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IMPACT STUDY OF THE MOLTENO PROJECT PROGRAMMES

FINAL SUMMATIVE REPORT

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The Molteno Project
LANGUAGE, LITERACY AND EDUCATOR DEVELOPMENT



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Table of Contents

	PAGE
Executive Summary	7
Acronyms	12
Chapter 1	13
1.1 Aim of the Chapter	13
1.2 Introduction and Background	13
1.3 Objectives of the Evaluation	15
1.4 Purpose of the evaluation	16
1.5 Format of the Report	16
Chapter 2	17
2.1 Aim of the Chapter	17
2.2 Study Design	17
2.3 The Sample	18
2.3.1 Sampling Procedures	18
2.4 Selection of Learners in Schools	20
2.5 Study Materials	21
2.5.1 Quantitative Data Collection	21
2.5.2 Qualitative Data Collection	22
2.6 Study Procedure	23
2.6.1 Training of Fieldworkers for the Main Study	24
2.6.2 Administration of the Instruments	24
2.7 Data Coding and Scoring	31
2.8 Data Capturing, Cleaning and Analysis	32
2.9 Study Limitations	32
Chapter 3	34
3.1 Aim of the Chapter	34
3.2 Background	34
3.3 Language Profiles of Learners	35
3.3.1 The Home Languages of the Learners	36
3.3.2 Language of learning and teaching (LOLT)	37
3.4 Learner Performance by Grade and School-type	38
3.5 Learner Performance by Grade and Sub-test	40
3.6 Discussion of the Performance on the Various Literacy Tests	42
3.7 Learner Performance by Gender	44
3.8 Patterns of Learner Performance in Molteno Schools	46
3.9 Relationship Between the Subtests	47
3.10 Reliability of the Subtests	48
Chapter 4	50
4.1 Aim of the Chapter	50
4.2 Interviews with Molteno Project Trainers	50
4.3 Molteno Project Activities in Thabo Mofutsanyana	52
4.3.1 The Relationship Between the Molteno Project and the Free State Department of Education	52
4.3.2 Training Workshops	53
4.3.3 School Visits for Monitoring and Support	54
4.3.4 Molteno Materials in Schools	55

Chapter 5	58
5.1 Aim of the Chapter	58
5.2 Classroom Observations	58
5.2.1 Lesson Plans and Lesson Planning	59
5.2.2 Access to and Usage of LTSMs	63
5.2.3 Teaching and Learning Process	64
5.2.4 Language Usage in Class	66
5.2.5 Feedback to Learners	67
Chapter 6	69
6.1 Aim of the Chapter	69
6.2 Background	69
6.3 Intervention Profile	70
6.4 School Visits by District, Molteno Project Officials and Parents	70
6.5 Training of Teachers	72
6.6 Learning Support Materials	72
6.7 Buddy System in BTE Implementation	73
6.8 SMT Support to BTE Implementation	73
6.9 Parental Involvement in the Molteno Project	74
6.10 Successes and Challenges in the Implementation of BTE	74
Chapter 7	76
7.1 Aim of the Chapter	76
7.2 Background of the Parents or Caregiver	77
7.3 The Employment and Educational Levels of Parents or Caregivers	78
7.4 School Distance and Mode of Transport	80
7.5 Home Language and the Language of Learning	82
7.6 Educational Support Received by Learners	83
Chapter 8	85
8.1 Background	85
8.2 Research Findings	85
8.3 Recommendations	87
References	88
Appendices	89
Appendix A The Grade 3 percentage mean scores obtained by Molteno and non-Molteno schools on the English literacy test in 2005	89
Appendix B Percentage mean scores of Grades 1, 2 and 3 learners on individual sections of the subtests of Sesotho and English literacy tests	89

List of Tables

	PAGE
A	8
2.1	19
2.2	19
2.3	20
2.4	20
2.5	22
3.1	35
3.2	35
3.3	38
3.4	45
3.5	46
3.6	46
3.7	48
3.8	49
5.1	58
5.2	67
6.1	70
6.2	74
6.3	75
7.1	76

List of Figures

A	Total mean percentages for Sesotho and English literacy tests	9
3.1	The home languages of learners	36
3.2	The learners' languages of learning and teaching	37
3.3	Total mean percentages for Sesotho and English literacy tests	39
3.4	Total mean percentages for the Aural/Oral subtest	40
3.5	Total mean percentages for the Reading Comprehension subtest	41
3.6	Total mean percentages for the Writing subtest	41
3.7	Mean scores for boys and girls on Sesotho and English literacy tests	45
5.1	Percentages of year or term planners and lesson plans accessed	60
5.2	Percentages of teacher usages of PDoE and own school materials for lesson planning	61
5.3	Percentages of teacher usages of the Molteno Project materials for lesson planning	62
5.4	Percentages of schools with learner access to the Molteno Project materials	63
5.5	Percentages of schools with clear lesson topics observed	64
5.6	Percentages of schools with observed lessons matching the lesson plans	65
7.1	Parents or caregivers questionnaires return rate	77
7.2	Respondents to the parents or caregiver questionnaire	78
7.3	Parents' or caregivers' levels of education	79
7.4	Distance travelled by learners	80
7.5	Mode of transport used by learners to get to school	81
7.6	Time taken by learner to get to school	81
7.7	Parents' reported usage of spoken English at home	82
7.8	Adults and learners shared book reading	83

List of Boxes

Box 4-1	Classroom observation activities covered by the Molteno Project trainers	54
Box 4-2	Number of school visits by trainers to Molteno schools during 2005	55
Box 6-1	HODs'/School Principals' voices on the school buddy system	73



EXECUTIVE SUMMARY

Background

The Molteno Project is a non-governmental organisation that specialises in the teaching and learning of language skills. It has throughout the years requested and undertaken evaluations of the impact of its work. Successive external evaluations have pointed to the effectiveness of the Molteno Project in terms of accelerated literacy development both in the mother tongue and in English. However, these evaluations have not sufficiently tracked progress over time. This gap led the Molteno Project to commission the HSRC to undertake a longitudinal study that could yield objective, quantifiable data able to verify the lasting impact that the early years of schooling supposedly has on learners' success as they progress through the school.

Purpose of the report

This summative report is the third and last of reports produced during the different phases of the evaluation from 2003 to 2005. The reports for Phases 1 and 2 can be referred to in Dunpath, Mati, Makgamatha, Prinsloo and Herbst (2004) and Makgamatha and Masehela (2005) respectively. The summative report documents all the evaluation activities carried out in all three phases across the Foundation Phase (that is, from Grades 1 to 3) from 2003 to 2005. The findings presented in this report encompass studies conducted each year from Grades 1 to 3 respectively. To facilitate a longitudinal comparison, the format of this report is based on the studies conducted in 2003 and 2004 involving learners in Grades 1 and 2 respectively.

Objectives of the evaluation

The summative evaluation investigates the impact, over a three-year period, of the Molteno Project programmes of BTL and BTE on the learners' aural/oral skills, reading comprehension and writing skills in Sesotho and English as an additional language.

Research Methodology

The method followed in carrying out the evaluation from Phase 1 to 3 is outlined below.

Study Design

During each phase of the evaluation, a between-group design was employed. This design compared schools participating in the Molteno Project programmes of BTL (in Grade 1) and BTE (in Grades 2 and 3) to those that did not have such programmes in place. For reporting purposes, schools with BTL and BTE interventions are referred to as *Molteno schools*. The control schools which did not subscribe to any literacy programme for the entire period of the evaluation are called *non-Molteno schools*.

Sampling

Schools sampled for the evaluation from 2003 to 2005 are shown in Table A below. All schools are based in the Thabo Mofutsanyana district of the Free State Department of Education.

Table A: Learner sample sizes per phase of study

Phase One – Grade 1 (2003)	$n=693$	$n=236$
Phase Two – Grade 2 (2004)	$n=570$	$n=253$
Phase Three – Grade 3 (2005)	$n=507$	$n=246$

Note: N= number of schools; n =number of learners

In all the schools, Molteno and non-Molteno schools, the learner cohort that participated in the evaluation was followed across the three phases of the evaluation from 2003 to 2005 respectively.

Procedure

A combination of quantitative and qualitative research approaches was used to collect the relevant data from Grades 1 to 3 (from 2003 to 2005). The quantitative techniques in the form of the administration of literacy tests were used to obtain the learners' literacy competence in Sesotho mother tongue in Grade 1 and English first additional language in Grades 2 and 3. Testing of learners was often followed by the collection of contextual information. Qualitative research methods were used to gather contextual information from the various members of the schooling community in both the Molteno and non-

Molteno schools and the service provider. The following qualitative research techniques were employed:

- ☛ Classroom observations,
- ☛ Interviews with class teachers,
- ☛ Interviews and a survey involving Foundation Phase HODs or school principals,
- ☛ Surveys involving the parents or caregivers of learners,
- ☛ Interviews with the Molteno Project trainers, and
- ☛ Qualitative analysis of Molteno Project field reports.

Of importance was how the contextual information collected affected the implementation of BTL in Grade 1 and BTE in Grades 2 and 3 in Molteno schools, especially within the context of learning and teaching.

Research Findings

A summary of the findings obtained using both the quantitative and qualitative research methods are presented.

The findings from the literacy test for the three phases of the evaluation (for Grades 1 to 3) are depicted in Figure A below. The overall mean percentage scores obtained by learners in Molteno schools in Grade 1 (on the Sesotho test) and in Grades 2 and 3 (on the English tests) were significantly higher than that of their peers in non-Molteno schools.

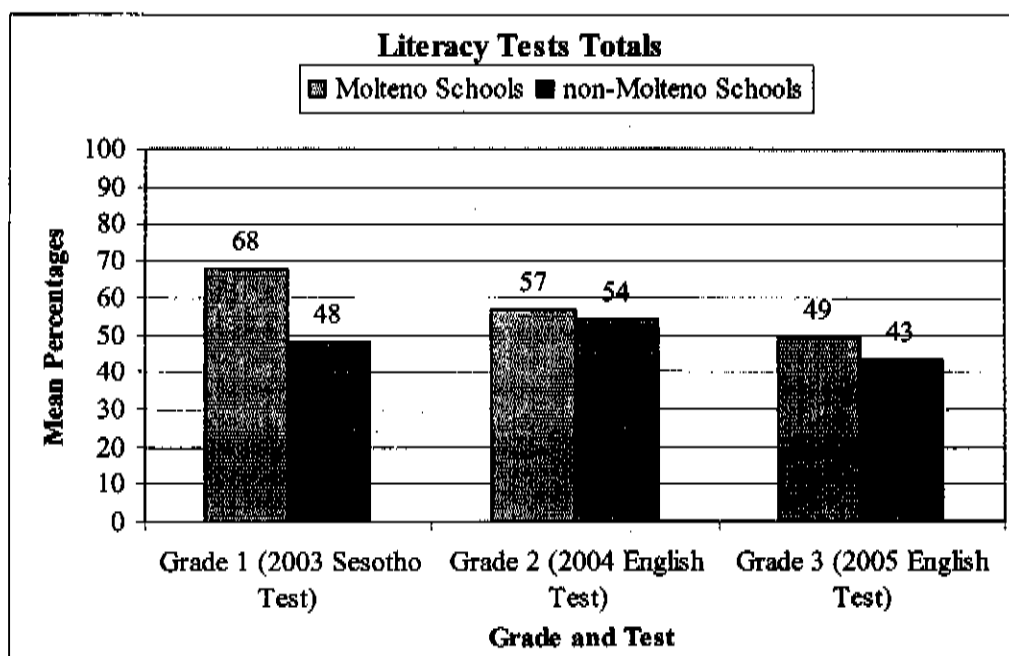


Figure A: Total mean percentages for Sesotho and English literacy tests

However, the difference in learner performance is more pronounced in Grade 1 where Sesotho literacy was tested. Here Molteno schools scored more than 19 percentage points higher than non-Molteno schools. In Grades 2 and 3 levels, again the same learners in Molteno schools performed better than their non-Molteno counterparts on measures of English literacy. The difference in performance between the two types of schools was about 3 and 6 percentage points in Grade 2 and Grade 3 respectively.

Conclusions

The superior literacy performance displayed by learners in Molteno schools could be attributed to the activities carried out by the service provider in these schools from 2003 to 2005. These activities are summarised as follows:

- ☛ The Molteno Project trained teachers of Grade 1 on BTL and those of Grades 2 and 3 on BTE during group workshops. Some HODs were also present during these workshops. In addition, on site or school based training workshops were also conducted at the request of teachers or whenever the trainer recognised a need for further training.
- ☛ Trainers of the service provider visited teachers in their schools to monitor and support their implementation of both BTL and BTE in the classrooms.
- ☛ The Molteno Project's teacher and learner materials were supplied to the farm schools with the assistance of the donor. The rationale for this is that farm schools were not receiving any financial assistance from the department of education for the purchase of LTSMs. However, some of the non-farm schools were also supplied with limited quantities of the learner's books as well and advised to top up their material requirements by tapping into their LTSM budget.

Recommendations

The following recommendations are proposed in connection with the findings:

Parental participation in the literacy development of their children

The Molteno Project trainers indicated that parents of learners do not form the focus of their activities. It is thus recommended that the service provider should seek or facilitate ways of involving the parents of learners in the literacy development of their children. Schools can be utilised to achieve this end especially given the fact that the current education system places emphasis on the role of parents in the education of their children.

Reinforcement of English (additional language) teaching practices

Although learners in Molteno schools performed better than those in non-Molteno schools on both Sesotho and English literacy tests, the performance difference between the two groups of learners was more significant for Sesotho. This implies that learning English as an additional language will require more effort on the part of both the learners and their teachers. Consequently, the service provider is advised to put more effort in supporting teachers in the implementation of the BTE programme in schools. This is necessary especially given the fact that the majority of these teachers are non-native speakers of English.

Acronyms

ANOVA	Analysis of Variance
BTE	Bridge to English
BTL	Breakthrough to Literacy
DoE	Department of Education
HOD	Head of Department
HSRC	Human Sciences Research Council
LO	Learning Outcome
LOLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
NCS	National Curriculum Statement
NGO	Non-Governmental Organisation
NS	Not Significant
OBE	Outcomes Based Education
PDoE	Provincial Department of Education
RNCS	Revised National Curriculum Statement
SMT	School Management Team

BACKGROUND TO THE STUDY

1.1 Aim of the Chapter

The chapter gives a brief descriptive history of the Molteno Project and its purpose. Also, included are short descriptions of the service provider's principal literacy programmes of Breakthrough to Literacy and Bridge to English. The chapter ends by stating the objectives and the purpose of the evaluation, and then the structure of the entire report.

1.2 Introduction and Background

The Molteno Project is a non-governmental organisation that has, as its espoused mission, the desire to develop human potential through literacy and the acquisition of life skills in order to eliminate poverty in Africa. Among its strategic goals are a quest to place materials and expertise at the disposal of education departments and communities in Africa by providing effective teacher development and training programmes, school-based follow-up programmes as well as by identifying and responding to new growth points in INSET and PRESET.

The Molteno Project has researched and developed language courses or programmes over a 30 year period to enhance language learning and teaching. Two such programmes are *Breakthrough to Literacy (BTL)* and the *Bridge to English (BTE)*. The BTL is a mother-tongue programme in 41 African languages. According to the Molteno Project, BTL is a "... literacy course for the first three years of schooling, based on the learner-centred and language-experience approaches. [It]... systematises the Language Experience Approach to the mother-tongue enliteration process utilising the oral/aural skills the child brings from the home into the classroom as the basis for learning to read and write" (Molteno Project, 2006d). The following are the main characteristics of BTL:

- a) The learner participates actively in the learning process (learner centredness);
- b) Enables each learner to move at his/her own pace (ability grouping);
- c) Self-pacing;
- d) Small-group work;
- e) Develops crucial thinking skills and enables learners to work independently;
- f) Capitalises on the phonic regularity and spelling systems of indigenous African languages.

According to the Molteno Project, teachers who are trained in and make use of BTL in their classrooms should be able to:

- a) Utilise individual, pair, small group and whole class approaches;
- b) Be a learner-centred practitioner;
- c) Integrate the development of language skills with other language-dependent subjects;
- d) Focus their teaching on measurable outcomes for learner performance;
- e) Understand and utilise strategies for continuous assessment, both formative and summative;
- f) Competently combine phonics, look-and-say and whole language methodologies to result in a balanced approach to literacy teaching and learning.

The BTL programme, based on mother tongue initial literacy, provides a foundation for learning English as an additional language. As a result, Breakthrough to Literacy precedes the Bridge to English programme. Thus Bridge to English (BTE) "... was designed to develop oral and literacy skills [in English as a first additional language], building on the language skills developed in Breakthrough to Literacy" (Molteno Project, 2006d). BTE "is a series of systematic courses addressing the listening, speaking, reading and writing needs of learners from Grades 1 – 7" (Molteno Project, 2006d).

The application of both the BTL and BTE programmes of the Molteno Project in schools necessitates continuous research, development and evaluation. The rationale for this is to make these programmes current and relevant to the continuously evolving education arena. As a result, the service provider (that is, the Molteno Project) has throughout its existence commissioned external evaluations. The latter have endorsed the effectiveness of the service provider's programmes in terms of accelerating literacy development in the home language and in English as an additional language. Some evaluators also point to the transferable generic skills and confidence that learners, using these programmes, manifest. However, these evaluations, with the exception of one study undertaken from 1990 to 1994 by the Molteno Project itself, have not tracked progress over time. This lack of longitudinal data is an issue of concern to the Molteno Project. It is the belief of the service provider that its input in the early years of schooling does have a lasting impact on learners' success as they progress through the school. However, without a longitudinal study yielding objective quantifiable data, such statements are not verifiable.

In response to the Molteno Project's desire for independent indicators and barometers of its effectiveness, the service provider has commissioned the Human Sciences Research Council (HSRC) to evaluate its programmes. The findings of such evaluations could provide a significant contribution to educators and policy makers who have the responsibility for selecting the materials and methods to be used in schools. The Molteno Project is of the view that since its programmes are widely used in schools across the country (that is, South Africa) and represent one of the major literacy initiatives, a longitudinal study of their impact would be of use, not only to those directly involved with the project, but to a much wider range of education stakeholders at national and provincial level.

This report constitutes a third and final part of a three-year longitudinal study conducted in the Thabo Mofutsanyana district of the Free State Department of Education in South Africa. It is a Phase Three report and it is summative in nature as it covers the evaluation activities carried out from 2003 to 2005 encompassing Grades 1, 2 and 3. While undertaking this study, we have given consideration to the recommendations made during each year or phase of the evaluation. For example, the following recommendations were given consideration:

- a) Collaborative and participatory mode of operation between the Molteno Project and HSRC was preserved and strengthened with regard to instrument development and fieldwork management.
- b) HSRC researchers in consultation with the Molteno Project trainers, Foundation Phase teachers in Thabo Mofutsanyana and Gauteng (Pretoria) and some of the Learning Facilitators in Thabo Mofutsanyana ensured that items in the learner assessment tasks had appropriate levels of difficulty, were representative of the Molteno Project intervention, and that they were free of contextual or cultural biases.
- c) A cohort approach that required the tracking of a significant number of learners who have been in receipt of the Molteno Project interventions as they proceed through the Foundation Phase was instituted and adhered to.

1.3 Objectives of the evaluation

The following are the objectives of the evaluation:

- a) To investigate, over a 3-year longitudinal period, the impact of the Molteno Project programmes on: Aural/Oral Skills, Reading Comprehension and Writing Skills.

- b) To assess the development of generic learning skills (i.e., the Critical Outcomes in the New Curriculum Statement), for example, problem solving, critical thinking, co-operative and independent learning skills.

1.4 Purpose of this evaluation

The purpose of this evaluation is to inform and guide the Molteno Project in terms of the extension, development or amendment of its programmes.

1.5 Format of the Report

The report is structured as follows:

- **Chapter 1** gives the background to the Molteno Project.
- **Chapter 2** deals with the methodology of the study, including a description of both the qualitative and quantitative instruments used and the limitations of the evaluation.
- **Chapter 3** presents the findings from the Sesotho and English literacy tests together with the data analyses performed during the three years of the evaluation.
- **Chapter 4** captures the activities of the Molteno Project in Thabo Mofutsanyana schools from interviews with trainers and officials working for the service provider and the field reports compiled by them.
- **Chapter 5** appraises the quality and impact of the Molteno Project intervention programmes as perceived by teachers in regard to classroom activities.
- **Chapter 6** describes the activities of the service provider and their impact on teaching and learning as perceived by the Foundation Phase Heads of Departments (HODs) or school principals.
- **Chapter 7** describes the parents' (or caregivers') impressions of the role played by the Molteno Project in the education of their children.
- **Chapter 8** presents the conclusions and recommendations based on the research findings over the three years of the evaluation.

RESEARCH METHODOLOGY

2.1 Aim of the Chapter

This chapter synthesizes the methodology used in the three years of the evaluation from 2003 to 2005 (that is, from Grades 1 to 3). It describes the development of both the qualitative and quantitative instruments for gathering data and the processes followed in administering these instruments. Finally, it outlines the procedures utilised in the capturing, cleaning and analysing the data during each phase of the evaluation. The chapter ends with the limitations to the study.

2.2 Study Design

A between-group design was chosen and used in all three phases of the evaluation, starting with Phase 1 in 2003 (Grade 1), Phase 2 in 2004 (Grade 2) and Phase 3 in 2005 (Grade 3) (Dunpath, Mati, Makgamatha, Prinsloo and Herbst (2004); Makgamatha and Masehela (2005)). In each phase, schools receiving literacy interventions from the Molteno Project were compared to those that did not have such programmes in place on measures of literacy competence in either Sesotho or English. During Phase One in 2003, Grade 1 learners attending schools that were participating in the Molteno Project's Breakthrough to Literacy (BTL) programme were compared to their peers from non-participating schools on a test of Sesotho literacy. For Phase 2 and Phase 3 components of the evaluation, the same learner cohort was followed into Grade 2 in 2004 and Grade 3 in 2005 respectively. The Grades 2 and 3 teachers in schools that were targeted for the evaluation were trained in the Molteno Project programme called Bridge to English (BTE). As part of the evaluation, the Grades 2 and 3 learners in these schools were assessed for their English literacy competence in comparison with their counterparts in non-intervention schools. It was expected that:

- i. In Phase One, the Grade 1 learners taught by teachers with BTL training would demonstrate higher levels of proficiency in Sesotho literacy than their peers instructed by teachers who did not receive such training;
- ii. Learners in Grades 2 and 3, in Phase 2 and Phase 3 respectively, would display English literacy competency levels that are higher than those of their counterparts in schools without BTE intervention.

