written or non-oral work have been completed in the learners' Term 3 EFAL DBE workbooks? _____ activities.

11.4. Was there evidence of learner work being completed on the listed pages in this learner's DBE workbook?
(only consider the "Let's write" activities)

(i) Page 27		(ii) Page 40		(iii) Page 48	
Yes	No	Yes	No	Yes	No
1	2	3	4	5	6



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- 11.5. How many of the activities requiring written or non-oral work have been completed in the learners' exercise books/ files in each term in 2017?

Term	Dates	Number of written or non-oral activities (fill in the number)
1	11 Jan – 31 March	
2	18 April – 30 June	
3	24 July – 29 September	

Thank you for your time and effort!