

TEACHER QUESTIONNAIRE

(Questionnaire Items)

1. Identifying information:

1.1. School name: _____

1.2. School's EMIS number

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1.3. Teacher's name: _____

1.4. Teacher's surname: _____

1.5. Teacher contact details:

Cell:

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1.6. Are you the Foundation Phase Head of Department (HOD)?

Yes	1	No	2
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1.7. What Grade do you teach?

Grade 1	1	Grade 3	2
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2. Your class/school

2.1. In your current class,

2.1.1. How many learners should be in your class every day? ____

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

2.2. 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 hour	More than 1.5	None	1 hour	More than 1 hour	More than 1.5
Administration	1	2	3	4	1	2	3	4
Lesson preparation	1	2	3	4	1	2	3	4
Tests / assessment (including marking)	1	2	3	4	1	2	3	4

2.3. Does your school provide physical education (PE) for learners?

Yes	1	No	2
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3. Expertise and Experience:

3.1. Age of teacher: _____ years

3.2. Gender:

Male	1	Female	2	Other	3
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3.3. What year did you start teaching at this school? ____

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

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

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

Yes	1	No	2
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3.7. What is the **HIGHEST** qualification you completed?

(Please mark one 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	99

3.8. Which grade did you teach in

3.8.1. Year 2015 _____,

3.8.2. Year 2016 _____, and

3.8.3. Year 2017 _____?

3.9. Is your class a multi-grade class?

Yes	1	No	2
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3.10. What Phase are you formally trained to teach?

(Please mark one with an "X")	Early Childhood Development	Foundation Phase	Intermediate Phase	Senior Phase	No training in teaching	Other
	1	2	3	4	5	99

3.11. Which grade would you most like to teach _____?

3.12. Which of the following subjects do you enjoy teaching?

(Please mark all that apply with an "X")	EFAL	Home Language	Mathematics	Life Skills
	1	2	3	4

4. Language teaching and related practices:

4.1. How much do the following factors affect your capacity to provide good language teaching and learning?

Factor	A lot	Somewhat	Not that much	Not at all
(i) Shortages of language workbooks for every learner	1	2	3	4
(ii) Shortages of readers (or library books) for every learner	1	2	3	4
(iii) Lack of discipline among learners	1	2	3	4
(iv) Learner absenteeism / late-coming	1	2	3	4
(v) Inadequate workspace / too many learners in the classroom	1	2	3	4
(vi) Lack of parental support to their children's learning	1	2	3	4
(vii) Lack of good language teaching opportunities	1	2	3	4
(viii) Lack of language skills learnt in earlier grades or grade R	1	2	3	4

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

Yes	1	No	2
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4.3. Do you use lesson plans for teaching EFAL?

Yes	1	No	2
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4.4. Where do you receive your lesson plans?

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
1	2	3	4

4.5. Do you have the Vula Bula books in your classroom?

Yes	1	No	2
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4.5.1. How many books do you have?

0 – 9 Books	10 – 19 Books	20 – 29 books	30 or more
1	2	3	4

4.5.2. How often do you use them?

Never	Once a term	About once a month	About once a week	Nearly every day
1	2	3	4	5

4.5.3. Do you have any other graded readers in your classroom?

Yes	1	No	2
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4.6. How often do you listen to each individual learner reading aloud in Home Language?

Never	Once a term	About once a month	About once a week	Nearly every day
1	2	3	4	5

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

Never	Once a term	About once a month	About once a week	Nearly every day
1	2	3	4	5

4.8. Out of every 10 learners in your class, how many can read more than 10 Setswana words per minute?
(Select **one** option only)

None	1 or 2	3 to 5	6 to 8	9 or 10
1	2	3	4	5

4.9. Out of every 10 learners in your class, how many can read more than **50** Setswana words per minute?
(Select **one** option only)

None	1 or 2	3 to 5	6 to 8	9 or 10
1	2	3	4	5

4.10. Do you group the learners in your class according to their reading abilities?

Yes	1	No	2
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4.11. How often do you do the following activities in your home language 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
(i) Group-guided reading	1	2	3	4	5	6
(ii) Spelling test	1	2	3	4	5	6
(iii) Phonics	1	2	3	4	5	6
(iv) Shared reading	1	2	3	4	5	6
(v) Creative writing	1	2	3	4	5	6

4.12. 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
(i) Group-guided reading	1	2	3	4	5	6
(ii) Spelling test	1	2	3	4	5	6
(iii) Phonics	1	2	3	4	5	6
(iv) Shared reading	1	2	3	4	5	6
(v) Creative writing	1	2	3	4	5	6

4.13. 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	Not Applicable
(i) Group-guided reading	1	2	3	4	5
(ii) Phonics	1	2	3	4	5
(iii) Shared reading	1	2	3	4	5
(iv) Creative writing	1	2	3	4	5
(v) Reading aloud	1	2	3	4	5

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

(Select **one** option only)

Once	Three times	Five times	Until all learners can repeat it
1	2	3	4

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

Very little	Less than half of the time	About half of the time	More than half of the time	Always
1	2	3	4	5

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?

(Select **one** option only)

None	Only a few	About half	Most of them	All of them
0	1	2	3	4

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?

(Tick all that apply with an "X")	Struggling learners	Average learners	Clever learners
	1	2	3

4.18. How often do you give clever 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
	1	2	3	4	5	6

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. 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

5.5. 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 (e.g. Extramural activities)
1	2	3	4	5	6	7	99

5.6.

5.6.1. Do you stay close to school during the weekend?

Yes	1	No	2
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5.6.2. How often do you stay somewhere else during the weekend?

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

5.6.3. If sometimes or always, is this place further away from the school than the place you stay during the week?

Yes	1	No	2	NA	3
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5.7. How do you usually get to school?

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

5.8. 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
	1	2	3	4

6. Continuous Development and Support:

6.1. In 2017, did you receive professional in-service teacher training on how to teach Setswana as home language?

Yes	1	No	2
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6.2. In this year (2018), have you received professional in-service teacher training on how to teach Setswana as home language?

Yes	1	No	2
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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)?

Yes	1	No	2
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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
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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
(i) I feel supported in my work	1	2	3	4
(ii) I feel recognised for my work	1	2	3	4
(iii) I regularly meet with people who provide mentoring and curriculum support	1	2	3	4

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

Yes	1	No	2
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6.7. Do you as EFAL language teachers have cluster meetings or meet as communities of practice?

Yes	1	No	2
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6.8. How often do the following persons meet/ communicate with you to discuss the curriculum and EFAL language instruction?

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
External coach/mentor	1	2	3	4	5	6	7

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

Never	Once a year	Once a semester	Once a term	Once a month	Once a week	More than once a week
1	2	3	4	5	6	7

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

Thank you for your time and effort!