2.3 The Sample

The schools sampled for the evaluation belonged to the Thabo Mofutsanyane district of the Free State Department of Education¹. The Thabo Mofutsanyane district is one of the *presidential nodal areas*. The presidential nodal areas are areas requiring special development. They comprise rural and urban areas characterised by social and economic underdevelopment linked to the South African system of apartheid or racial segregation and separate development. The Thabo Mofutsanyana district which formed part of the former homeland of QwaQwa under apartheid, was declared a presidential nodal area in 2002 (Mehломakhulu, Mogoera and Lenka (n.d.)). At the time of the evaluation, some schools in Thabo Mofutsanyana were in receipt of the Molteno Project literacy interventions whereas others were not. Schools were randomly selected to participate in the study on the basis of this. The following section describes the process followed in selecting schools for participation in the evaluation.

2.3.1 Sampling procedures:

Two sets of Thabo Mofutsana school lists were obtained from the Molteno Project. The first was a list from EMIS (F. Kok, 30 July 2002) comprising all 765 schools having Foundation Phase learners in the Thabo Mofutsanyana district of the Free State Department of Education. The number of learners per grade could be retrieved from this, as an indicator of school size. In the second list, the 69 schools that were participating in the Molteno Project interventions were classified and arranged by size and type to reflect the nature of the target population, so that the proportional, stratified sample of 28 experimental schools could reflect these characteristics. The outcome of these initial analyses is reflected in the figures in Tables 2.1 and 2.2 below.

2.3.1.1 Sampling Criteria

It was agreed that the Molteno Project team would assist in providing an adequate pool (both experimental schools and control schools) to enable judicious sampling. The pool will be classified according to the following categories:

- i. Large, Medium, Small
- ii. Strong, Average, Weak

¹ The Free State Department of Education consists of the following five districts: Fezile Dabi, Lejweleputswa, Motheo, Thabo Mofutsanyana and Xhariep.

The control schools were identified on the basis of an absence of any language and/or literacy intervention. Where possible, it would be desirable to twin control schools with the experimental schools in terms of geographic location, size, type etc. The sampling criterion shown in Table 2.1 was used to determine the sample. The criterion ensured an appropriate representation of school types and geographic location.

Table 2.1: Numbers and percentages of schools in Thabo Mofutsanyana receiving the Molteno Project literacy intervention classified by size and type of school

Small*	11 (16%)	2 (3%)	-	1 (1%)	14 (20%)
Medium*	-	4 (6%)	-	2 (3%)	6 (9%)
Large*	-	18 (26%)	5 (7%)	26 (38%)	49 (71%)
Total	11 (16%)	24 (35%)	5 (7%)	29 (42%)	69(100%)

*Small = number of Foundation Phase learners are below 90; medium = number of these learners are from 90 to 150; and large = number of these learners are above 150

Proportionate, stratified sampling was achieved by picking a random number to start with every time (2, in this case), and determining the correct number of schools per cell. The result is shown in Table 2.2 below.

To achieve the closest fit of control schools to experimental schools, it was decided to have at least one school in every cell to overlap with cases where schools were present in the target population of the schools taking part in the Molteno Project. Thus, eight schools were taken up.

Table.2.2: Numbers and percentages of experimental schools classified by size and type of school

Small	4 (14%)	1 (4%)	-	-	5 (18%)
Medium	-	2 (7%)	-	1 (4%)	3 (11%)
Large	-	7 (25%)	2 (7%)	11 (39%)	20 (71%)
Total	4 (14%)	10 (36%)	2 (7%)	12 (43%)	28(100%)

The remaining two schools were allocated to the two largest cells in the target population. The result is shown in Table 2.3. For various reasons, not all of which are apparent, the proposed sample was changed by the Molteno Project fieldwork coordinator, during the training session or on the day of the fieldwork in Phase 1. In some instances, schools that were included in the original sample had to be removed because they were erroneously identified by the Molteno Project and district officials as Sotho medium rather than Zulu medium. Hence the actual sample may not satisfy the prescriptions of representivity intended in the proposed sample. The final sample from which data was collected from

2003 to 2005 consisted of 26 schools that were participating in the Molteno Project interventions and 10 controls schools.

Table 2.3: Numbers of control schools classified by size and type of school²

Small	1	1	-	1	3
Medium	-	1	-	1	2
Large	-	2	1	2	5
Total	1	4	1	4	10

The latter type of schools did not subscribe to any language or literacy intervention except for training concerned with curriculum implementation conducted by district officials and subsequent monitoring.

2.4. Selection of learners in schools

Table 2.4 below indicates the number of learners who took part in the evaluation during the various phases of study from 2003 to 2005.

During Phase 1 in 2003, a Grade 1 class unit was selected for participation. On average, 40 learners were selected in a class. Where a class had less than 40 learners, the whole group was included.

Table 2.4: Learner sample sizes per phase of study

Phase One – Grade 1 (2003)	<i>n</i> =693	<i>n</i> =236
Phase Two – Grade 2 (2004)	<i>n</i> =570	<i>n</i> =253
Phase Three – Grade 3 (2005)	<i>n</i> =507	<i>n</i> =246

Note: N= number of schools; *n*=number of learners

In Phase 2 in 2004, only schools that participated in the Grade 1 study had their Grade 2 learners evaluated. The rationale was to try to follow into Grade 2 the learner cohort as much as possible. This proved to be difficult in most, if not in all, schools as learners who were promoted to Grade 2 were scattered across the various classes. Furthermore, some learners had migrated to other schools within the district and province. As a result, during testing learners were often fetched from their classes and assembled in a testing venue. The same learners were followed into Grade 3 for Phase 3 in 2005.

² Again note the adjustments made to the intended sample to accommodate the improved school information.

2.5 Study Materials

In all phases of the study, data was collected using quantitative and qualitative instruments. Qualitative instruments included a *classroom observation schedule*, a *parent or caregiver questionnaire* and a *school observation schedule and questionnaire*. In addition, quantitative instruments in the form of *Sesotho* and *English* literacy tests were developed for learners in Grade 1 (Phase 1) and those in Grades 2 and 3 (Phases 2 and 3) respectively. All literacy tests were developed in consultation with the Molteno Project staff and Foundation Phase teachers in schools in Thabo Mofutsanyana and Pretoria³. During their development, inputs and comments were solicited from Foundation Phase teachers and officials of the Molteno Project on the relevance of the items, their difficulty level, methods of administration, spelling, and other relevant variables.

The Sesotho literacy test was piloted in 2002 in Gauteng schools which had Sesotho as the Language of Learning and Teaching (LOLT) for Grade 1. Its final version was then applied in 2003 during Phase 1. The English literacy instruments for Grades 2 and 3 were piloted in 2003 and 2004 respectively in some of the schools in Thabo Mofutsanyana district. The pilot processes were also used to validate the administration procedures and the suitability of the instruments as additional feedback was obtained from Foundation Phase teachers. The English literacy test for Grade 2 was then applied in 2004 in Phase 2 whereas the one for Grade 3 was administered in 2005 during Phase 3.

What follows is the description of the processes followed during the collection of data.

2.5.1 Quantitative Data Collection

Different instruments were designed and administered to the learners in each grade to assess their literacy competence. A Sesotho test was administered to Grade 1 learners in 2003 (Phase 1) to appraise their proficiency in the target language. Thereafter, the same learner cohort was followed into Grades 2 and 3 and tested for their literacy competence in English as an additional language in 2004 (Phase 2) and 2005 (Phase 3) respectively. Each test administered during each phase, comprised subtests assessing the aural/oral skills, reading comprehension skills and writing skills (see Table 2.5)

³ The Foundation Phase teachers in Thabo Mofutsanyana participated in the pilot or instrument validation processes for the Grades 2 and 3 English literacy tests. Their counterparts in Pretoria were roped in during the pilot of the Sesotho Grade 1 test instrument only.

Table 2. 5: Subtests used in the Sesotho and English literacy instruments for the three grades

Aural/Oral Skills	Section 1	5	5	6	Assess learners for their ability to match a spoken word to its written form
	Section 2	5	5	6	Assess learners for their listening comprehension skill
Reading Comprehension Skills	Section 1	5	5	5	Assess learners for their ability to recognise letters and words and make meaning of written text
		5	5	-	Assess learners' ability to use pictures to understand written text
	Section 2	-	-	6	Assess learners' ability to use word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text
Writing Skills	Section 1	5	5	5	Assess learners' vocabulary and spelling
		5	4	-	Assess learners' skill to write for different purposes or to write creatively.
		-	-	6	Assess learners' ability to edit sentences by re-ordering sentences and inserting punctuation.
	Section 3	-	-	5	Assess learners' ability to write for different purposes or to write creatively.
Total Literacy Test		30	29	39	

During each phase, the administration of literacy test to learners was accompanied by the administration of qualitative instruments to collect contextual information.

2.5.2 Qualitative Data Collection

The following qualitative instruments were administered to different members of the schooling community to gather information on their appraisal of the Molteno Project's BTL and BTE programmes as implemented in the Foundation Phase:

Interviews with the Molteno Project Trainers: An interview schedule was developed to collect information from the Molteno Project trainers or officials working in Thabo Mofutsanyana. It asked questions about the activities of the service provider in the district, the success and the challenges, and prospects for the future.

Additional information regarding the activities of the service provider was also gleaned from the field reports compiled by the trainers. The information was not only important for triangulating data obtained through other qualitative instruments. It also provided additional information that enriched the quality of the evaluation.

Classroom Observation Schedule: This instrument was designed to collect data on the classroom learning and teaching activities. It included a lesson observation, a review of the teacher and learner documents and an interview with the teacher.

School Observation Schedule: The instrument was used to collect information from the Foundation Phase HODs or the school principals. It required the HSRC data collectors to review relevant school documents, to observe the school milieu, and to interview the Foundation Phase HODs or the school principals. The HOD of Foundation Phase in each school was requested to answer questions on the impact of the Molteno Project programmes in the school, particularly on the performance of teachers and learners.

In 2005 (Phase 3), this instrument was used as a self administered questionnaire completed by HODs or school principals.

Parent or Caregiver Questionnaire: This questionnaire was developed first in English, and then translated into Sesotho. It was used to gather information on the learners' home background and the involvement of their parents or caregivers in school activities.

2.6 Study Procedure

In each phase, notification letters were sent out to all participating schools during the third quarter of the school calendar. Both the Molteno Project trainers based in Thabo Mofutsanyana and some of the district Learning Facilitators facilitated this process. The letters informed the schools about the period for data collection. As a result, from 2003 to 2005, all participating schools were ready and able to accommodate data collectors during each phase.

The data collection processes comprised a combination of qualitative and quantitative research approaches. Qualitative methods were used to gather contextual data to provide insights into the contextual conditions under which the BTL and BTE interventions were implemented and managed. The quantitative technique was used to obtain data on the learners' Sesotho and English literacy competence.

Fieldworkers were employed and trained on the collection of data. Fortunately, most of the fieldworkers participated in data collection from 2003 to 2005 across all grades.

2.6.1. Training of fieldworkers for the main study

Fieldworkers were recruited in Qwaqwa and employed to collect data from the schools. They either had primary teachers' qualifications or were retired primary school teachers. In addition, the majority of the fieldworkers employed for the 2005 data collection phase (Phase 3) had participated in the 2003 (Phase 1) and 2004 (Phase 2) components of the study. During each phase fieldworkers were trained on the data collection activities as required for both the quantitative and qualitative instruments. Part of their training included the following:

- i. How to approach the school head or member of school management team on entering a school;
- ii. Negotiating for access to learners and teachers;
- iii. How to test learners;
- iv. How to conduct classroom observations and interviews with teachers;
- v. Administration of the questionnaire for the HODs;
- vi. Distribution of the questionnaires for parents or caregivers; and
- vii. Ways of dealing with learners and school authorities during the administration of the various instruments.

2.6.2 Administration of the Instruments

In each school, in one day, fieldworkers conducted testing for Sesotho literacy with Grade 1 learners in 2003 (Phase 1), and English literacy with learners in Grades 2 and 3 in 2004 (Phase 2) and 2005 (Phase 3) respectively. Different English tests were applied in Grade 2 and 3. Furthermore, the fieldworkers conducted classroom observations and teacher interviews, reviewed relevant documents⁴ and administered the questionnaires for the Foundation Phase HODs, and distributed the parent or caregiver questionnaires to the learners. The parent or caregiver questionnaires were completed by the parents or guardians of the tested learners at home and returned to school for collection the following day.

What follows is a description of how the English literacy test was administered to learners in Grade 3. For the procedures followed in testing learners in Grades 1 (Phase 1) and 2 (Phase 2) see the main study reports of these two grades (Dunpath, Mati, Makgamatha, Prinsloo, and Herbst (2004); Makgamatha and Masehela (2005)). However, all tests were similar in structure and consisted of the following three subtests: *Aural/Oral Skills*, *Reading Comprehension Skills* and *Writing Skills*. Each subtest comprised a number of sections or tasks.

⁴ School visitor's register and the teacher's term and year planners.

2.6.2.1 Administration of the English Literacy Test

The English literacy test taken by Grade 3 learners in 2005 (Phase 3) consisted of the following three subtests: the Aural/Oral Skills, Reading Comprehension Skills and Writing Skills. The Aural/Oral subtest and the Reading Comprehension subtest had two sections each whereas the Writing skills subtest had three sections. All subtests were administered as outlined below.

Aural/Oral Skills Subtest

Section 1

In this section, learners were assessed for the ability to match the spoken forms of English words to their written representation. The words used were taken from the Grade 2 BTE vocabulary (Molteno Project, 2002). Learners were presented with four printed English words. The administration instructions were presented in English first and then in Sesotho:

"Look at the words in each box. Make a circle around the word that I say".

[Sesotho Instructions: "Kgetha lentswe le boletsweng, o le etsetse lesaka".]

The test administrator read aloud the target word repeatedly, three times, at a normal reading speed (not too fast or too slow). The learners listened, chose, and circled the word that had been read to them.

Example:

a) rabbit

a.

farmer	baboon	rabbit	zebra
--------	--------	--------	-------

Section 2

The task tested the listening comprehension skills of the learners. The test administrator read aloud an English comprehension passage to the learners three times at a relaxed pace (not too slow or too fast). Gestures were used in the process to enable the learners to follow the message in the passage. If necessary, the assistance of a Grade 3 class teacher was enlisted. English administration instructions were given first, then followed by Sesotho ones:

"Listen carefully. I am going to read you a story. After reading, I am going to ask you some questions. Make a circle around your answer A, B or C. The story reads like this ..."

[Sesotho Instructions: "Ke tla le balla pale mme le mamele. Ka morao ke tla le botsa dipotso ka pale ena mme le kgethe dikarabo tsa lona ho A, B kapa C. Etsetsa tlhaku A, B, kapa C sedikadikwe. Pale ya rona e baleha tjena ...".]

Once the whole passage had been read and the test administrator was satisfied that learners have heard everything, questions about the passage were asked. Each question was read aloud three times followed by the three answer options which were also read out three times. Learners listened to each question and the accompanying answers A, B and C, then chose the correct answer and circled a letter next to it.

Example:

- a) What is the story all about?
- A. Mary's first day at church
B. Mary's birthday party
C. Mary's first day at school

Reading Comprehension Skill Subtest:

Section 1

The test administrator wrote the example on the black board. The example consisted of sentences that were written in an incorrect order. But when ordered they tell a story. The task of the learner was to study/read the sentences, then order them in such a way that they tell a logical story. The ordering process involved numbering the sentences to indicate how they should follow each other.

"The following sentences tell a story but they are not in the correct order. Arrange them correctly by numbering them from 1 – 5".

[Sesotho Instructions: Hlophisa dipolelo tse latelang ka lenane ho etsa pale. O di nomore ka lenane 1-5]

Example:

She buys ice-cream and eats it.

She sees an ice-cream man riding his bicycle.

Lerato and her mother are in town.

Mother gives her R5.00 for the ice-cream.

"Please mother, may I have some money for ice-cream?" asks Lerato.

(The correct answer is "3, 2, 5, 4 and 1".)

The learners were allowed to answer the question first and the test administrator corrected their incorrect responses.

Section 2

The task assessed learners' ability to read and comprehend a passage. The test administrator first read the story for the learners and showed them how to answer the questions that follow.

"Read the story and answer the questions. Choose the correct word or words to complete the sentence".

[Sesotho Instructions: Bala pale ena o ntano araba dipotso, Kgetha karabo ka lebokosong. O e etsetse sedikadikoe]

Read the story together with the learners then do the examples with them.

Example:

a. This story tells us about how

- | |
|-----------------------------|
| A. Thandile and her sisters |
| B. Thandile and her parents |
| C. Thandile and her friends |

go shopping.

(The correct answer is "B".)

Learners were required to choose the correct word from the three options to indicate what was happening in the passage. They then circled a letter A, B or C next to the correct word.

Writing Skills Subtest

Section 1

The task assessed learners' vocabulary and spelling. Learners were required to complete a sentence by choosing the correct word from a word bank. English administration instructions were given first then followed by Sesotho ones:

"Use a word from the box only once to complete the sentence".

[Sesotho Instructions: Kgetha lentšwe le le leng, o le sebedise ha nngwe ho tlatsa sekgeo dipolelong tse latelang.]

party	happy cake	friends	room
singer	afternoon	number	fun

	2726 Mosupa Street Phuthaditjhaba 9866 12 November 2005
Dear Linda	
Sunday 20 November is my birthday and I am going to have a 1. _____.	
Mother will bake me a big 2. _____. I have invited my	
3. _____ from my class and I would also like you to come. My father	
will sing for us. He is a good 4. _____. The party will start at 3	
o' clock in the 5. _____. My telephone 6. _____ is	
718 - 3942. I will be happy if you can come. We will have 7. _____.	
Your friend	
Thato	

Questions numbers 1 and 2 were done with the learners as examples.

Example:

1. The correct answer is "party".

Section 2

The task assessed learners' ability to edit sentences by re-ordering them and inserting punctuation. Learners were required to arrange words in a sentence and put in capital letters, question marks and full stops. English administration instructions were given first the followed by Sesotho ones:

"Arrange the following words in a sentence. Put in capital letters, question marks and full stops".

[Sesotho Instructions: Hlophisa dipolelo tse latelang hore di fane moelelo. Sebedisa tlhaku e kgolo, letshwao la potso le kgutlo moo ho tshwanetseng.]

Examples:

a. am happy I

(The correct answer is "I am happy.")

Section 3

The task assessed learners' ability to write creatively. Learners were asked to look at each picture carefully and to write a simple sentence about what was happening in the picture. English administration instructions were given first then followed by Sesotho ones:

"The following pictures tell a story. Look at each picture and write what is happening in your own words".

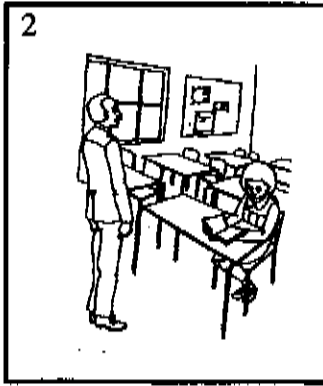
[Sesotho Instructions: Ngola se etsahalang ditshwantshong tse latelang.]

Example:



The girl comes into the classroom.

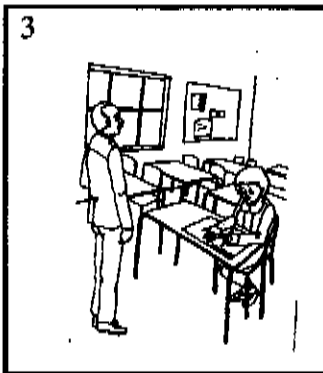
There is a teacher in the classroom.



The girl is sitting at a desk.

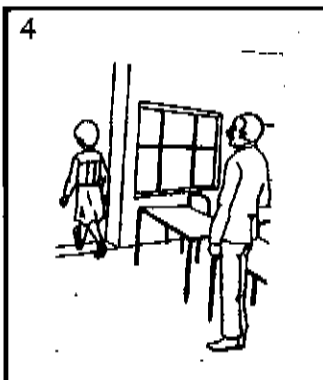
She is looking in the book. [or She is reading a book.]

The teacher is standing in front of the girl.



The girl is writing in the book

The teacher is looking at the girl.



The girl is walking out of the classroom.

The teacher is looking at the girl.

Once learners had finished writing the English literacy test, the administration of qualitative instruments followed.

2.6.2.2 Administration of Qualitative instruments

What follows is a description of how qualitative instruments were administered in both Moltano and non-Moltano schools.

Interviews with the Moltano Project Trainers: During the evaluation, interviews were conducted with the trainers and officials of the Moltano Project in 2003 (Phase 1) and 2005 (Phase 3). No interviews were conducted in 2004 (Phase 2). In addition, in 2004

and 2005, the field reports on the activities carried out by the service provider in schools were accessed for further analysis.

Classroom Observation: A classroom or lesson observation was conducted during each phase of the study to determine the impact of the Molteno Project programmes on the competence of learners in their classroom tasks. This was used to record classroom learning and teaching activities or processes. The classroom or lesson observation was one hour-long and was followed by a thirty-minute post-lesson interview.

School Observation Schedule: This instrument was used as an interview schedule during in 2003 (Phase 1) (Dunpath, *et al*, 2004) and in 2004 (Phase 2) (Makgamatha and Masehela, 2005). However, in 2005 (Phase 3), the same instrument was modified into a questionnaire and administered as such. In each school, the fieldworker handed out the questionnaire to the HOD or school principal to complete unsupervised.

Caregiver or Parent Questionnaire: In all three phases of the study from 2003 to 2005, the parent or caregiver questionnaires were distributed to the learners after the administration of the literacy tests. These questionnaires were filled in by the parents or caregivers of the learners and returned to school for collection the following day.

Once the fieldwork was complete, all instruments were taken to the HSRC in Pretoria for coding, data entry and cleaning, and analysis in preparation for the report-writing stage.

2.7 Data Coding and Scoring

A comparable process was followed in the coding and scoring of the literacy assessment tasks across the three grades from 2003 to 2005. All coding and scoring of scripts or test booklets was implemented at the HSRC in Pretoria. For more information on the coding and scoring of test booklets of the 2003 (Phase 1) and 2004 (Phase 2) applications, please refer to Dunpath, *et al* (2004) and Makgamatha and Masehela (2005) respectively. What is reported in this section is the process followed in the coding and scoring of the Grade 3 learners' English test booklets of 2005 (Phase 3).

The Grade 3 learners' literacy test booklets were first coded and scored manually by contracted Foundation Phase Sesotho-speaking teachers in Pretoria. The majority of these teachers had participated in the development of the Grade 3 English literacy instrument. They had also participated in the process of coding and scoring the test booklets of the

Phase 1 and Phase 2 during 2003 and 2004 respectively. All teachers were trained on the coding and scoring of the literacy scripts. As part of their training, teachers were taken through the entire test following the administration manual and the memorandum or codebook. Once all questions were answered and the codebook ratified, they were then instructed to begin coding and scoring all the scripts. Each teacher worked with one school at a time. For quality assurance purposes, HSRC researchers moderated the coding and scoring process. In each school that was coded or scored, 10% or more scripts were randomly selected and checked for coding or scoring errors. If any mistakes were found, the coder or scorer concerned was notified and asked to correct and check subsequent errors. As a further way of assuring an absolute error free coding process, it was decided that where recurring coding errors were to be found, the coder or scorer concerned should re-code the entire batch of scripts of the whole school. To ensure consistency and quality of the coding process, the first batch that the coders had completed was recoded before they were allowed to proceed with the next school batches. When all coding was done, the next stage was to have the data captured.

2.8 Data Capturing, Cleaning and Analysis

For more information on data capturing, cleaning and analysis of the 2003 (Phase 1) and 2004 (Phase 2) data, consult Dunpath, *et al* (2004) and Makgamatha and Masehela (2005). Both the quantitative and qualitative data collected in 2005 (Phase 3) were captured onto SPSS templates specially designed for each instrument. All the data were entered and checked for correctness. The captured data were cleaned through a process of running frequencies to check for any anomalies. Any incorrect codes in the captured data were corrected. Furthermore, the cleaned literacy achievement data were programmatically scored or scored using a computer. This computer scoring process involves assigning numerical scores or raw scores to the various codes. The raw scores were then transformed into percentages for each test item, and then into percentage mean scores for each subtest component (or section) and for the entire subtest. Lastly, percentage mean scores were then calculated for whole literacy test.

2.9 Study Limitations

1. The study did not probe issues around language in education policy in the schools.
2. The movement of teachers within Thabo Mofutsanyana had the potential of confounding the study design. This could be due to teachers in Molteno schools who were trained on any of the Molteno Project programmes moving to the non-Molteno

schools (that is control schools). Perhaps this could have been avoided if control schools (that is, non-Molteno schools) were sampled from another district within the Free State province and not in Thabo Mofutsanyana.

3. Although the schools have known about the evaluation, the presence of strangers in the form of evaluators in the classrooms and schools could have unsettled members of the schooling communities (that is, school managers, teachers and learners). The net reaction could have been the uncustomary way of doing things and responding to questions during the evaluation. However, this consideration applies to both the Molteno (experimental) and non-Molteno (control) schools.
4. The choice of control schools in the same district was somehow undesirable as, according to the Molteno Project trainers, some of the control or non-Molteno schools were at some stage subscribing to the literacy interventions offered by the service provider. Furthermore, some of the non-Molteno schools that were previously not using the service provider's teaching methods and materials had either joined the service provider or renewed their subscription. This further makes the issue of control schools more suspect.
5. No interviews were conducted with the Thabo Mofutsanyana Learning Facilitators during the evaluation.
6. Both the content of the Molteno Project materials and the training of teachers by the service provider were not evaluated.

LEARNER PERFORMANCE

3.1 Aim of the Chapter

The chapter begins by providing information on the mean ages and the language profiles of learners in Grades 1, 2 and 3 who took part in the evaluation from 2003 to 2005. Included in the language profiles are the home languages of the learners and the languages of learning and teaching (LOLTs) through which the learners were taught in their classes. Furthermore, the performances of learners in Grades 1, 2 and 3 on the Sesotho and English literacy tests is presented using the mean percentage scores and standard deviations. The performance of the learners on the Aural/Oral subtest, Reading Comprehension subtest and Writing subtest, is reported for the experimental (or Molteno) and control (non-Molteno) schools, and by gender. The statistical technique of Analysis of Variance (ANOVA) is employed to determine whether the performance means of any two groups differed significantly or not. It was expected that experimental schools would perform better than the control schools on this measure of literacy skills.

3.2 Background

Schools that participated in the evaluation from 2003 to 2005 were drawn from the Thabo Mofutsanyana District of the Free State Education Department and divided into two groups, the experimental and control groups. On the one hand, the experimental group comprised schools whose teachers were participating in the Molteno Project's literacy intervention programmes. Teachers in these schools received training in the teaching of Sesotho and English (as an additional language) through the service provider's BTL and BTE programmes respectively. The control schools, on the other hand, consisted of schools whose teachers were not partaking in the Molteno Project interventions at the time of the evaluation. For reporting purposes, the experimental schools shall be referred to as 'Molteno schools' whereas the control schools shall be called 'non-Molteno schools' (Dunpath *et al.*, (2004); Makgamatha and Masehela (2005)). Table 3.1 below indicates the respective mean ages of the learners who participated in the evaluation in Grades 1, 2 and 3, from 2003 to 2005.

From Table 3.1, there is no significant difference in mean age at each grade level between learners in Molteno and non-Molteno schools.

Table 3.1: Age means and standard deviations (SDs) of learners

Grade	Mean Age	SD	Mean Age	SD
Grade 1 (2003)	7.37	0.79	7.38	0.73
Grade 2 (2004)	8.40	0.77	8.31	0.72
Grade 3 (2005)	9.43	0.78	9.31	0.73

N denotes the number of schools in each school-type

However, the learners mean ages across the grades differed by one year. That is, during the follow up learners tested were a year older in Grade 2 and two years older in Grade 3.

The language profile of the learners was also investigated.

3.3 Language profiles of the learners

Learners who were tested were asked to indicate both their home languages and their languages of learning and teaching (LOLT) in class on the test booklets. Table 3.2 shows a summary of the home languages and LOLTs given by learners in Grades 1 to 3 during each of the three phases of the evaluation from 2003 to 2005.

Table 3.2: Summary of the home language and LOLT profile of learners from 2003 to 2005

Home Language						
Sesotho Home Language	632 (91%)	554 (97%)	475 (94%)	201 (85%)	253 (100%)	223 (91%)
non-Sesotho Home Languages	53 (8%)	12 (2%)	26 (5%)	2 (1%)	0 (0%)	19 (8%)
No responses	7 (1%)	4 (1%)	6 (1%)	34 (14%)	0 (0%)	4 (1%)
Language of Learning and Teaching						
Sesotho LOLT	692 (100%)	296 (52%)	161 (32%)	237 (100%)	172 (68%)	115 (47%)
English LOLT	0 (0%)	259 (45%)	188 (37%)	0 (0%)	75 (30%)	57 (23%)
Sesotho and English as LOLT	0 (0%)	6 (1%)	23 (4%)	0 (0%)	0 (0%)	0 (0%)
No responses	0 (0%)	9 (2%)	135 (27%)	0 (0%)	6 (2%)	74 (30%)

Note: *One Molteno School, Athalia, did not participate in the third year study as it did not have Grade 3 learners
N denotes the number of schools that took part in the study, that is, Molteno schools and non-Molteno schools
n represents the number of learners in either school-type

The majority of the learners in all three grades and across the two types of schools indicated that they spoke Sesotho as their home language. The very same learners indicated that their LOLT in Grade 1 was Sesotho, and that in Grades 2 and 3 they received instruction in both English and Sesotho.

3.3.1 The Home languages of the learners

Figure 3.1 below depicts the home language composition of the learners in Moltano and non-Moltano schools in Grade 1 through 3, from 2003 to 2005.

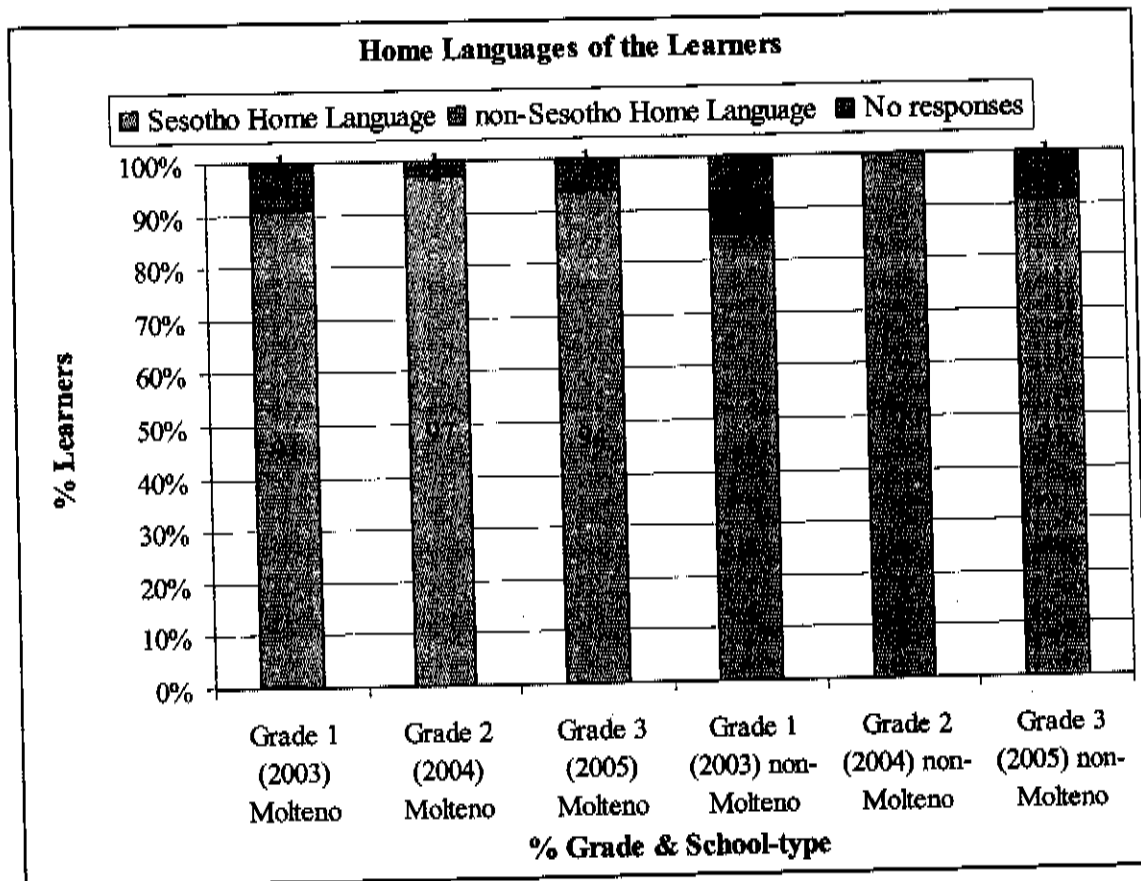


Figure 3.1: The home languages of the learners

In Moltano schools, between 91% (Grade 1 (2003)) and 97% (Grade 2 (2004)) of the learners who participated in the literacy testing across the three grades indicated that they spoke Sesotho at home. Only between 2% (Grade 2 (2004)) and 8% (Grade 1 (2003)) of the learners spoke any of the other ten official languages and not Sesotho. However, 1% of the learners in each grade from 2003 to 2005 did not indicate their home languages on the test booklets.

In non-Moltano schools, between 85% (Grade 1 (2003)) and 100% (Grade 2 (2004)) of the learners across the three grades indicated that Sesotho was their home language. In the same group of schools, less than 8% of the learners signified to be speakers of a non-Sesotho language at home. However, 14% of the learners in non-Moltano schools did not indicate their home language.

3.3.2 Language of learning and teaching (LOLT)

Figure 3.2 below indicates the languages of learning and teaching indicated by individual learners.

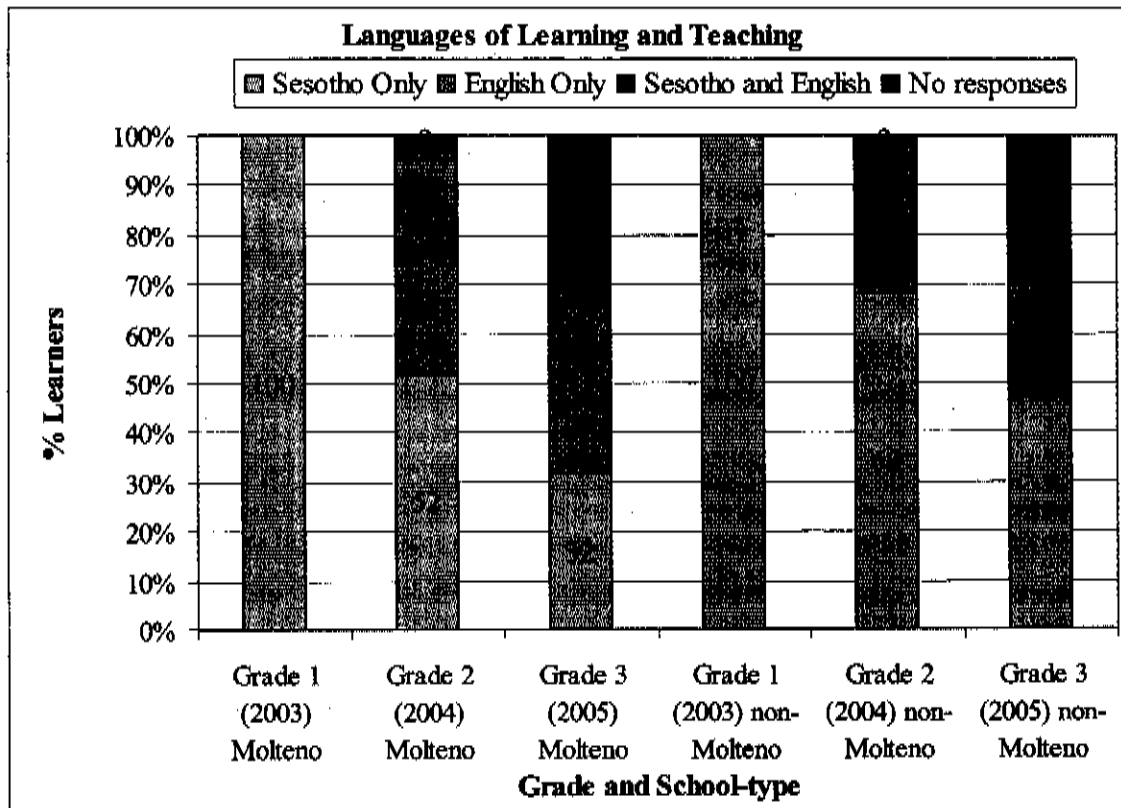


Figure 3.2: The learners' languages of learning and teaching

From the graph, the role of Sesotho as a LOLT decreases from Grade 1 to Grade 3 in both Moltano and non-Moltano schools. In Grade 1 (2003), all learners in both Moltano and non-Moltano schools indicated that they were learning and being taught in Sesotho only. However, a different pattern emerged in Grades 2 and 3 in both types of schools where some learners claim that teaching and learning in their classes proceeded in either Sesotho or English. In Grade 2 (2004), for both school-type, learners who indicated to be having Sesotho only as their LOLT (52% for Moltano schools and 68% for non-Moltano schools) were more than those who claimed to be having English only as a LOLT (45% for Moltano schools and 30% for non-Moltano schools).

A similar trend was found for Grade 3 learners in non-Moltano schools with the reverse being the case for their Moltano counterparts. In non-Moltano schools 47% of the learners indicated to receive instruction in Sesotho whereas 47% of them claimed to be taught in English. However, 32% and 37% of the Grade 3 Moltano schools learners indicated to be taught in Sesotho and English respectively. In addition, while no learners in non-Moltano schools indicated to be having a dual medium of instruction, less than 4% of their

counterparts in Grades 2 and 3 in Moltano schools indicated to have been subjected to English and Sesotho dual medium of instruction.

In both Moltano and non-Moltano schools, less than 30% of the learners across all grades did not indicate the medium through which teaching and learning were transacted in their classes. Learners, regardless of the language profiles, were tested for their literacy competence in Sesotho in Grade 1 and English proficiency in Grades 2 and 3.

3.4 Learner performance by grade and school-type

As part of evaluating the impact of the Moltano Project's BTL and BTE programmes, the Grade 1 learners were tested for their competence in Sesotho literacy in 2003 (Phase 1). The same learners were followed into Grades 2 and 3 in 2004 (Phase 2) and 2005 (Phase 3) respectively and assessed for their proficiency in English using grade level designed instruments. Both the Sesotho and English literacy tests employed assessed the following language skills: oral/aural skills, reading comprehension skills, and writing skills.

Table 3.3 below shows the percentage mean scores obtained by learners in Moltano schools ($N=24$) and non-Moltano schools ($N=10$) on both the Sesotho and English literacy tests from 2003 to 2005.

Table 3.3: Percentage mean scores and standard deviations (SDs) of Grades 1, 2 and 3 learners on the Sesotho and English literacy tests

Aural/Oral Skills	Grade 1 (Sesotho Test)	71.26	21.06	57.88	27.33	.000*
	Grade 2 (English Test)	84.77	15.38	79.45	18.79	.000*
	Grade 3 (English Test)	81.64	12.89	83.60	13.08	NS
Reading Comprehension Skills	Grade 1 (Sesotho Test)	74.52	17.40	57.50	20.79	.000*
	Grade 2 (English Test)	50.49	17.98	48.91	17.37	NS
	Grade 3 (English Test)	52.25	21.43	44.35	19.56	.000*
Writing Skills	Grade 1 (Sesotho Test)	62.79	27.02	39.00	28.53	.000*
	Grade 2 (English Test)	46.85	25.45	43.63	22.83	NS
	Grade 3 (English Test)	38.11	18.39	30.19	17.69	.000*
Total Literacy Test	Grade 1 (Sesotho Test)	67.84	19.67	48.35	21.91	.000*
	Grade 2 (English Test)	56.94	17.73	53.80	15.94	.016*
	Grade 3 (English Test)	49.23	14.62	43.25	14.15	.000*

* $p < 0.05$; [NS=Not Significant]; N denotes the number of schools in each school-type

The percentage mean score obtained by individual schools for Grade 3 are shown in Appendix A⁵, whereas those for Grade 1 and Grade 2 are reported in Dunpath *et al* (2004) and Makgamatha and Masehela (2005) respectively. In addition, Figure 3.3 illustrates the

⁵ Appendix A displays for each school, whether Moltano or non-Moltano school, the percentage mean score, the median, the mode and the minimum and maximum scores.

pattern of performance of learners from both school-type on the Sesotho literacy test in Grade 1 (2003) and the English literacy tests administered in both Grade 2 (2004) and Grade 3 (2005).

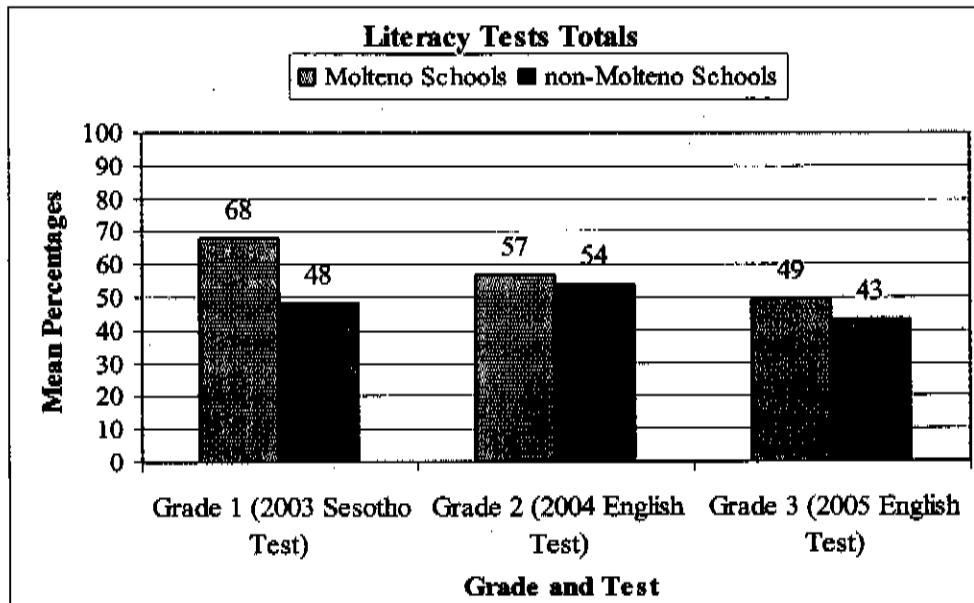


Figure 3.3: Total mean percentages for Sesotho and English literacy tests

In general, learners in Moltene schools obtained higher percentage mean scores than their non-Moltene counterparts on both the Sesotho and English literacy tests as administered in different grades. The difference in learner performance between the two groups of schools is more profound in Grade 1 where Sesotho literacy was tested, followed by Grade 3 and Grade 2 in which learners were tested for their proficiency in English as an additional language.

A statistical technique called one-way Analysis of Variance (ANOVA) was employed to determine whether the difference in learner performance between the two types of schools was significant or not for each test. In all three grades as shown in Table 3.3, learners in Moltene schools obtained higher percentage mean scores than their counterparts in non-Moltene schools on the Sesotho and English literacy tests. The overall mean percentage scores obtained by learners in Moltene schools in Grade 1 (on the Sesotho test) and in Grades 2 and 3 (on the English tests) were significantly higher than that of their peers in non-Moltene schools. However, the difference in learner performance is more pronounced in Grade 1 where Sesotho literacy was tested. Here Moltene schools scored more than 19 percentage points higher than non-Moltene schools. This could be accounted for by the fact that the majority of the learners in Grade 1 had Sesotho as their home language. In addition, the fact that they came to school already competent in the Sesotho listening and

speaking skills enabled their development of reading and writing skills to profit from these two skills. Being exposed to BTL (Breakthrough to Sesotho) intervention further strengthened their Sesotho literacy skills.

In Grades 2 and 3 levels, again the same learners in Moltano schools performed better than their non-Moltano counterparts on measures of English literacy. The difference in performance between the two types of schools was about 3 and 6 percentage points in Grade 2 and Grade 3 respectively. This is despite the fact that the Moltano schools were participating in the Moltano Project's BTE initiative, which is an English literacy intervention programme. One possible reason for the low percentage point difference in Grades 2 and 3 between the two school-type could be that, testing was conducted in a language which was an additional language for almost all the learners. Children at this level (that is, Foundation Phase level) are still learning their home language and have not yet gone to the stage of using it as a resource for learning an additional language.

3.5 Learner performance by grade and subtest

The ANOVA statistical technique was used again to determine statistical difference in learner performance between the Moltano and non-Moltano schools at the subtest level, that is, at the levels of Aural/Oral Subtest, Reading Comprehension Subtest and Writing Subtest. Figure 3.4 illustrates the performance of learners on the Aural/Oral Subtest.

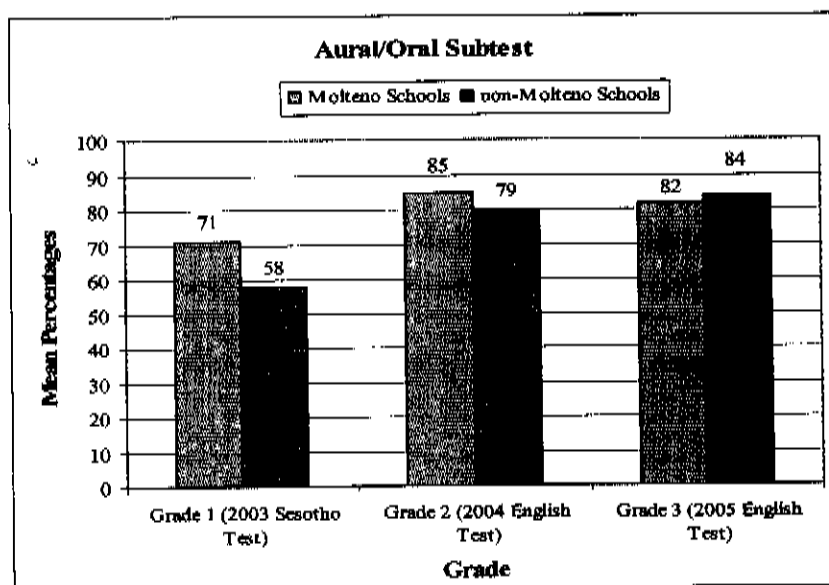


Figure 3.4: Total mean percentages for the Aural/Oral Subtest

Learners in Moltano schools performed significantly better than their non-Moltano peers in Grades 1 and 2 only. In Grade 3, although learners in non-Moltano schools

outperformed those in Moltano schools, there was no significant difference in performance between the two groups of learners at this level.

The performance of learners on the Reading Comprehension subtest is depicted in Figure 3.5 below.

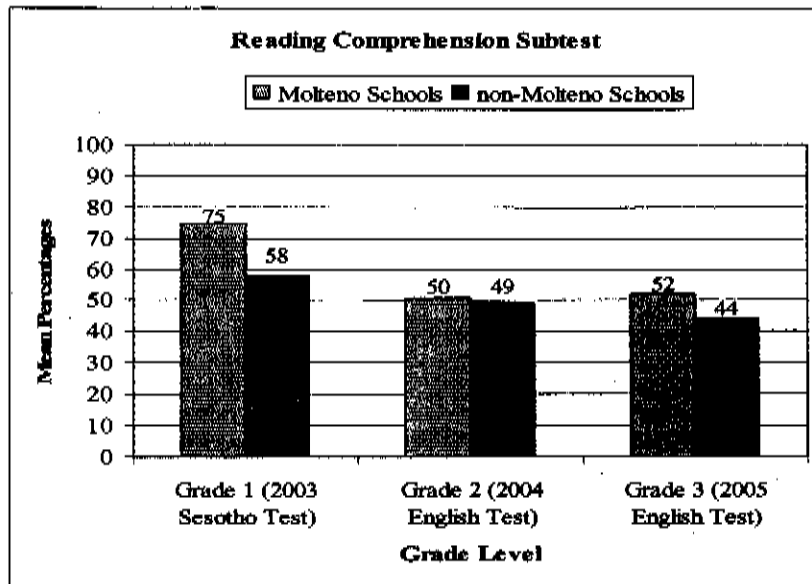


Figure 3.5: Total mean percentages for the Reading Comprehension Subtest

Learners attending Moltano schools performed better than their non-Moltano counterparts on the Reading Comprehension subtest in both Sesotho and English tests. However, their performance was significantly better in Grades 1 and 3.

Figure 3.6 illustrate the total mean percentage scores of the learners on the Writing subtest.

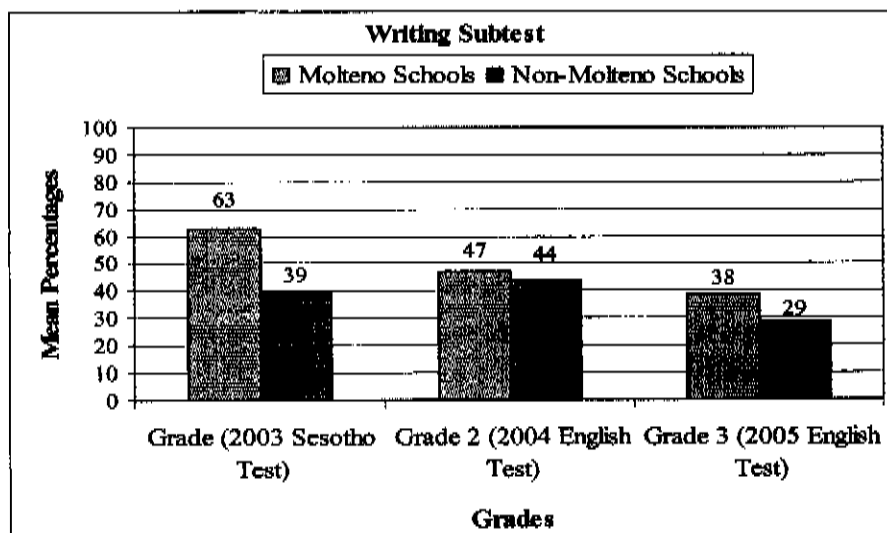


Figure 3.6: Total mean percentages for the Writing Subtest

In all grades, learners in Molteno schools performed better than those in non-Molteno schools. Learners in all three grades in Molteno schools obtained significantly better percentage mean scores than their counterparts in non-Molteno schools on the Writing Skills subtests.

Across all three grades, the difference in performance between the two types of schools on the three subtests is more pronounced for Sesotho than English. A possible reason for this could be limited exposure that these learners had to the spoken and written forms of English as compared to Sesotho. For the performance of learners in both Molteno and non-Molteno schools aggregated by individual sections of the three subtests and by school, see Appendixes B.

3.6 Discussion of learner performances on the various literacy tests

The tests administered to the learners across the three grades comprised the following three subsections: Aural/Oral Skill, Reading Comprehension Skills and Writing Skills. Consequently, the performance of the learners in each test should be understood in terms of the following:

- a) Whether or not schools were participating in the Molteno Project's BTL and BTE interventions.
- b) Effect of language (language of the test, the language of testing, the home language of the learner and the LOLT)
- c) The structure of the test and the cognitive demand of each task.

The pattern of performance in all three grades on the various tests used can be explained in following manner:

Participation versus non-participation of schools in the Molteno Project interventions

The performance of learners in Molteno schools was compared to that of learners in non-Molteno schools. Molteno schools were in receipt of the Molteno Project literacy interventions of BTL and BTE from 2003 to 2005. No literacy interventions were administered to non-Molteno schools during the same period.

The performances of Grade 1 learners on the Sesotho literacy test and Grades 2 and 3 learners on the English tests did show the effect of the Molteno Project literacy interventions from 2003 to 2005. Thus, learners in Molteno schools obtained higher percentage mean scores than their non-Molteno peers on both the Sesotho and English literacy tests administered in different grades. The differences in the percentage mean

scores between the two groups are 19 for Grade 1 (Sesotho test), 3 for Grade 2 (English test) and 6 for Grades 3 (English test). The gap in learner performance between the two groups of schools is the widest in Grade 1 where Sesotho literacy was tested, followed by Grade 3 and Grade 2 in which learners were tested for their proficiency in English as an additional language. This suggests that teachers generally had their instruction profiting more from the Sesotho-based BTL than the English-based BTE as shown by the fact that improved literacy proficiency is greater in a primary language (Sesotho) than in a secondary one (English).

The language factor during testing

Language has had some effect on the pattern of performance of learners across the three grades. The majority of the learners who were tested in Grades 1, 2 and 3 came from Sesotho speaking homes. They came to schools with the basics in Sesotho speaking and listening skills which helped them in their continued learning of the reading and writing in Sesotho in Grade 1. English as an additional language was introduced to them in Grade 2 for the first time and continued in Grade 3. The challenge learners had to face in learning English was that they had to learn all four (listening, speaking, reading and writing) skills almost simultaneously. This has the consequences on the performance of learners on the various literacy tests that they took during the evaluation. For instance, unlike in Grade 1, learners in Grades 2 and 3 were required to write their answers in English, and not in their home language, which is Sesotho. Some learners in Grade 2 wrote their answers in Sesotho. The cause may be a lack of English proficiency, which limited the learners' ability to express their thoughts in writing.

The structure of the test and the cognitive demand the task.

The Sesotho literacy test administered to Grade 1 learners in 2003 and the English literacy tests administered to the same cohort in Grades 1 and 2 in 2004 and 2005 respectively, consisted of subtests (that is, Aural/Oral, Reading Comprehension and Writing subtests) made up of multiple-choice (or forced-choice) questions and open-ended (or constructed response) questions.

Learners in both Molteno and non-Molteno schools often obtained the highest percentage mean scores on the Aural/Oral subtest followed by the Reading Comprehension subtest and then the Writing subtest. This has got to do with the cognitive demand of the task and the structure of the test. On the one hand, the Aural/Oral subtest consisted of multiple-choice questions only which could be answered correctly either by relying on the correct

knowledge or through guessing. The Reading Comprehension subtest had a mixture of questions (for example, multiple-choice, cloze, and word sequencing questions) which required different cognitive abilities for the learners to work out the correct answers.

The Writing subtest, on the other hand, comprised open-ended questions which required learners to formulate their ideas and then express them through writing. As a result, of the three subtests, learners in either group appeared to have found the Aural/Oral subtest manageable, followed by the Reading Comprehension subtest. The Writing subtest has been the most difficult in all three grades. The following further explains the performance patterns:

- a) Even though the Molteno Project officials were shown all the tests ahead of time and did approve them, the revised National Curriculum Statement (NCS) does not require learners in the Foundation Phase (that is, Grade R to 3) to write independently. As a result, Foundation Phase teachers might have not instructed their learners on creative writing.
- b) The creative writing task in the Writing subtest is basically cognitively demanding as learners had to study the picture and formulate ideas about what it represented or what was happening, and then write these in their own words in English, as an additional language⁶.
- c) The learners' performance on the Reading Comprehension subtest and the Writing subtest could have affected their overall percentage mean scores on both the Sesotho and English literacy tests.

3.7 Learner performance by gender

The performance of boys and girls was compared for the whole test and individual subtests across the three grades. Table 3.4 indicates the percentage mean scores by gender obtained on the various subtests by learners in both Molteno and non-Molteno schools combined. A one-way ANOVA was applied to determine the differences in mean performance as a function of gender in all the schools for Grade 1 (Sesotho literacy) and Grades 2 and 3 (English literacy).

As shown in Table 3.4 and Figure 3.7, girls performed better than boys on all measures of literacy across the three grades and on the various subtests. However, their percentage mean scores were significantly higher for the Writing subtest and the entire Sesotho and English literacy tests.

⁶ The Molteno Project states that learners are not normally expected to generate written text without a frame in Grade 2.

Table 3.4: Results of ANOVA for Grades 1, 2 and 3 learners by gender

Aural/Oral Skills	Grade 1 (Sesotho Test)	64.84 (23.72)	70.64(21.88)	13.992	.000*
	Grade 2 (English Test)	82.55 (16.54)	83.52 (16.79)	0.661	NS
	Grade 3 (English Test)	80.75 (12.84)	83.85 (12.61)	10.940	.001*
Reading Comprehension Skills	Grade 1 (Sesotho Test)	67.97 (18.91)	71.83 (19.72)	8.652	.003*
	Grade 2 (English Test)	48.38 (17.23)	50.49 (17.89)	2.787	NS
	Grade 3 (English Test)	47.68 (21.33)	51.59 (20.84)	6.362	.012*
Writing Skills	Grade 1 (Sesotho Test)	52.30 (29.09)	60.88 (28.84)	18.955	.000*
	Grade 2 (English Test)	43.31 (25.44)	47.44 (24.53)	5.334	.021*
	Grade 3 (English Test)	31.57 (17.95)	39.09 (18.36)	31.632	.000*
Total Literacy Test	Grade 1 (Sesotho Test)	59.35 (21.25)	66.06 (21.51)	21.232	.000*
	Grade 2 (English Test)	54.20 (17.59)	56.89 (17.09)	4.690	.031*
	Grade 3 (English Test)	44.15 (14.32)	50.15 (14.47)	32.052	.000*

*p < 0.05; [NS=Not Significant]

In both the Aural/Oral subtest and the Reading Comprehension subtest, the performance of girls was significantly higher than that of boys in Grade 1 (Sesotho) and Grade 3 (English) only.

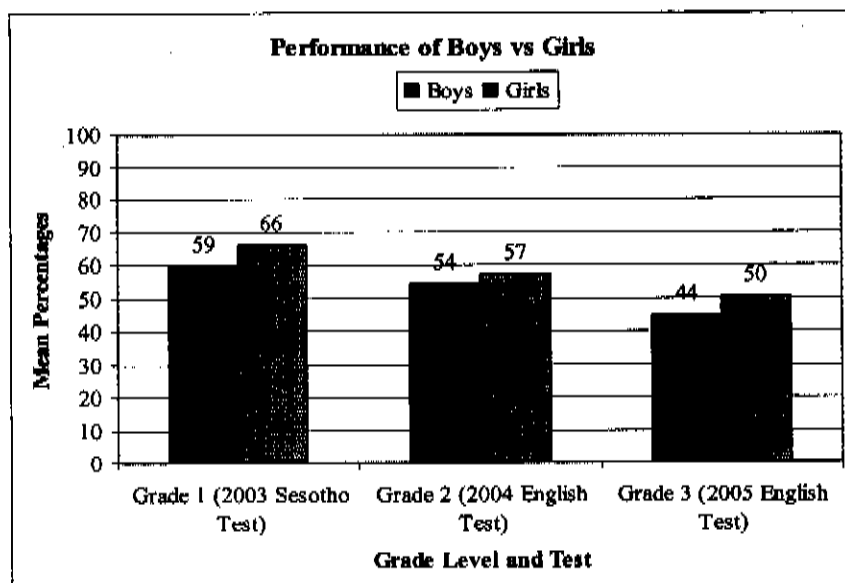


Figure 3.7: Mean scores for boys and girls on Sesotho and English literacy tests

In general, learners in Moltano schools obtained better percentage mean scores than their non-Moltano counterparts on the Sesotho and English measures of literacy. This significant performance gap between boys and girls as observed across the three grades concurs with an established international trend in research.

3.8 Pattern of learner performance in Molteno schools

The national Department of Education in South Africa proposes four levels for recording and reporting learner performance for both the Foundation Phase (Grades R to 3) and the Intermediate Phase (Grades 4 to 6) as indicated in Table 3.4 below (DoE, 2005, p.9). The four levels are described from the lowest to the highest, namely *'Not Achieved'*, *'Partially Achieved'*, *'Satisfactory Achievement'* and *'Outstanding/Excellent Achievement'*.

Table 3.5: Codes and percentages for recording and reporting learner performance

4	70 – 100	Outstanding/Excellent Achievement
3	50 – 69	Satisfactory Achievement
2	35 – 49	Partially Achieved
1	1 – 34	Not Achieved

To further describe the performance of learners in Molteno schools on the Sesotho and English literacy tests, the schools were placed on the DoE's four rating codes of achievement according to their total percentage mean scores obtained on the literacy tests administered in each grade (See Table 3.5 below).

Table 3.6: Molteno schools at each achievement level

Outstanding/Excellent Achievement	11 schools (44%)	5 schools (20%)	No school (0%)
Satisfactory Achievement	12 schools (48%)	14 schools (56%)	13 schools (52%)
Partially Achieved	2 schools (8%)	3 schools (12%)	11 schools (44%)
Not Achieved	No school (0%)	3 schools (12%)	1 school (4%)

From the table it can be seen that during year one (that is, in Grade 1) 92 percent of the learners in Molteno schools performed at the two highest categories (that is, *'Outstanding/Excellent Achievement'* and *'Satisfactory Achievement'* combined). Only 8 percent of the learners performed at the *'Partially Achieved'* level and none at the *'Not Achieved'* level. In Grade 2, the same learner cohort when testes in English as an additional language had 76 percent performing at the two top categories and the remaining 24 percent achieving at the two lower levels. Lastly, 52 percent of the learners in Grade 3 performed at level two highest levels whereas 48 percent demonstrated their literacy competence at the *'partially achieved'* and *'not achieved'* levels combined. None of the schools had their grade 3 learners performing at level four.

The fact that a very high proportion of Grade 1 learners in Molteno schools performed at the two highest levels on the Sesotho literacy measure underscores the importance of prior knowledge in enhancing teaching and learning. Both the teacher's instruction done in Sesotho and the BTL programmes had possibly built on the aural/oral knowledge that these learners brought to schools from their homes. Thus it became easy for learners to acquire additional skills of reading and writing in their home language. With regard to English, most learners possibly encountered the language for the first time at school. That is, English could have been introduced to them for the first time either in Grade 2. In that case, learners could not have had the advantage of prior knowledge of English to use as a resource for the acquisition of reading and writing skills in the language. They had to learn the aural/oral, reading comprehension and writing skills at the same time instead. This highlights the difficulties learners faced in learning English as an additional language even in the presence of teacher support in the form of the Molteno Project's BTE programme.

3.9 Relationships between the subtests

The Pearson correlation coefficients were computed to determine the relationship between the percentage mean scores obtained by learners in the Aural/Oral, Reading Comprehension and Writing skills subtests in each grade. If, for instance, the ability to match an orally presented word to its visual form is closely related to the ability to identify the correct word to complete a sentence, a high correlation between these sub-skills could be expected. However, if the ability to match an orally presented word to its visual form is unrelated to the ability to identify the correct word to complete a sentence, a correlation of 0 might be expected. In addition, since the three subtests measure aspects of English literacy, one would expect high correlations between the subtests per grade. Reported in Table 3.6 below are the correlations of the three subtests of each literacy test as administered in Grades 1, 2 and 3 from 2003 to 2005.

The correlations obtained between the three subtests are all significant for each grade. This implies that the presence or knowledge of a particular skill as measured by any of the subtests is likely to promote another skill. Thus, learners in a particular grade who perform well on a Sesotho or English measure of aural/oral skills are likely to demonstrate good reading comprehension skills and better writing abilities for that particular language.

This pattern is much stronger for the Sesotho literacy test taken by Grade 1 learners where the correlations between Aural/Oral and Reading Comprehension subtests, and between Aural/Oral and Writing subtests are higher than those obtained for the English literacy tests in Grades 2 and 3. One explanation of this could be that the learners' aural/oral

competence in their home language had prepared them for the acquisition of reading comprehension and writing skills in Sesotho.

Table 3.7: Pearson correlation coefficients between the various subtests of Sesotho and English literacy scores for different grades

	Aural/Oral Skills	Reading Comprehension Skills	Writing Skills
Aural/Oral Skills	1		
Reading Comprehension Skills	.48*	1	
Writing Skills	.55*	.54*	1

	Aural/Oral Skills	Reading Comprehension Skills	Writing Skills
Aural/Oral Skills	1		
Reading Comprehension Skills	.32*	1	
Writing Skills	.42*	.65*	1

	Aural/Oral Skills	Reading Comprehension Skills	Writing Skills
Aural/Oral Skills	1		
Reading Comprehension Skills	.33*	1	
Writing Skills	.37*	.39*	1

*p<0.01

However, the introduction of English as an additional language in Grade 2 and 3 is done without the presence of the prior aural/oral skill. Consequently, learners learn all three skills sequentially within a limited time space. In general, reading comprehension ability seems to benefit writing skills more than the development of the aural/oral skill in both English and Sesotho.

3.10 Reliability of the subtests

Alpha coefficients were calculated in order to determine the reliability of the subtests in each test and the reliability of the instrument as a whole. The Alpha coefficient can also be interpreted as an index of the degree of internal homogeneity or internal consistency of the items constituting the subtest or the entire test. Alpha coefficients are shown in Table 3.8 below. The high Alpha coefficient for the various literacy instruments applied in each grade suggests that the instruments were reliable. Across all the grades, the Writing Skills subtest was the most reliable as its Alpha coefficient is the highest in each of the test used. It is followed by the Aural/Oral subtest then the Reading Comprehension subtest.

Table 3.8: Alpha coefficients of the Sesotho and English subtests and overall literacy test

Aural/Oral Subtest	0,54	0,63	0.45
Reading Comprehension Subtest	0,44	0,57	0.43
Writing Skills Subtest	0,68	0,81	0.84
Total Literacy Test	0,79	0,85	0.84

The coefficient for the Reading Comprehension subtest is lower across the three instruments, and it could be attributed to the fewer number of items that the calculation is based on.

VIEWS FROM THE MOLTENO PROJECT TRAINERS

4.1 Aim of the Chapter

As part of the evaluation of the Molteno Project's work in Thabo Mofutsanya district, the Molteno Project trainers were interviewed and their field reports together with workshop registers accessed and studied.

The chapter reports on the activities of the service provider in the Molteno schools, paying attention to the following:

- i. The relationship between the Molteno Project and the Free State Department of Education.
- ii. Training of teachers on both BTL and BTE.
- iii. School support visits.
- iv. Availability of the Molteno Project materials in schools.

4.2 Interviews with Molteno Project Trainers

Between two and four Molteno Project trainers were interviewed from 2003 to 2005. All interviewees were females of African descent and have been working for the Molteno Project for several years both inside and outside South Africa⁷. Inside the country (that is, South Africa), they have served their organisation in the provinces of Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga and the North West. Outside South Africa, they have worked in countries of the Southern Africa Development Community (SADC) and beyond⁸. While all trainers were professional teachers at some point in their careers before joining the service provider, some also had held learning area specialist positions for the Foundation Phase in the provincial departments of education in South Africa. As a result, all trainers understood what was going on in the schools and classrooms.

Furthermore, the trainers were multilingual in that they could speak between four and six South African official languages, Sesotho included. The latter was the home language of

⁷ In 2005, interviews were conducted with one Molteno Project trainer based in Thabo Mofutsanyana district and a co-ordinator for the Free State province. Both have been in the employ of the service provider for between four and fourteen years.

⁸ The SADC countries where some of the Molteno Project trainers have worked include Lesotho, Botswana, Namibia, Malawi, and Zambia. Countries outside the SADC region include Uganda in East Africa and Ghana in West Africa.

the majority of the teachers and learners in Thabo Mofutsanyana schools. All trainers indicated to have been trained in both BTL and BTE programmes of the Molteno Project as a way getting them prepared for their work. This is also echoed by the following statement from the service provider regarding recruitment and staff development:

“Molteno trainers are carefully selected from the teaching fraternity. All are experts of Breakthrough to literacy [BTL] and its follow-on Bridge to English [BTE]. Much effort and expense goes into developing the training skills of the trainers. The majority of them participated in a fellowship programme at two UK universities, Leeds and Thames Valley universities, sponsored by the British government” (Molteno Project, 2006c)”. *

During 2005, interviews were conducted with two employees of the Molteno Project based in the Free State province. One was just a trainer and the other a provincial co-ordinator. The co-ordinator occupied a higher rank than the trainer and was assigned to oversee the activities of the service provider in the entire province. The trainer worked in the Thabo Mofutsanyana district only and was tasked with the following responsibilities:

- (i) Training of teachers in schools on the usage of the Molteno Project products (that is, literacy programmes and materials);
- (ii) Supporting teachers in schools in the implementation of the service provider’s literacy programmes;
- (iii) Evaluating the effectiveness of the literacy programmes in schools;
- (iv) Marketing of the Molteno Project [and products] to potential clients.

The co-ordinator, like the trainer, worked in an area assigned to her and only went to Thabo Mofutsanyana and other districts to perform quality assurance duties. The functions and responsibilities of the co-ordinator were given as to:

- (i) Support other trainers especially in the province assigned to her;
- (ii) Liaise with the Free State Department of Education;
- (iii) Give training to school managers (that is, school principals and teachers) and teachers;
- (iv) Compile quarterly reports of work done by the service provider in the province;

During the period of the evaluation (from 2003 to 2005), the Molteno Project trainers went to schools mainly to train teachers of Grade 1 in BTL and those of Grades 2 and 3 in BTE,

and to monitor and support the implementation of both programmes in the teaching and learning context.

4.3 Molteno Project Activities in Thabo Mofutsanyana

Successful implementation of both the BTL and BTE literacy programmes depends on teachers being properly trained on both programmes, having access to the programme materials to use in class, and on being monitored and supported in the implementation of the programmes in the teaching and learning context.

Information detailing the Molteno Project activities was obtained from the interviews conducted with trainers working for the service provider and the field reports they had compiled. The reports detailed the activities carried out by the Molteno Project trainers in the Thabo Mofutsanyana schools throughout each year. Information gleaned from both the interviews and the field reports indicate that, from 2003 to 2005, the trainers were mainly involved with the following activities in Molteno schools:

- i. Maintaining a working relationship between the service provider and the Free State Department of Education.
- ii. Conducting training workshops for teachers in Grade 1 on BTL and for those in Grades 2 and 3 on BTE.
- iii. Visiting individual schools to monitor the implementation of the BTL and BTE programmes by teacher.
- iv. Checking for the availability of the Molteno Project materials in schools. These materials are necessary for the implementation of the BTL and BTE literacy programmes.

4.3.1 The relationship between the Molteno Project and the Free State Department of Education

According to the Molteno Project trainers, the education authorities in the Free State were aware of the presence of the service provider in their schools. As a result, the trainers met with the relevant (provincial and/or district) education authorities at the beginning of each year to discuss the activities of the service provider. During these consultative meetings trainers would present, before education officials, plans for the Molteno Project activities for the whole year. These normally included dates for holding training workshops for teachers and for conducting school visits. This was done in an attempt to have diaries of both parties synchronised so that education officials should be available to accompany the trainers to the workshops or school visits. Furthermore, the education officials were

requested to issue workshop invitations to schools and teachers. According to the trainers interviewed, this was minimally achieved due to the following reasons:

- (i) Not all Learning Facilitators had a good working relationship with the Molteno Project. Some favoured the service provider whereas others did not. The Learning Facilitators who were not in favour of the Molteno Project were not keen to have the service provider working in schools under their jurisdiction⁹.
- (ii) Of those Learning Facilitators who saw the value of having the Molteno Project in their schools, some were not always available to accompany trainers to the Molteno Project training workshops or to the schools as preferred by the service provider. The reason is that these Learning Facilitators had to attend workshops organised by the provincial education office in Bloemfontein.
- (iii) Some schools did not receive training workshop invitations in time. As a result, they were not represented at the workshops. Where the attendance was dismal, as did happen during the first term of 2005, the Molteno Project trainers rescheduled the workshops.

4.3.2 Training Workshops

In general, training workshops were conducted mostly in the afternoon in either a central venue with large groups of teachers or at school level. During group workshops with teachers, trainers focussed on a range of activities such as lesson planning and lesson delivery (that is, the teaching of oral/aural, reading and writing skills), and the utilisation of the BTL and BTE teacher and learner materials. More information regarding the training of teachers by the service provider during 2003 and 2004 can be obtained from Dunpath et al (2004) and Makgamatha and Masehela (2005).

In 2005, however, a BTE training workshop was conducted from the 1st to 4th August of that year for teachers in the Foundation Phase (that is, for Grades R to 3). According to the Molteno Project, the purpose of the workshop was to "... help teachers with the methodology of implementing BTE in classes". The workshop was attended by 36 teachers of the Foundation Phase, 10 HODs and 1 district official. A total of 16 schools were represented at this training workshop of which 13 were Molteno schools whereas the other 3 were non-sampled schools¹⁰.

On site training mainly took place at the request of teachers in a particular school or when the trainer discovered, during school visits, that certain schools needed reinforcement.

⁹ This issue could not be verified with the Learning Facilitators despite attempts to do so.

¹⁰ Non-sampled schools refer to schools which were not selected for the evaluation as either the Molteno or non-Molteno schools.

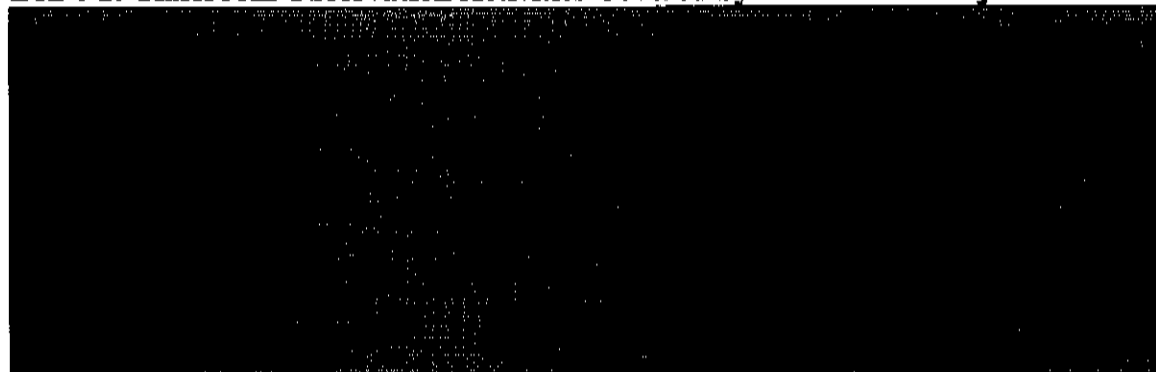
During 2005 the Molteno Project trainer(s) continued to train and to give school-based support to teachers in the Thabo Mofutsanyana schools.

4.3.3 School Visits for Monitoring and Support

The Molteno Project trainers visited schools to monitor and support teachers in the implementation of the literacy programmes in the classrooms. During the visits the trainer contacted and worked with the teachers and the HODs. School visits included conducting classroom observations.

According to the Molteno Project field reports, trainers visited most schools at least once per month in May, June and July 2004 (Makgamatha and Masehela, 2005). During these visits, 26 classroom observations were conducted in different grades of the Foundation Phase. The classroom observations often covered the following activities in Table 4.2:

Box 4-1: Classroom Observation Activities Covered by the Molteno Project Trainers



In 2005 a total of 66 school visits were conducted by the Molteno Project trainers to the 25 Molteno schools (see Table 4.3 on page 57). In general, schools were visited between once and five times from January to October 2005. According to the trainers, struggling schools or Grade 3 teachers were paid more attention during site visits. The purposes of the visits were mainly to monitor and support teachers in the implementation of BTE in Grade 3. However, on-site refresher training was conducted where there was a need. This was especially the case in the beginning of the year where a high proportion of schools were visited in February than in any other month of the year.

According to the Molteno Project,

“Most schools have been trained and given [Grade 3 Bridge to English materials] last year [2004]. Some schools have even ordered the new Grade 3 materials. They are aware of the testing of Grade 3 at the end of 2005”.

The school visits by the trainers during the early part of 2005 were more about monitoring the progress in the implementation of the Molteno Project's BTL and BTE programmes by the schools, and getting to know which schools required refresher training and to assess their material needs.

Box 4-2: Number of visits by trainers to Molteno Schools during 2005

Katleho		✓		✓						
Lerato		✓				✓				
Letlotlo		✓							✓	
Mafika Ditshiu		✓							✓	
Namahadi	✓	✓				✓				
Sekgothadi		✓				✓			✓	
Peete		✓				✓				
Makgaolaneng	✓	✓				✓				
Matoabeng		✓		✓				✓		
Matsikeng		✓				✓			✓	
Mohalatladi		✓		✓				✓		
Petsana						✓	✓			
Reatile						✓	✓			
Selemela		✓		✓						
Naka	✓			✓		✓				
Tshepong					✓				✓	
Mabewana		✓								
Athalia			✓				✓		✓	✓
Johannes Fourie			✓	✓						
Helena Slabberts			✓	✓						✓
Mimosa		✓		✓			✓	✓		✓
Witbankfontein			✓	✓						
Danielsrus			✓	✓		✓	✓	✓		
Lepanya		✓				✓				
Mabate			✓		✓				✓	

Note: A tick (✓) in each block represent a school visit as obtained from field reports.

One of the problems observed by trainers regarding teachers' implementation of the service provider's programmes is that; some teachers were continuously depend on the trainers for implementing the Molteno Project programmes in their classes. Such teachers simply lacked the confidence to continue on their own.

4.3.4 Molteno Materials in Schools

Training of teachers on BTL and BTE is likely to yield favourable returns if the trained teachers have access to the learning support materials (LTSMs) needed for implementing

these literacy programmes. According to the trainers, both BTL and BTE require teachers and learners to have access to the teacher's guide, learner's book, readers, posters, and sentence makers for BTL to use in class. The teacher's guides for the two programmes have been expressed or written in accordance with the revised National Curriculum Statement (NCS) as emphasised by the Molteno Project in 2005:

"The [teacher's] guides are fully compliant with RNCS vis planning, LO's [Learning Outcomes] and assessment standards. Thus a teacher following the teacher's guides fully will be integrating BTE with RNCS" (Makgamatha and Masehela, 2005).

During Phase One of the evaluation involving Grade 1 learners (in 2003), the Molteno Project trainers indicated that it was not the responsibility of the service provider to supply teachers or schools with the LTSMs. Schools of trained teachers were expected to purchase their own BTL materials. In the same year, 19 out of 25 Grade 1 teachers in Molteno schools were found to be in possession of the Molteno Project's BTL materials and were using these resources in classrooms with their learners. These were the LTSMs that schools purchased for their teachers. However, teachers did not rely solely on the materials developed by the service provider. They also utilised materials supplied by the provincial education authorities or purchased by their schools from other sources. However, during classroom observation, teachers in some of the Molteno schools singled out the lack of the BTL materials as the main reason for their unsuccessful implementation of the programme in their schools even though they had been trained. Consequently, the issue of lack of materials was taken on board by the service provider in the following year.

During Phases 2 and 3 of the evaluation involving Grades 2 and 3, in 2004 and 2005 respectively, some BTE LTSMs were distributed to schools by the service provider. According to the Molteno Project:

"Materials were given out to most of the schools [farm schools and non-farm schools]. Hence the issue of lack of materials is perplexing. However, the materials that were given comprised 20 learners' books per class [in non-farm schools] ..." (Makgamatha and Masehela, 2005 p34.).

For the service provider, the provision of materials to non-farm schools in 2004 was done through the support of the donor. The schools were however advised to top up their material requirements using their LTSM budget allocation. According to the service provider, the rationale was that non-farm schools, unlike the farm schools, had LTSM

money allocation from the department of education. The expectation was that these schools should tap into their financial resources to purchase materials for their teachers and learners. On the other hand, it had been possible to supply materials to the farm schools, through the support of the donor.

Classroom Observations

5.1 Aim of the Chapter

This chapter provides a snapshot of how the BTL and BTE programmes of the Molteno Project were implemented and experienced by teachers and learners in the various grades in the Foundation Phase (that is, in Grades 1, 2 and 3). The following issues are reported from the classroom observation data:

- (i) Lesson plans and lesson planning;
- (ii) Access to and usage of learning support materials;
- (iii) The teaching and learning process;
- (iv) Language usage in class;
- (v) Feedback by teachers to learners;

5.2 Classroom Observations

To determine the teaching approaches and materials used by teachers in class, fieldworkers conducted classroom observations. It was expected that only teachers in Molteno schools would be using the Molteno Project's BTL and BTE programmes and materials for learning and teaching purposes. Table 5.1 below depicts the number of classroom observations carried out in each school-type during each phase of the study from 2003 to 2005. The combined number of classes that were observed ranged from 27 (in 2004) to 34 (in both 2003 and 2005).

Table 5.1: The number of schools where classroom observations were conducted

Molteno Schools	26	20	24
non-Molteno Schools	8	7	10
Total	34	27	34

The fact that more classroom observations were conducted in Molteno schools when compared to non-Molteno schools is due to the latter having fewer schools than the former. Schools that participated in the classroom observation are the schools where class

teachers were available and willing to be observed. Where no classroom observations were conducted, the reasons could have been any of the following:

- (i) Teacher absenteeism due to ill-health;
- (ii) Teachers being away from school for the reason of furthering their studies (for example, teachers writing end of the year examinations);
- (iii) The absence of learners in the target grade in a school. This was evident in Athalia which did not have Grade 3 learners in 2005.

Classroom observations were conducted in one class in each school during a Sesotho lesson in Grade 1 in 2003, and during an English lesson in Grades 2 and 3 in 2003 and 2005 respectively. During 2003 classroom observations were conducted in the same class whose learners were assessed for their literacy competence in Sesotho. However, this practice changed in the subsequent years as learners who were promoted to Grades 2 and 3 were not kept as a unit but were scattered in various classes. So, classroom observations in Grades 2 and 3 were carried out in any class that had a high proportion of its learners forming part of the cohort.

The duration of the classroom observations ranged from 45 minutes to an hour, and was followed by an interview with the teacher who conducted the lesson. The number of learners present in each class across the three grades during the observations ranged from 3 to 40 with equivalent numbers of boys and girls in each type of school. The majority of classes in both school-type started on time and the levels of learner absenteeism were generally low. The following issues are reported from the classroom observation data:

- (i) Lesson plans and lesson planning;
- (ii) Access to and usage of learning support materials;
- (iii) The teaching and learning process;
- (iv) Language usage in class;
- (v) Feedback by teachers to learners;

5.2.1 Lesson plans and lesson planning

At the start of a lesson, a fieldworker requested the teacher for access to his or her year planner bearing the term plans and the lesson plan showing the activities for the day. The objectives of the lesson plan were evaluated against the lesson plan as-in-use on whether the teacher followed the written plan for the lesson.

Fieldworkers were able to access the term or year planners and the lesson plans in Molteno and non-Molteno schools. Figure 5.1 below indicates the number of year planners and the lesson plans that were made accessible to the fieldworkers. Across all grades,

proportionately more teachers in non-Molteno schools than in Molteno schools made their year planners and lesson plans available to the fieldworkers for inspection. On the contrary, it is the Molteno schools that performed better than non-Molteno schools on measures of literacy competence in Sesotho and English. However, it should be noted that the current study could not investigate in depth the reasons why some teachers did not to have their year planners and lesson plans.

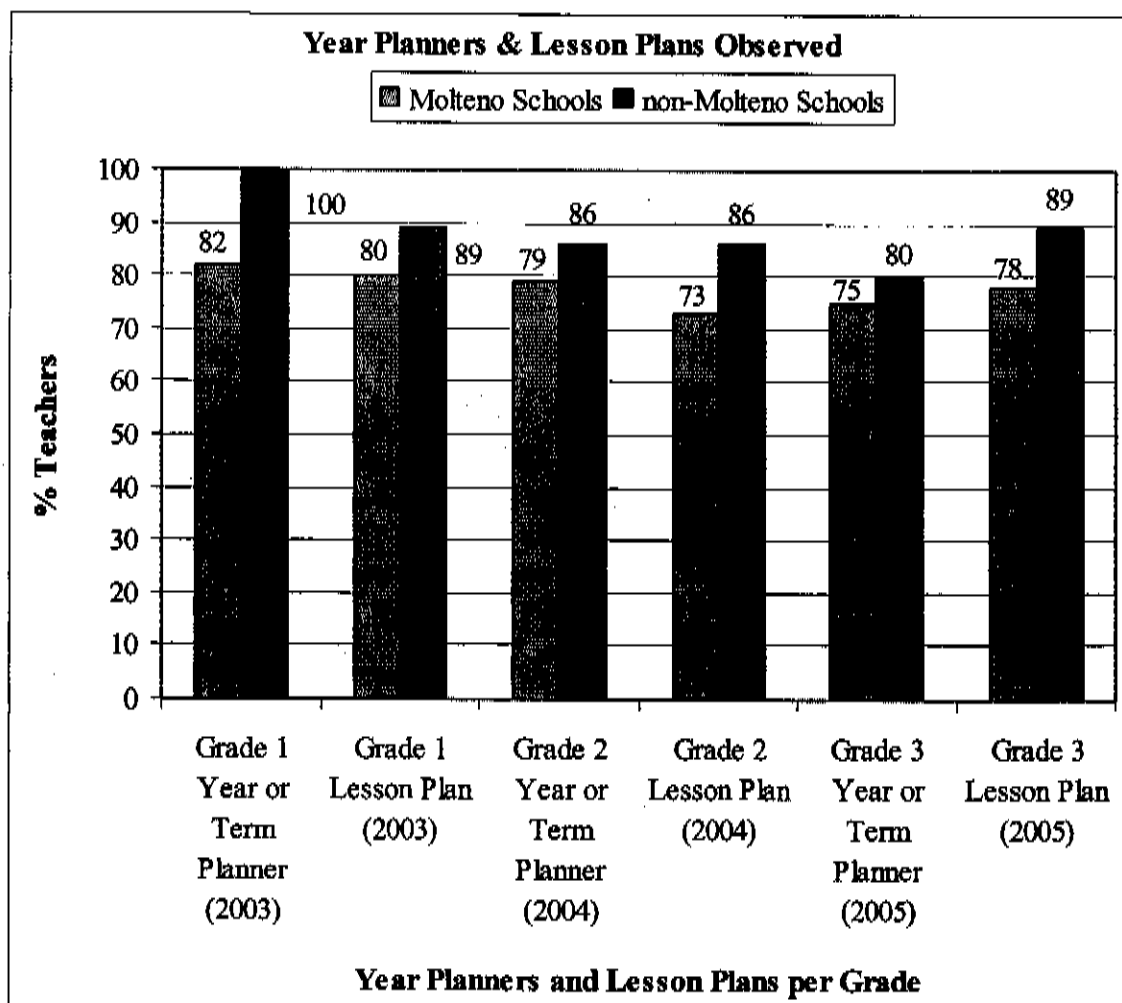


Figure 5.1: Percentages of year or term planners and lesson plans accessed

However, not all teachers in both school-type had their year planners and lesson plans during the visits by the fieldworkers. While some teachers had both documents, some of their colleagues were in possession of either the year planner or the lesson plan. As a result, some teachers presented their lessons without making their lesson plans available to the fieldworkers.

A review of the year planners and lesson plans by the fieldworkers revealed that they were drawn according to the revised NCS with the learning outcomes included. The lesson plans were developed from books available at the schools, materials provided by the

provincial education office or the district and the Molteno Project materials. They reflected the knowledge to be taught, the activities to be carried out and the classwork and/or homework to be given, or dealt with in class. For specific information on lesson observation in Grades 1 and 2, please refer to Dhunpath *et al* (2004) and Makgamatha and Masehela (2005) respectively.

Every classroom or lesson observation was followed by a post lesson interview with the teacher who had presented the lesson. During the post-lesson interviews teachers were asked to indicate the sources of materials they had used to plan their lessons during the fourth term. Figure 5.2 below indicates the percentages of teachers in both types of schools who have referred to the material resources provided by the Free State Department of Education (PDoE) and by their own schools when planning their lessons for the fourth term.

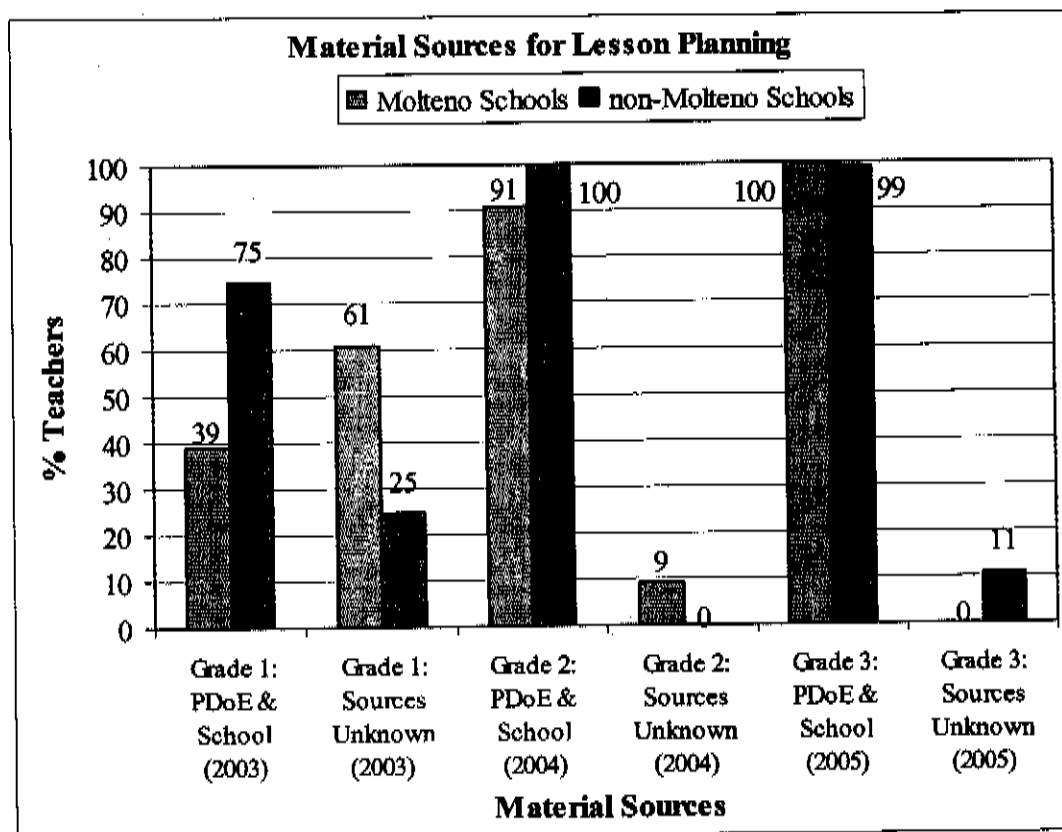


Figure 5.2: Percentages of teacher usages of PDoE and own school materials for lesson planning

In Grades 1 and 2, proportionately more teachers in non-Molteno schools indicated to have used the materials from the PDoE and their own school during lesson planning than did teachers in Molteno schools. However, in Grade 3 equivalent percentages of teachers from the two school-type referred to the PDoE and own school resources when they were

preparing their lessons. Also, more teachers in Grade 1 than in Grades 2 and 3 used additional unspecified references for lesson planning in both Molteno and non-Molteno schools. However, no teacher in non-Molteno schools in all three grades claimed to have referred to the service provider's materials when preparing lessons. According to the data collected, only teachers in Molteno schools were in possession of these materials and used them for lesson preparations and actual instruction. Figure 5.3 below indicates the percentages of teachers in Molteno schools who, according to the fieldworkers, reported to have used the BTL and BTE materials developed by the service provide for lesson planning. Less than 40% of the teachers in Molteno schools across the three grades used the BTL and BTE materials developed by the service provider for planning their lessons during the fourth school term only¹¹.

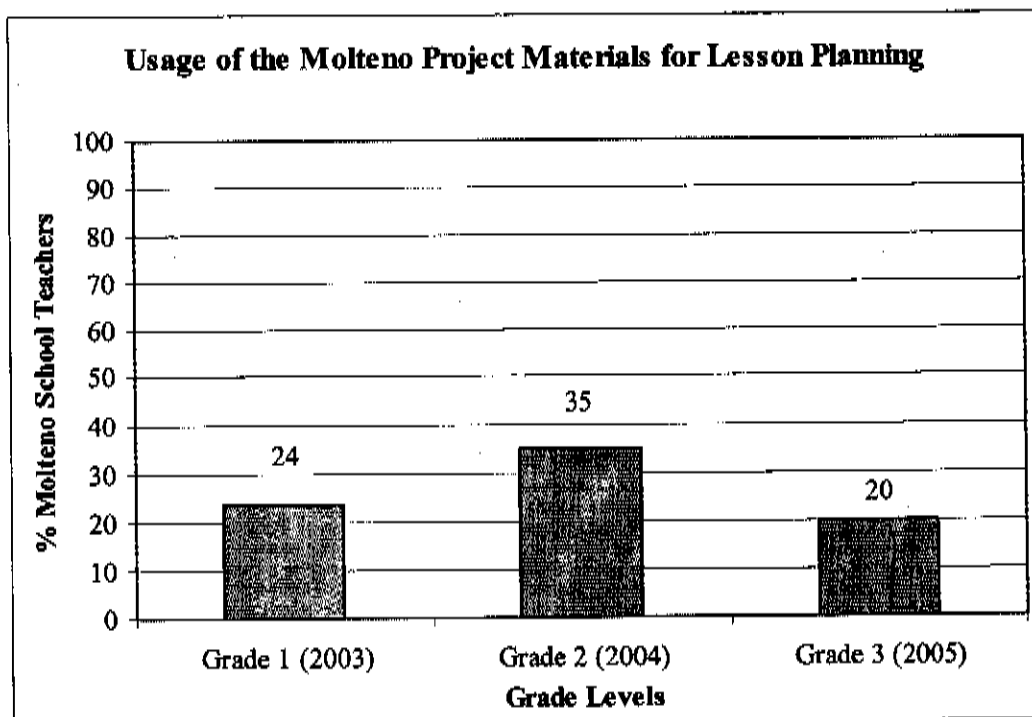


Figure 5.3: Percentages of teacher usages of the Molteno Project materials for lesson planning

This is despite the fact that the Molteno Project provided majority of the schools with teacher's guides and learner's books during 2004 and 2005. School factors and fieldworkers' under reporting on this issue, especially at Grade 3 (in Phase 3), may account for the low proportions in the reported teacher utilisation of the service provider's materials for lesson planning.

¹¹ Enquiries about the teacher usage of the service provider's materials were limited to the fourth term only. This is the period during which evaluation data was collected.

5.2.2 Access to and usage of LTSMs

Part of the classroom observations was to determine access and usage of learning support materials (LTSMs) by teachers and learners. All schools in general had access to the curriculum documents (that is, the revised NCS information documents and teacher's guides). Teachers in Molteno schools, across the three grades, went further to employ the materials developed by the Molteno Project for lesson planning and delivery. This practice was evident in some schools where teachers did not have lesson plans and claimed to rely solely on the teacher's guide developed by the Molteno Project.

The issue of learner access to the materials developed by the service provider was also probed. Figure 5.4 depicts the percentages of schools whose learners had access to learner books and readers provided by the Molteno Project.

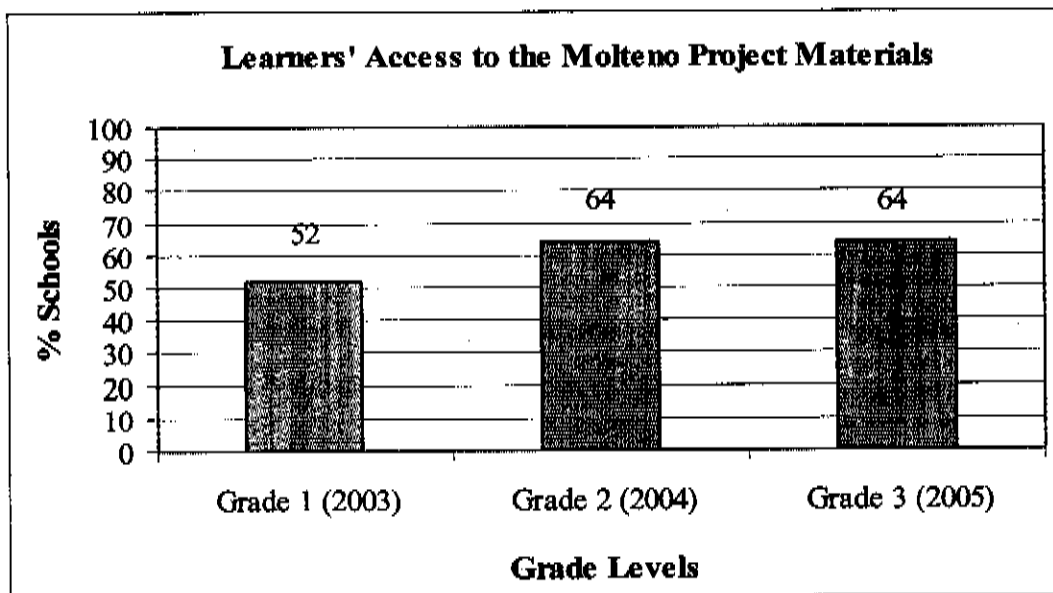


Figure 5.4: Percentages of schools with learner access to the Molteno Project materials

Learners in Grades 2 and 3 had better access to BTE materials than they did to Sesotho BTL materials when they were in Grade 1. Schools either purchased their own Molteno Project materials, or were given the materials by the service provider as a donation (Makgamatha & Masehela, 2005). The materials were available to the learners in one of the following manners:

- (i) A learner had his or her own copy s/he could keep and take home¹²;
- (ii) Each learner had a copy or a set which they received at the beginning of the lesson and was collected at the end of it;

¹² According to a Molteno Project trainer, schools are not supposed to give their learners the books (the Molteno Project materials) to take home as there is the potential of the materials getting lost.

- (iii) Learners did not have direct access to any Molteno Project materials, but were given photocopies of selected pages from these materials;
- (iv) Some learners shared the learner books where such books were in short supply.

Although the majority of non-Molteno schools were supposed not to have access to the service provider’s materials, one school in Grade 2 was reported to have access to Molteno materials. This is despite the fact that no single teacher in this category of schools was reported to have used Molteno materials when planning their lessons. One possible reason for this could be the movement of teachers across schools due to redeployment.

Over and above the availability of prescribed textbooks/set works, schools used other resources or materials such as newspaper cuttings for teaching and learning inside the classroom.

5.2.3 Teaching and learning process

For the majority of the classroom observations conducted across all grades, it was indicated that the lesson topics were clear (see Figure 5.5 below). These lesson topics were judged by the fieldworkers to be unambiguous and aligned with the lesson contents.

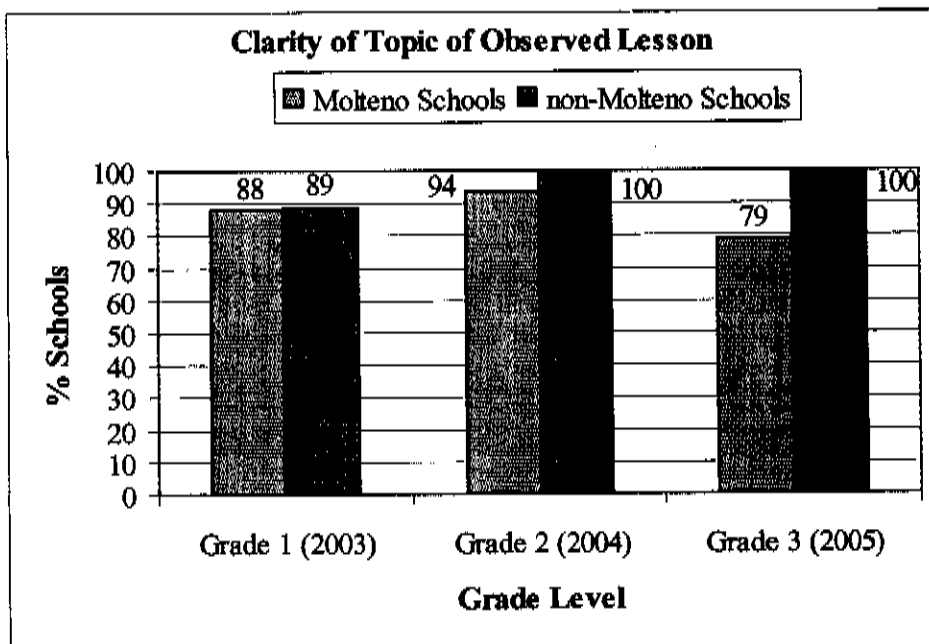


Figure 5.5: Percentages of schools with clear lesson topics observed

Thus between 79% and 100% of the lesson topics of the observed lessons in both school-type were considered to be in line with the content of the lessons. This was experienced

more in non-Moltano than Moltano schools. The rationale for this is that there were fewer non-Moltano schools compared to Moltano schools in the sample of participating schools. Fieldworkers were requested to verify whether the lessons observed were the same as the ones displayed in the lesson plans. Figure 5.6 indicates that between 83% and 100% of the lessons observed in the two school-type did match the ones recorded in the teachers' schemes of work for that day. However, most of the lessons observed in classes in the non-Moltano schools than in Moltano schools matched the lessons in the plans provided by the teachers. In addition, teachers in both school-type were reported to have referred to previously learned topics (or prior knowledge) at the beginning of their lessons in order to engage or initiate learners into a new lesson or knowledge. In most observations it was found that learners were initiated into a variety of 'worthwhile' activities such as reading, copying exemplars dictated by the teacher, writing essays/paragraphs and other forms of creative writing and speaking.

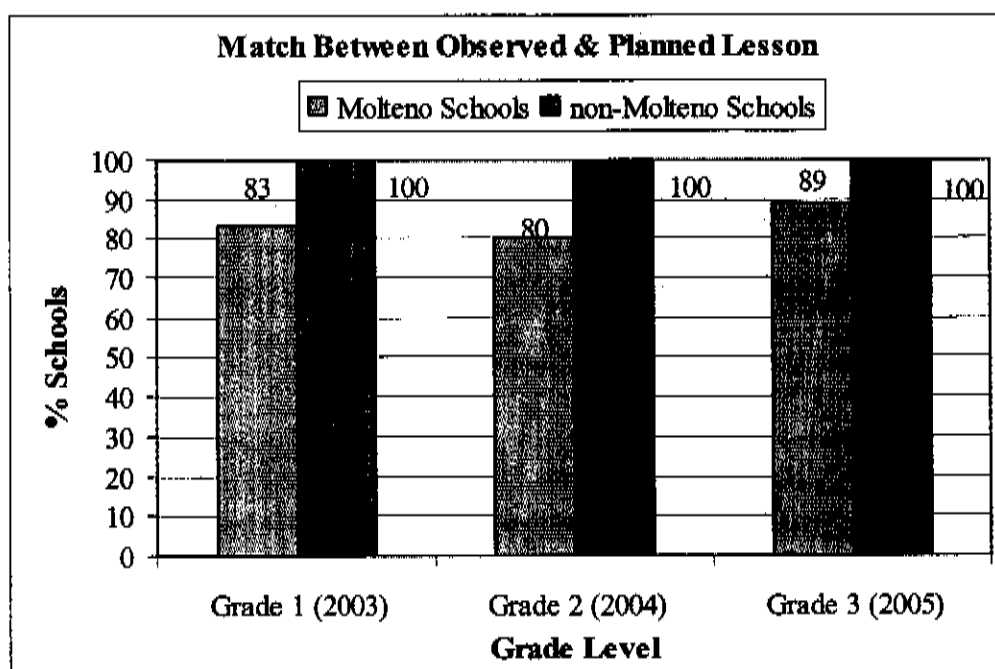


Figure 5.6: Percentages of schools with observed lessons matching the lesson plans

In addition, all teachers observed in both school-type, across the three grades, were found to have either “good” or “very good” knowledge of the content. The majority of them did not make obvious conceptual errors. Herein, the errors referred to are language errors occurring during language usage and construction (for example, oral language errors, grammatical or sentence construction errors). Teachers continually referred their learners to new sounds or words, often using teaching aids such as cards and learning materials

from the environment to enhance their teaching and the learners' understanding of the content.

5.2.4 Language usage in class

The usages of language for teaching and learning and for social interaction in class were also observed. Data shows that, in Grade 1 teachers in the two types of schools instructed their learners through the medium of Sesotho. This practice, however, changed in Grades 2 and 3 as teaching and learning in these grades happened through English and/or Sesotho, and by code-switching between the two languages. With reference to language usage in Grade 2, the Molteno Project had this to say:

“The question of code switching in an English second language class is a moot point. When the learners' only exposure to the target language is in the language class it is not advisable to liberally use code switching. The Bridge series is based on a combination of theories – total immersion and of comprehensible input. For this, learners need to be exposed as much as possible to comprehensible aural texts and we therefore discourage code switching. We do not however, 'ban' the use of Home Language but we advise teachers as follows (and this is in the Teacher's Guide). If learners cannot grasp the meaning of the word/phrase from context, then say it in English, then say it clearly in HL and then repeat it clearly in English. The fact that [some] teachers used Sesotho in an English Additional Language class exclusively is a concern to Molteno”

The teacher-learner interactions in both Molteno and non-Molteno schools were carried out mostly in Sesotho in Grade 1. In Grade 2 the interactions reportedly occurred mostly in Sesotho then followed by English whereas in Grade 3 it was vice-versa. However, instances of code-switching between these two languages were also observed in Grades 2 and 3 in both types of schools during teacher-learner interactions. This is not surprising since a significant number of the learners in both Molteno and non-Molteno schools had Sesotho as their home language.

In addition, teachers were rated for their competence in the usage of the language of instruction in Grade 1(Sesotho) and the teaching of English as an additional language in Grades 2 and 3. The majority of teachers in both Molteno and non-Molteno schools were rated highly from “good” to “very good” for their language teaching competence.

For the Molteno schools taken alone, the teacher competence in Sesotho home language and English additional language are indicated in Table 5.2 below for the three grades. A

larger proportion of teachers of Grade 1 (71%) in this school-type are considered to have displayed a “very good” level of competence for Sesotho as LOLT. A smaller proportion (17%) of teachers in the same grade was judged to have displayed a “good” level of proficiency for the same language.

Table 5.2 Teachers’ competence in Sesotho and English

Very good	17 (71%)	8 (40%)	8 (38%)
Good	4 (17%)	10 (50%)	10 (48%)
Satisfactory	2 (8%)	1 (5%)	3 (14%)
Poor	1 (4%)	-	-
Cannot make judgment	-	1 (5%)	-

Note: N is for the number of teachers observed

Regarding English as a first additional language, less than 40% of the teachers in Grades 2 and 3 (that is, 40% for Grade 2 and 38% for Grade 3) showed a “very good” level of competence for the language whereas nearly half of them in each grade (50% in Grade 2 and 48% in Grade 3) displayed a “good” level of ability for English usage in class. This is understandable given the fact that most teachers in these schools, like their learners, spoke Sesotho as a primary language. English to them was an additional language.

5.2.5 Feedback to learners

The provision of feedback to learners by teachers is an essential component of learning. Fieldworkers reported that teachers in all three grades provided feedback to their learners individually, as a class or both. Also, during the observations, teachers in both Molteno and non-Molteno activities conducted the following activities in Grades 1, 2 and 3:

- (i) Checked whether learners have completed their homework;
- (ii) Corrected the classwork on their own;
- (iii) Gave learners classwork and collected the books or worksheets to mark later;
- (iv) Some teachers gave learners homework.

The kind of classwork or homework teachers gave to their learners included:

- (i) Completing worksheets or activities written on the chalkboard;
- (ii) Completing exercises from textbooks or other resources
- (iii) Reading from the book;
- (iv) Writing essays, stories, letter or paragraphs.

Teachers in both Molteno and non-Molteno schools are said to have given their learners feedback on either classwork or homework during the lessons. Majority of the teachers often gave learners time to think and digest the questions asked before requesting answers. In some cases, they even asked learners whether they had understood the questions with the aim of rephrasing the questions if need be.

As part of the classroom observation exercise, teachers were asked to supply fieldworkers with copies of their learners' portfolios to be analysed. The purpose thereof was to study the feedback provided by teachers. Between 15 and 20 teachers submitted their learners' language portfolios to the fieldworkers. A study of the portfolios revealed that, across the grades, teachers provided feedback to their learners by using the following:

- (i) teachers' signature,
- (ii) ticks and crosses,
- (iii) symbols, and
- (iv) substantial or conceptual comments.

In both Molteno and non-Molteno schools, teachers prominently used the feedback method of attaching their signatures to the learners' classwork and homework exercises. This applied equally across the two types of schools.

Although in the case of Molteno schools it was indicated that the Molteno Project trainers did check the learners' portfolios regularly, no evidence was provided to substantiate this statement. One reason could be that trainers of the service provider were not expected to write comments in the learners' books and portfolios as this was neither their right nor their function, but the sole duty of the school and PDoE officials¹³.

¹³ At school level, the class teacher and/or members of the school management team are allowed to check and write comments in learners' exercise books, portfolios and workbooks. Additionally, Learning Facilitators from the district are also allowed to do the same.

6.1 Aim of the Chapter

Reported in this chapter are the views of the Heads of Department in the Foundation Phase or school principals of the sampled schools. The chapter explains the views points of HODs or school principals regarding the implementation of the literacy interventions of the Molteno Project by concentrating on the following issues:

- a) School visits by education (district) and the Molteno Project officials;
- b) The training that teachers received;
- c) Receipt of learning support materials by the schools;
- d) The support that teachers received from the school management in implementing the Molteno Project programmes;
- e) Sharing of best practices by schools; and
- f) Parental involvement in the implementation of the Molteno Project programmes.

6.2 Background

A school observation schedule was used to gather data on the general operation of schools. Fieldworkers used the instrument to interview the Foundation Phase Heads of Department (HODs) or school principals in the schools and to conduct document analyses. During 2003 (in Grade 1) and 2004 (in Grade 2), the school observation activities engaged by the fieldworkers included accessing and studying the schools' register of visitors, curriculum documents received by the schools (especially for the Foundation Phase), and teachers' long-term and short-term planners. In 2005 the same instrument was modified from an interview schedule to a self administered questionnaire completed by the Foundation Phase HODs or school principals in the schools. Table 6.1 below indicates the number of Foundation Phase HODs who participated as respondents in the school observation component of the evaluation. The number of HODs for both Molteno and non-Molteno schools taken together, range from 29 (in Grade 1) to 33 (in Grade 3). Both the interview schedule and the questionnaire were used to collect information on the following:

- a) School visits by education (district) and the Molteno Project officials;

- b) The Molteno Project's training workshops conducted for teachers and school managers;
- c) Receipt of learning support materials by the schools;
- d) Existence of learning programmes and curriculum statements in schools;

Table 6.1: The number of HOD or school head respondents to the school observation instrument

Molteno Schools	20	24	24
non-Molteno Schools	9	7	9
Total	29	31	33

Information regarding receipt of LTSMs and curriculum documents, and the existence of learning programmes and curriculum statements in schools has already been dealt with in Chapter 5 of this report under classroom observation. What follows are matters regarding school visits by education and Molteno officials, and the training of teachers by the Molteno Project officials.

6.3 Intervention Profile

The evaluation was designed to show the impact of the Molteno Project programmes in schools which were receiving BTL and BTE literacy interventions. One requirement of the design was that there should be no literacy intervention of any kind in non-Molteno schools. From 2003 to 2005, the Molteno schools were in receipt of the literacy intervention from the service provider. During the same period, the non-Molteno schools were not subject to any literacy intervention except for the training and support activities given by district Learning Facilitators¹⁴.

6.4 School Visits by District, Molteno Project Officials and Parents

During 2003 and 2004 phases of the evaluation, the issue of school visits was restricted to education officials and the Molteno Project trainers. However, in 2005, parental involvement was also probed. The latter is crucial in determining the level of parental support to their children and the teachers who teach them. Consequently, in 2005 the Foundation Phase HODs or school principals were asked to indicate whether or not they did receive visits from the education officials, Molteno Project trainers and the parents of

¹⁴ Non-literacy related projects and programmes were in operation in some of the non-Molteno schools at the time of the evaluation. They included HIV/AIDS and child abuse awareness projects offered by out of school agencies.

the learners. Furthermore, they were asked to say who was being visited, the rationale for such visits, and the duration of the visits.

According to the responses of HODs and school principals, officials from the education district office¹⁵ and the Molteno Project did visit the schools each year from 2003 to 2005. On the one hand, education officials generally visited both the Molteno and non-Molteno schools to offer support to school managers¹⁶ and individual teachers on matters pertaining to school governance and curriculum delivery. On the other hand, the Molteno Project trainers visited Molteno schools only for the purpose of training, monitoring and supporting teachers with regard to the implementation of BTL in Grade 1 and BTE in Grades 2 and 3.

In 2003, 17 Molteno schools indicated that they were visited by the officials of the service provider for monitoring and support purposes. Most of these visits were carried out during the second half of the year. In the following year (that is 2004), 13 Molteno schools were visited during the implementation of BTE in Grade 2. Lastly, in 2005, 11 schools were visited in the second, third and fourth terms with the purpose of supporting teachers in the implementation of BTE in Grade 3. This represents less school visits when compared to those reported by the Molteno Project trainers in Chapter 4. It was not possible to rationalise the cause or causes of this discrepancy as the scope of the evaluation did not allow an in-depth study into this matter.

According to the responses of HODs and school principals, monitoring and support by the Molteno Project trainers took the following form:

- a) Checking the learning and literacy progress of learners (especially those with learning barriers) by going through their exercise books, portfolios and workbooks;
- b) Monitoring the implementation of BTL and BTE by teachers;
- c) Discussing the worksheets and lesson plans with teachers;
- d) Supporting and motivating teachers; and
- e) Making preparations for the HSRC end of the year testing.

According to the HODs, in 2005, there were instances where the Molteno Project trainers also visited school principals in the course of supporting teachers in the schools. This is a commendable step towards sensitising school managers to the work of the service provider in their schools. The duration of the visits to schools by the Molteno Project trainers,

¹⁵ The Learning Facilitators from Thabo Mofutsanyana district often visited the schools as they are in charge for supporting teachers in regard to curriculum delivery in the classroom.

¹⁶ A school management team normally consists of the school principal, deputy school principal, Heads of Department and the School Governing Body.

according to the respondents, range from 30 minutes to four hours. It appears as if the time spent by the trainers in schools was dictated by the intent of the visits and by the findings about progress underway.

In 2005, it was also reported that the parents of the Grade 3 learners also visited the schools for the purpose of discussing progress of learners in their schoolwork. During their visits, parents mainly interacted with the teachers¹⁷ and members of the school management team.

6.5 Training of Teachers

Part of the evaluation included determining the kind of training teachers received on both the BTL and BTE programmes of the Molteno Project from 2003 to 2005. Evidence of training given to teachers by the service provider was obtained from the following sources:

- a) Information obtain from HODs or school principals;
- b) Interviews with the Molteno Project trainers (see Chapter 4);
- c) Analyses of field reports compiled by Molteno Project trainers (see Chapter 4);
- d) The workshop attendance registers; and
- e) Recordings by the Molteno Project trainers in the school visitor's books.

All sources indicated that training of teachers on BTL and BTE was often conducted through group workshops in central venues or as on site support workshops at the request of individual schools (Makgamatha and Masehela, 2004). Participants in the workshops often comprised few HODs with the majority being teachers. The workshops were open to all teachers in Molteno schools though. Teachers in non-farm schools had the opportunity to attend the workshops as scheduled. Their colleagues from farm schools were sometime unable to attend the training workshops due to material conditions. For instance, if a farm school has one teacher, such a teacher often found it difficult to leave children alone in order to attend a workshop, especially if it meant that she would have had to leave the school early in order to travel to a workshop.

6.6 Learning and teaching support materials.

Under this section we investigated whether schools received any support materials, the supplier of those materials and the types of those materials.

HODs or school principals were also asked to explain the types of LTSMs they received from the Molteno Project. Most schools in the Molteno project indicated that they were

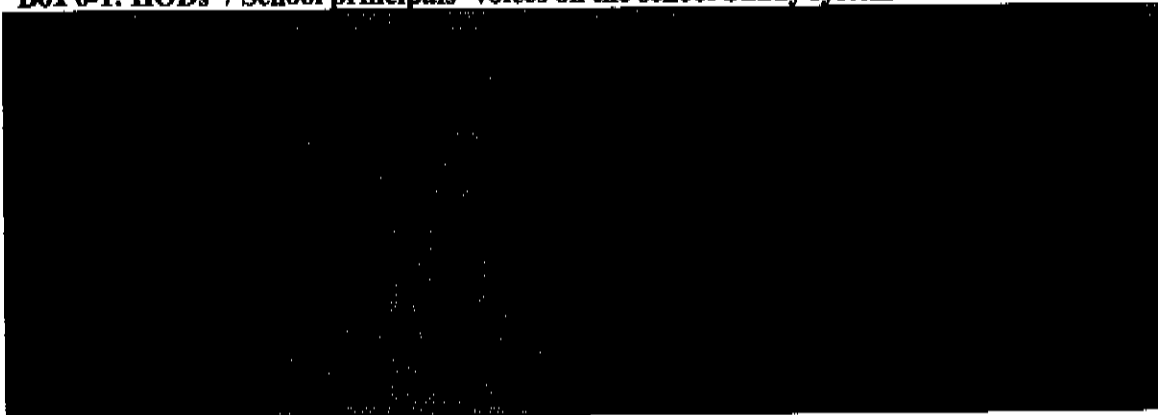
¹⁷ These were at most the class teachers of their children.

supplied with Bridge to English books. Some received the Sesotho BTL books in addition to the English BTE ones. Schools were also supplied BTL and BTE teacher's guides. In general, the Molteno schools reported to have received the teachers' guides, learners' books and the activity guide.

6.7 Buddy system in BTE implementation

In 2005, the issue of whether schools did support each other in implementing the Molteno Project programmes was probed. The HODs or school principals were asked to briefly explain whether or not their schools collaborated with other nearby schools in implementing the BTE programme in the Foundation Phase, especially in Grade 3. In general the HODs and school principals indicated that they were collaborating with each other within and between the schools. Some of the views of individual respondents are captured in Box 6-1 below.

Box 6-1: HODs' / School principals' voices on the school buddy system



6.8 SMT support to BTE implementation

In 2005, the HODs or school principals were asked to briefly explain how their school management (comprising school principals and their deputies, HODs and SGBs) supported teachers in implementing the Molteno Project's BTE programme. The HODs were singled out as SMT members very much close to the teachers in supporting the implementation of the Molteno Project literacy programmes. The principal's role is said to be more management related than supporting teachers with classroom teaching.

In all the Molteno schools, there was general consensus that among all the members of the SMT, the HODs played a crucial role in supporting the teachers. They regularly held workshops with the teachers to discuss and clarify all the problems that teachers were encountering. For instance, in one school it was mentioned that lesson preparations are submitted to the HOD on a weekly basis so that they can be checked. The HODs also

visited the Foundation Phase classes to check and monitor the teachers' progress. In some schools HODs were also involved in teaching the Grade 3 learners.

6.9 Parental Involvement in the Moltano Project

In 2005, the Foundation Phase HODs or school principals were asked to explain what they were doing to ensure parental awareness of and involvement in the Moltano Project activities in general. Although most of the schools did involve the parents in their children's learning activities in general, they did not sensitise parents and caregivers to the activities of the service provider. For instance, only HODs in two schools indicated to have involved parents in the Moltano Project. In one school it is said that they arranged parent meetings with teachers to inform them about the activities of the service provider in the school. In another school parents were informed about how easy it is for their children to read and write correctly in their home language (that is Sesotho) and English first additional language by using the Moltano Project activities.

The fact that only a few schools informed the parents and caregivers about the Moltano Project activities concurs with the assertion of the Moltano Project trainers that they never inform the parents and caregivers of learners about the work of the service provider.

6.10 Successes and challenges in the implementation of BTE

In 2005, HODs or school principals were also asked to comment on the successes and challenges their schools were experiencing in implementing the Moltano Projects' BTE programme. Most schools were happy about the results of the Moltano Project. The successes of implementing the BTE programme in the schools, according to HODs, are summarised in the Table 6.2.

Table 6.2: The successes schools experienced in implementing BTE

Learners can read fluently and they are proud of them. They can work very well in groups and individually. They can work by their own if they are given a task to complete.
Learners are fluent in speaking English. Learners manage to read and write English. Learners fit easily when transferred to English medium schools.
Learners know how to express themselves in English. They know how to think for themselves
They have started using LTSM in September but there is a lot of improvement in learners. They read with some fluency and confidence and express themselves better. The dictionary building and My Wordbook is helping them with vocabulary, spelling and phonetics-sounds.
Bridge to English learners are able to read and write English vocabulary at their level. They are free to communicate easily with other people in English. They can read anything written in English.
Even though training for all foundation phase was done this year, most learners are able to talk, read and write correctly and the school intends to use BTE programme in Grade 4 next year.
Learners who are doing Moltano are more good readers. They are also fluent in language especially English. They are good in spelling, that is, they are able to write words and sentences.
Learners are able to read and write English more easily than ever before. They also enjoy English

lessons.
Learners are able to space correctly, to start with a capital letters and to use other punctuation marks in a language. It has improved the standard of expression during the lesson from the learners and educators and they enjoy the language
The learners really enjoy reading the books because of pictures. The books are at the level of learners and they are very easy. They are able to talk looking at the conversational posters and writing their own stories.
It makes learners able to read. It also makes it easier for learners to write. The project makes learners open-minded.
My learners can read and write with ease. They can work – discuss in groups and answer their questions when asked. They can retell their stories to their partners, teacher and parents.
Learners are free to read English, write and talk. They read not only books in class but even those higher classes

The HODs and school principals stated the following, as the challenges they are faced with when implementing BTE in their schools (see Table 6.3):

Table 6.3: The challenges that schools are facing while implementing BTE

All educators should be on the same level with the implementation of Molteno approach.
Due to the fact that educators were trained this year at the second term. They are behind with their work but this will be corrected next year as we will know where and how to start.
Although the programme is good, the problem is that the department does not supply the school with the necessary LTSM for Molteno. Teachers are running short of educators' guides as well as learners' books.
Molteno planners must please design their time tables in such a way that trainings take place either towards the end of the year prior to implementation or as early as January on the year of implementation. Thorough training and workshops are needed before implementation.
We need more training, schools based support and material because most of the parents are not working.
The educators had problems to assist the slow achievers as they can't write sentences. Most of them cram the sentences and when they are broken into sounds, they are unable to identify a sound needed or mention it.
There should be enough resources so regarding the method so that it can be easily extended to all classes such as up to Grade 6.
I am pleading to you please tell the government to give us choice of the books we want to order. Molteno books are not in the ordering list.
Insufficient resources like e.g. Worksheets, Textbooks, and Teacher's guide. Regular training. Regular visits for guidance.
The challenge we are facing is to continue with Molteno project in Grade 4. We need training for this.

Parental Involvement in Literacy Development

7.1 Aim of the Chapter

The purpose of this chapter is to describe the involvement of parents or caregivers in their children's school activities, especially in the literacy development of their children. From 2003 to 2005, a Sesotho translated questionnaire was designed and administered to parents and guardians of learners in the schools sampled for the evaluation. Only learners who took the literacy tests in each of the three grades (Grades 1, 2 and 3) were given the questionnaires to take home to be completed by their parents or guardians. The main objective of the parents or caregiver questionnaire was to obtain the views of the parents and caregivers about the schools attended by their children, and assess the extent of parental (or caregiver) involvement in the activities of the schools especially with regard to the work of the Molteno Project in the schools.

Table 7.1 and Figure 7.1 below indicate the number of parent or caregiver questionnaires handed out to the learners and the return rate per grade.

Table 7.1: Percentages of Parent or Caregiver Participants

Molteno Schools	251 (66%)	424 (65%)	481 (69%)
non-Molteno Schools	128 (34%)	231 (35%)	214 (31%)
Questionnaire return rate (All schools)	379 (41%)	655 (80%)	695 (92%)

From both the table and the graph, the number of parents or caregivers who completed and returned the questionnaires decreased across three years ($n=929$ in 2003, $n=823$ in 2004 and $n=752$ in 2005). This was as a result of a decrease in the total number of learners taking part in the study from 2003 to 2005 (or from Grade 1 to Grade 3). In the absence of an in-depth analysis of causes of attrition in the sample sizes during the period of the evaluation, the following plausible reasons are advanced:

- a) The transfer of learners from one school to another,
- b) Learners dropping out of school, and
- c) Learners held back in a grade.

Furthermore, the questionnaire return rate for all the schools taken together increased during the period of the evaluation (41% in 2003, 80% in 2004 and 92% in 2005). This was as a result of fieldworkers putting more effort into getting back as many questionnaires as possible and the co-operation they received from the learners and teachers. Another observation from Figure 7.1 is that, proportionately more questionnaires were received from parents or caregivers of learners attending Moltano schools than those in non-Moltano schools across all three grades. The gap in questionnaire return rate between Moltano and non-Moltano schools could be the consequence of a combination of school and learner home factors.

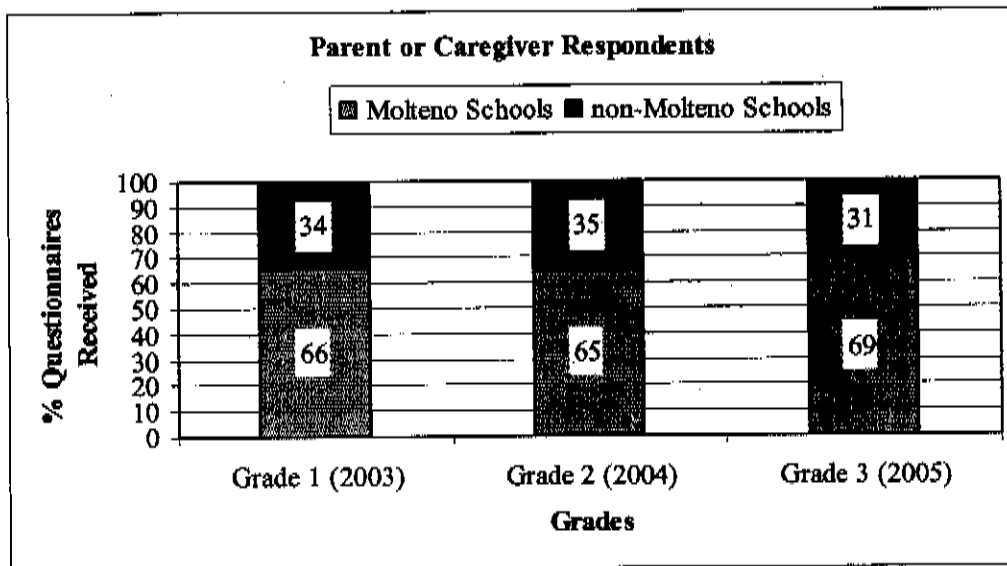


Figure 7.1: Parent or caregiver questionnaires return rate

The majority of the questionnaires were completed satisfactorily to allow analyses of data. Responses to questions on the questionnaires were captured using SPSS and frequencies computed. It was anticipated that only parents and caregivers whose children were attending Moltano schools would demonstrate better awareness and the value of the Moltano Project interventions.

7.2 Background of the Parents or Caregiver

When completing the parent or caregiver questionnaire, respondents were asked to indicate their relationship to the child or learner. They had to specify whether they were the father or mother of the learner, or any other person acting on behalf of the parents. Displayed in Figure 7.2 are the total percentages of the respondents whose children were at the Moltano and non-Moltano schools. Majority of respondents who completed the parent or caregiver questionnaire in the two types of schools, from 2003 to 2005, were mothers. They ranged from 46% (non-Moltano (2003)) to 62% (for Moltano and non-

Molteno (2004)). Mothers were followed by any other persons acting on behalf of the parents representing between 21% (non-Molteno (2004)) to 39% (non-Molteno (2003)) of the respondents. This could have been any family relations or even older siblings who were able to assist in cases where parents could not read and write. The lowest group of respondents in both school-type consisted of the fathers. They made less than 14% of the respondents from 2003 to 2005.

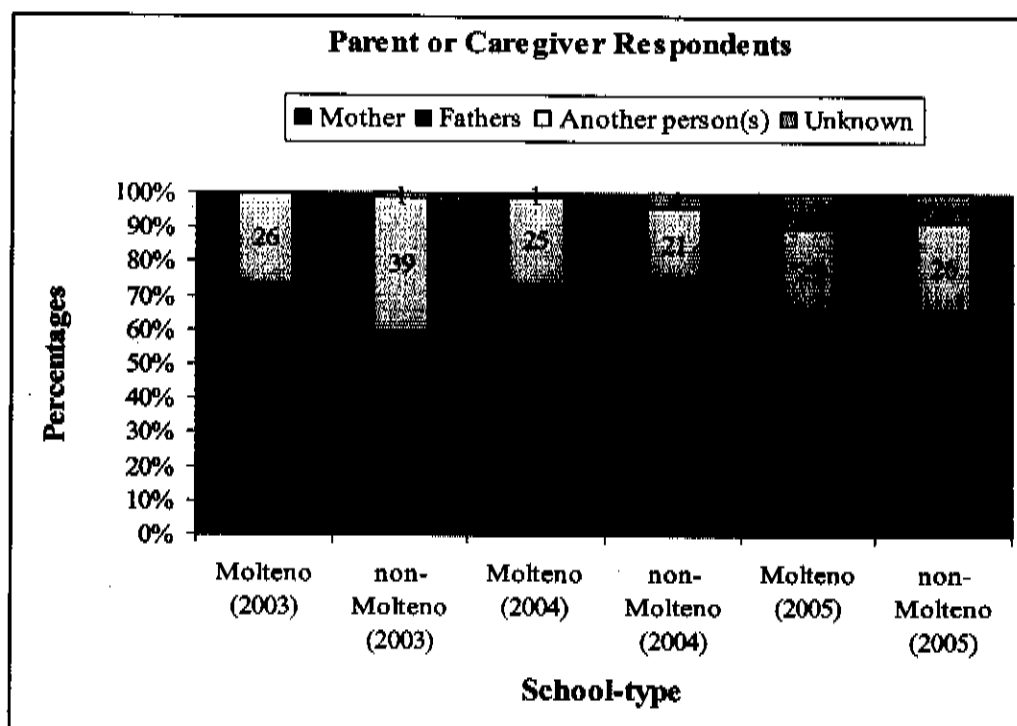


Figure 7.2: Respondents to the parents or caregivers questionnaire

This suggests that mothers were the immediate available primary caregivers to meet the children's educational needs than fathers or any other guardian. The study did not look into the reason(s) for the low level of participation of fathers in this regard. Consequently, any initiative taken to include parents or caregivers in the educational lives of their children should target the mothers as they are the immediate and available primary care givers of the learners.

7.3 The Employment and Educational Levels of Parents or caregivers

The level of education obtained by a caregiver or parent and type of work that they do can influence the kind of educational support they are likely to give to their children or dependents. While in 2003 these two issues were not probed, in 2004 and 2005 parents and caregivers were asked to indicate whether they were employed and to state the levels of education they had received.

In 2004, more than 64% (395 out of 616) of caregivers and parents of learners in both Molteno and non-Molteno schools collectively indicated that they were unemployed. The issue was investigated further in 2005 focusing on the mother and the father. It was reported that between 26% and 34% of the mothers and fathers were involved in some form of employment as farm labourers, domestic workers, or being self-employed. Few held professional jobs such as being teachers or police officers. Their levels of education as indicated in Figure 7.3 below further support this.

In 2004, 39%, 52% and 8% of the 655 caregivers and parents in all the schools reported to have received primary, secondary and post school education respectively. Only 1% did not indicate their level of education. However, in the following year (that is, 2005), 44%, 43% and 6% of 695 parents and caregivers indicated to have completed their primary, secondary and post school education respectively. Figure 7.3 below depicts the levels of education achieved by parents and caregivers of learners in Molteno and non-Molteno schools as report in 2004 and 2005.

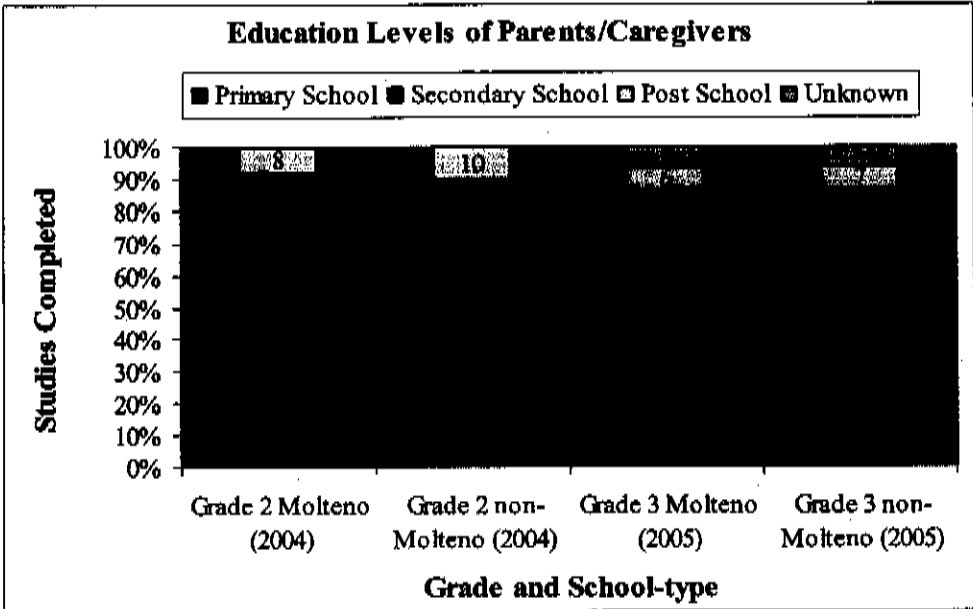


Figure 7.3: Parents’ or caregivers’ levels of education

In 2004 and 2005, about 80% or more of the parents and caregiver of children in both types of schools indicated to have received both primary and secondary education. Not more than 10% reported to have studied beyond the school level. Consequently, the educational levels of the parents and caregivers represents a potential that can be exploited through literacy interventions such as the ones offered by the Molteno Project.

7.4 School Distance and Mode of Transport

The distance that learners travel to school does impact their performance in class. Children who travel longer distances to school, especially those with no means of transport, are likely to arrive late and exhausted at school. It is often not uncommon in the South African context, especially in the Free State province, to find children attending rural and farm schools having no organised transport to take them to school every morning.

Respondents were asked to estimate the distances traveled by their children from home to school and the mode of transport that they were using. Figures 7.4 and 7.5 represent respectively, the distances reportedly traveled by learners to school and the means of transport they were using.

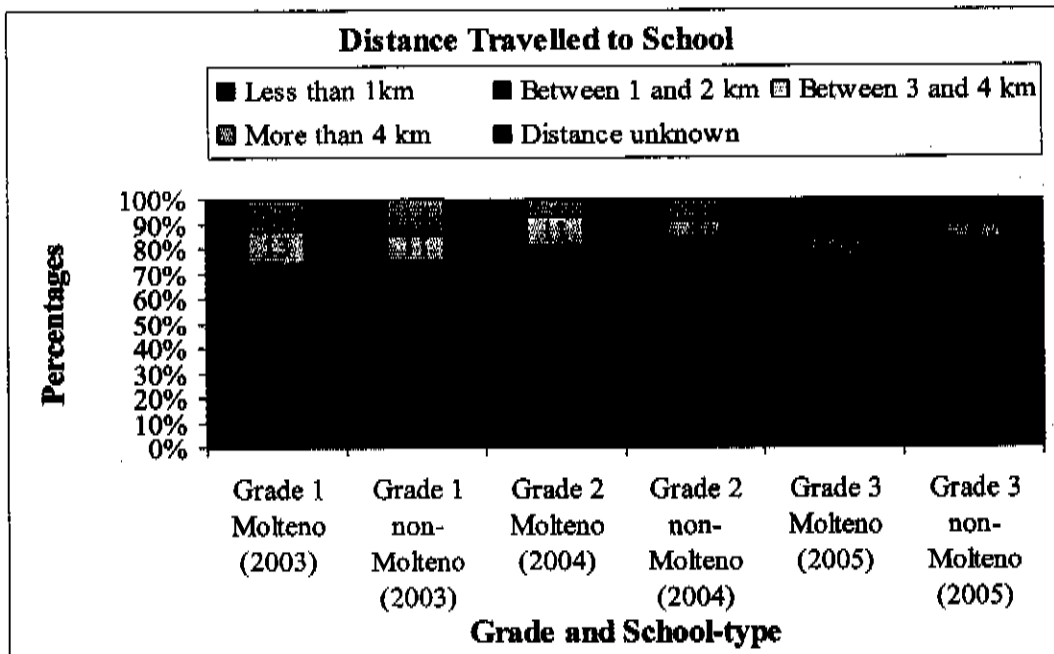


Figure 7.4: Distance traveled by learners to school

From Figure 7.4, between 48% (Grade 1 Molteno (2003)) and 57% (Grade 2 Molteno (2004)) of learners in Molteno schools were reported to travel less than a kilometer to their schools. Similarly, an equivalent proportion of 45% (Grade 1 non-Molteno (2003)) to 55% (Grade 3 non-Molteno (2005)) learners in non-Molteno schools also traveled a distance of less than a kilometer to reach their schools. Thus, according to the parents and caregivers, majority of the learners in both school-type were staying less than a kilometer from their schools. The proportion of learners who reportedly stayed between 1 and 2 kilometers away from their schools ranged from 23% (Grade 3 Molteno (2005)) to 26% (Grade 1 Molteno (2003)) for the Molteno schools, and between 27% (Grade 3 non-Molteno (2005)) and 31% (Grade 2 non-Molteno (2004)) for non-Molteno learners. Less than 26%

of the learners in the two types of schools traveled between 3 and 4 kilometers or more to get to their schools.

From Figure 7.5, the overwhelming majority of the learners in Molteno and non-Molteno schools walked on foot to get to their schools.

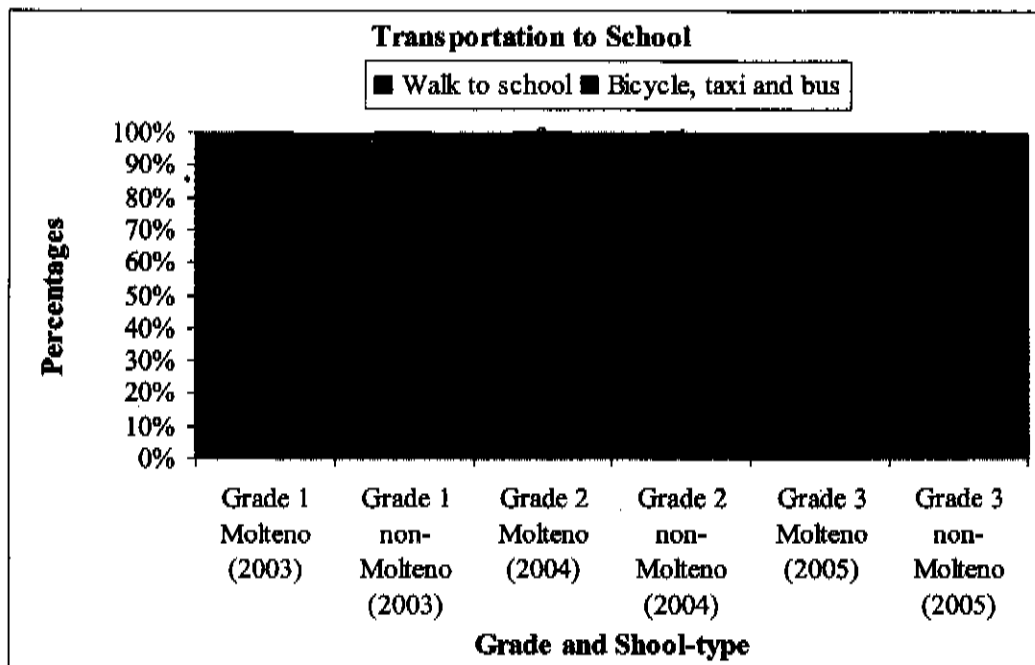


Figure 7.5: Mode of transport used by learners to get to school

Only less than 9% of them used modes of transportation such as buses, taxis and bicycles. This is supported by the fact that between 78% and 87% of the learners in Molteno and non-Molteno schools were reported to take 16 to 30 minutes or less, to get to their schools as depicted in Figure 7.6 below.

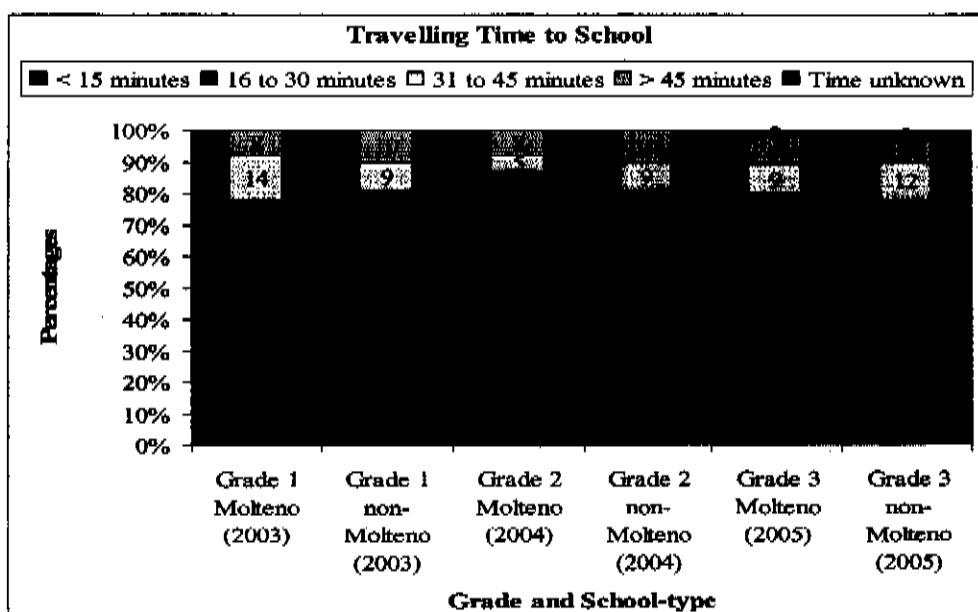


Figure 7.6: Time taken by learners when traveling to get to school

Furthermore from Figure 7.6 above, only 13% to 22% of the learners in both types of schools took 31 to 45 minutes or longer to get to their schools.

7.5 Home language and the language of learning

Parents and caregivers were asked to indicate the language or languages spoken in their homes. From 2003 to 2005, the majority of caregivers and parents in all schools reported that Sesotho was spoken or used popularly in their homes. Between 89% and 95% of the parents and caregivers of learners in all the schools reported that Sesotho was used in their homes more than the other ten official languages. This is further supported by their reports on the use of spoken English at home as depicted in Figure 7.7 below.

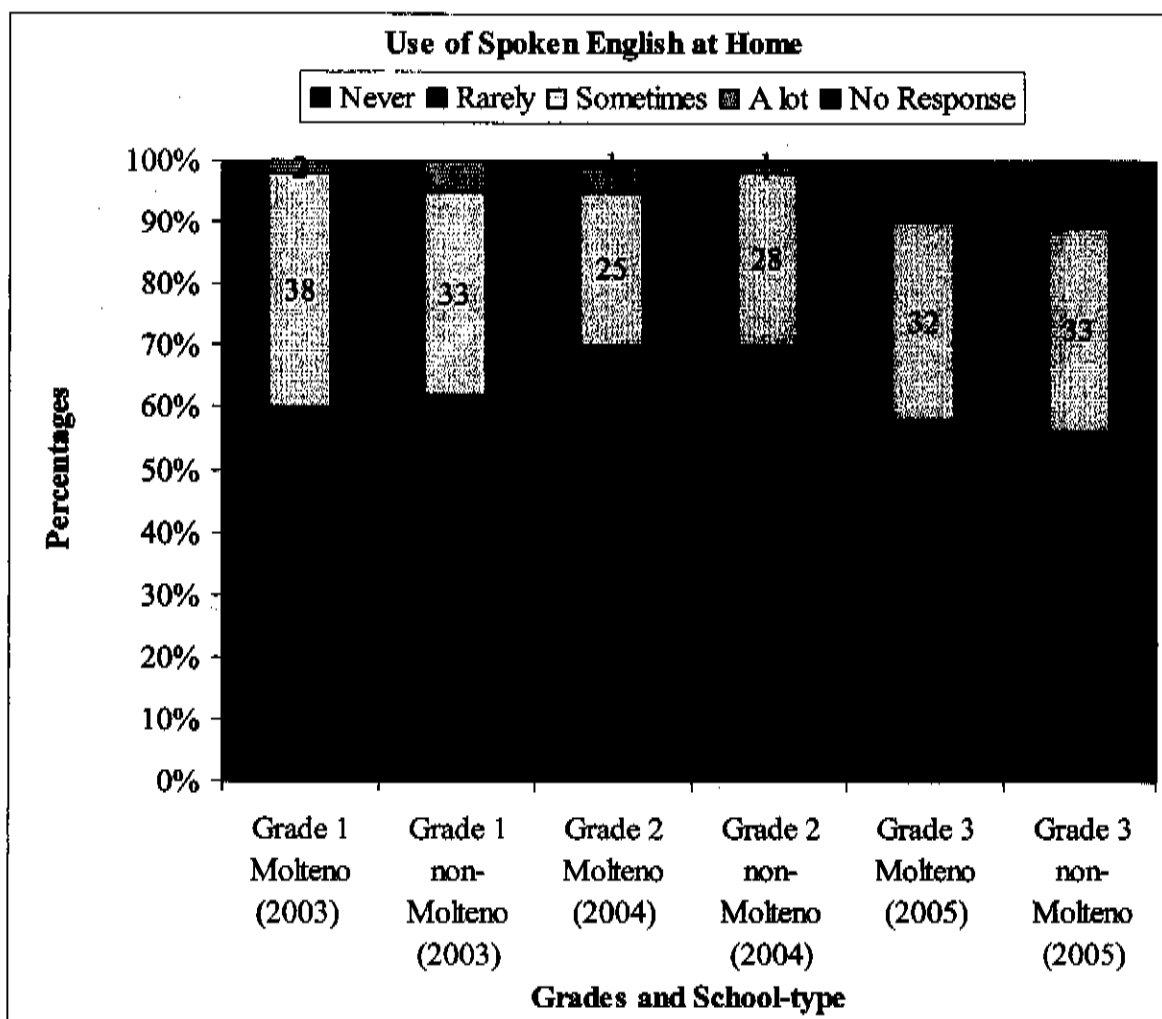


Figure 7.7: Parents' reported usage of spoken English at home

More than half of the parents and caregivers in both Moltene and non-Moltene schools never use spoken English at home or did so rarely. Between 25% and 38% of them reported that communication in their homes is conducted through the medium of English

whereas less than 5% indicated that they used spoken English a lot. The use of spoken language is crucial for the development of other language skills and ability. However, according to the Molteno Project,

“Learning to read and write, even in one’s Home Language is a still an enormous conceptual leap and the fact that Molteno learners achieved this much better than non-Molteno learners points to the need for careful, systematic teaching supported by effective materials”.

Learning to read and write in English as an additional language could be made more difficult if the learners are deprived of the opportunity to develop oral skills for the language from their homes. When learning English as an additional language at school, learners have to develop the oral, reading and writing skills at the same time.

7.6 Educational Support Received by Learners

The support that children get from significant adults such as parents and caregivers in their school work is crucial for the children’s educational development. Parents and caregivers were asked to indicate whether they do listen to their children reading. Their responses are depicted in Figure 7.8 below.

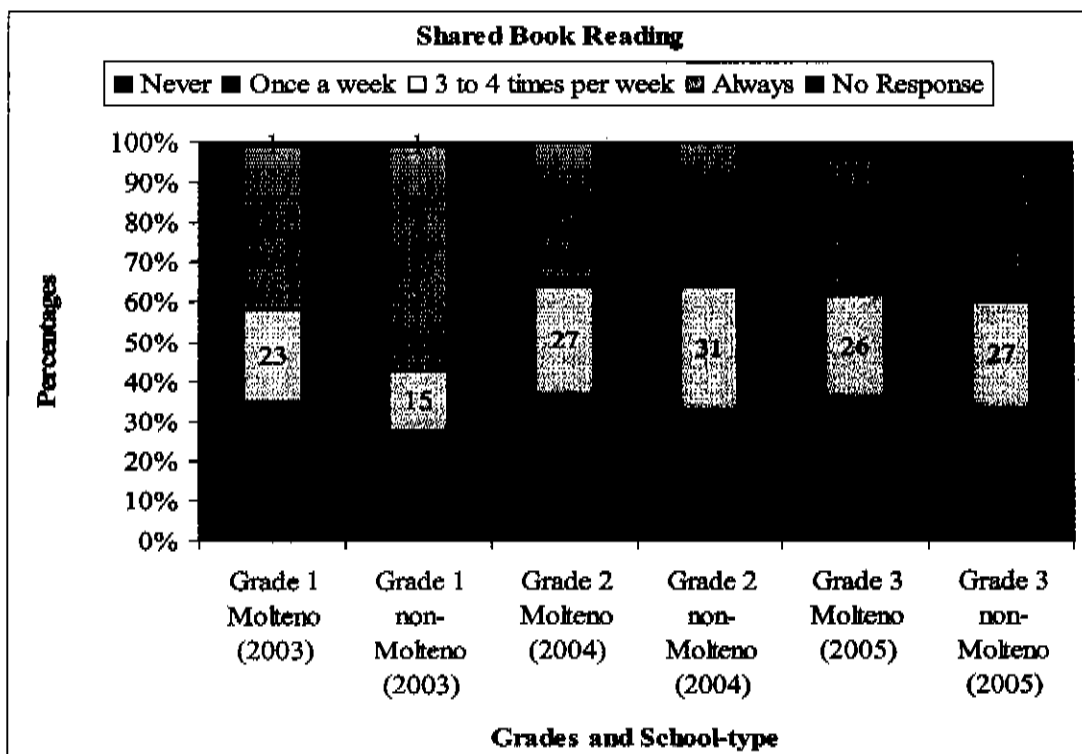


Figure 7.8: Adults and learners shared book reading

The practice of an adult listening to a child reading is called shared book reading. An adult listener, who may often be an accomplished reader, will listen and formatively guide the child when making reading errors such as mispronunciation of words. According to Figure 7.8, most parents and caregivers practiced shared book reading in all grades regardless of whether a school was Molteno or non-Molteno school. The study was limited in terms of probing further the nature of the shared book reading activities.

The habit or behaviour of reading books is linked to having access to books. Books that the children read could be obtained from the schools (school libraries), public libraries or homes. Consequently, parents and caregivers were asked to indicate whether their children do visit public libraries. Between 73% and 93% of the parents and caregivers across all schools and grades indicated that their children never visited a public library. By implication, the shared book reading reported above could be limited to school readers. Also, helping a learner to do homework may be mistaken for shared book reading since between 87% and 95% of parents and caregivers reported that their child often talked to them about what they did at school.

Furthermore, in 2004 and 2005, parents and caregivers were asked to indicate whether they were aware of and knowledgeable with regard to the work done by the Molteno Project in the schools attended by their learners. The overwhelming majority of the parents and caregivers in Molteno and non-Molteno schools reported that they did not know anything about the Molteno Project. On the one hand, only between 27% and 35% of the parents and caregivers of children in Molteno schools stated that they knew something about the service provider. The most prevalent reason of their knowledge of the service provider is the questionnaires that they received as part of the evaluation. In addition, there is a possibility of parents and caregivers having encountered the service provider's materials through learners or schools. However, the bottom line is that parents and caregivers of learners in Molteno schools only had surface knowledge and awareness of the work done by the service provider. This confirms the assertion made by the Molteno Project trainers that they never engaged with the parents and caregivers of learners in the Thabo Mofutsanyana schools. On the other hand, between 16% and 17% of parents and caregivers whose children were attending non-Molteno schools indicated that they had knowledge about the Molteno Project. They too got to know about the service provider during the evaluation of the impact of its literacy programmes.

Conclusions and Recommendations

8.1 Background

This summative report is the third and the final report of a three year longitudinal evaluation of the impact of the Molteno Project programmes in schools under the Thabo Mofutsanyana district of the Free State Department of Education. These schools were participating in the Molteno Project's literacy programmes of *Breakthrough to Literacy* (BTL) and *Bridge to English* (BTE). The BTL programme is a mother tongue based initial literacy programme that precedes BTE. The BTE is a programme designed to develop oral and literacy skills in English as a first additional language by building on the language skills cultivated through BTL (Molteno Project, 2006d). Both the BTL and BTE literacy programmes were implemented in some of the schools in the Thabo Mofutsanyana district by the Molteno Project trainers. Trainers from this service provider trained, monitored and supported teachers of the Foundation Phase (that is, Grades 1 to 3) in the application/implementation of both programmes in literacy teaching in the classroom. Teachers were initially trained on BTL to prepare them for Sesotho mother-tongue literacy teaching in the Foundation Phase, beginning with Grade 1. This was followed by BTE training in which the same teachers were prepared for teaching English as an additional language in Grades 2 and 3. It is within this context that the impact of the Molteno Project's BTL and BTE programmes were evaluated.

The objective of the evaluation was to investigate, over a three-year period, the impact of the Molteno Project programmes on the aural/oral skills, reading comprehension skills and writing skills in Sesotho mother tongue and in English as a first additional language. The study was carried out in three phases in three grades (Grade 1, 2 and 3), following the same learner cohort from 2003 to 2005. An experimental and control design was used in order to determine the impact of BTL and BTE on the children's literacy competence. The experimental or evaluative group comprised schools whose teachers were subscribing to the BTL in Grade 1 and the BTE in Grades 2 and 3. These were referred to as Molteno schools. The control schools consisted of schools whose Foundation Phase (or Grades 1, 2 and 3) teachers were not participating in any literacy programme whatsoever during the period of the evaluation. These teachers and their schools were not receiving any literacy

enhancement or intervention except for the monitoring and support services conducted by the provincial or district education officials regarding curriculum implementation and management. Consequently, the impact of the Molteno Project programmes of BTL and BTE was measured by comparing the performance of learners in Molteno schools to those in non-Molteno schools on tests of literacy competence for Sesotho mother tongue and English as a first additional language.

The evaluation data was collected using both the quantitative and qualitative research approaches. The quantitative component involved measuring the learners' literacy competence in Sesotho mother tongue in Grade 1 and their proficiency in English as a first additional language in Grades 2 and 3. The children's linguistic competence was measured through testing their aural/oral skills, reading comprehension skills and writing skills for the two languages in the respective grades. It was hypothesised that learners in Molteno schools will demonstrate superior linguistic competence by performing better than their non-Molteno schools counterparts on all tests across the three grades. During each phase of the study, the measures of linguistic competence were accompanied by the administration of qualitative instruments. These instruments were employed to collect qualitative information about the schools, homes of learners and the Molteno Project activities. This information was used to support and elucidate on the quantitative findings.

8.2 Research Findings

The Phase 1 part of the study, conducted in 2003 with learners in Grade 1, evaluated the influence of the service provider's Sesotho BTL or Breakthrough to Sesotho literacy programme on the children's acquisition of Sesotho competence (Dunpath *et al*, 2004). The same children were followed into Grades 2 and 3 during Phases 2 and 3 respectively. Phase 2 was conducted in 2004 (Makgamatha & Masehela, 2005) followed by Phase 3 a year later in 2005. During both phases the impact of the Molteno Project's BTE programme on the learners' proficiency in English as a first additional language was tested.

The effectiveness of the BTL and BTE programmes in all three phases of the evaluation was measured by comparing the performance of learners in Molteno schools to their counterparts in non-Molteno schools on the Sesotho mother tongue literacy test in Grade 1 and the English first additional language literacy tests in Grades 2 and 3. The results from the literacy tests indicate that children in Molteno schools performed significantly better than their non-Molteno peers in all three grades. Their overall mean percentage score in Grade 1 (on the Sesotho test) was 19 percentage points higher than that obtained by the

non-Molteno learners. Again, learners in Molteno schools achieved mean percentage scores which were about 3 and 6 percentage points higher than those of the learners in non-Molteno schools on English literacy tests in Grades 2 and 3 respectively. This consistent superior performance demonstrated by learners in Molteno schools could be credited to the work the service provider had accomplished from 2003 to 2005 with the Foundation Phase teachers in these schools. This refers to the BTL and BTE training that the Molteno Project trainers provided to teachers in schools in Thabo Mofutsanyana, the subsequent monitoring and support of teacher implementation of these programmes and, the provision of the necessary teacher and learner materials where these were needed.

8.3 Recommendations

The following recommendations are proposed in connection with the findings:

Parental participation in the literacy development of their children

The Molteno Project trainers indicated that parents of learners do not form the focus of their activities. It is thus recommended that the service provider should seek or facilitate ways of involving the parents of learners in the literacy development of their children. Schools can be utilised to achieve this end especially given the fact that the current education system places emphasis on the role of parents in the education of their children.

Reinforcement of English (additional language) teaching practices

Although learners in Molteno schools performed better than those in non-Molteno schools on both Sesotho and English literacy tests, the performance difference between the two groups of learners was more significant for Sesotho. This implies that learning English as an additional language will require more effort on the part of both the learners and their teachers. Consequently, the service provider is advised to put more effort in supporting teachers in the implementation of the BTE programme in schools. This is necessary especially given the fact that the majority of these teachers are non-native speakers of English.

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APPENDIXES

APPENDIX A: The Grade 3 Percentage Mean Scores Obtained by Molteno and non-Molteno Schools on the English Literacy Test in 2005

KEY:

- A/OS1 = Percentage Aural/Oral Skill: Section 1**
A/OS2 = Percentage Aural/Oral Skill: Section 2
TA/OS = Percentage Total Aural/Oral Skill
RC1 = Percentage Reading Comprehension: Section 1
RC2 = Percentage Reading Comprehension: Section 2
TRC = Percentage Total Reading Comprehension
WS1 = Percentage Writing Skill: Section 1
WS2 = Percentage Writing Skill: Section 2
WS3 = Percentage Writing Skill: Section 3
TWS = Percentage Total Writing Skill
TLT = Percentage Total Literacy Test (NB: It is percentage total of the three Subtests)

MOLTENO SCHOOLS												
Katlabo (n=27)	Mean	99.38	61.11	80.25	51.11	69.14	60.94	27.41	59.67	18.15	40.25	51.85
	Median	100.00	66.67	83.33	60.00	66.67	54.55	20.00	55.56	20.00	36.84	49.18
	Mode	100	50	75	20	67	45	20	56	20	37	49
	Min	83	17	58	20	17	36	0	17	0	8	28
	Max	100	100	100	100	100	100	80	94	70	74	84
Lerato (n=14)	Mean	88.10	95.24	91.67	35.71	73.81	56.49	52.86	51.19	2.14	38.72	52.34
	Median	100.00	100.00	95.83	40.00	83.33	63.33	60.00	52.78	.00	39.47	54.92
	Mode	100	100	100	40	83	64	80	67	0	53	46
	Min	50	50	75	0	17	18	0	17	0	13	30
	Max	100	100	100	40	100	73	80	83	20	55	66
Letlotlo (n=30)	Mean	99.44	63.33	81.39	35.33	82.22	60.91	50.00	37.22	28.00	38.16	50.77
	Median	100.00	66.67	83.33	40.00	83.33	63.64	50.00	33.33	30.00	40.79	52.46
	Mode	100	83	92	40	100	55	80	22	0	18	39
	Min	83	0	50	0	33	36	0	0	0	0	28
	Max	100	100	100	60	100	82	80	83	80	82	82
Mafika Ditshu (n=34)	Mean	96.57	58.33	77.45	41.76	35.78	38.50	26.47	50.33	28.24	38.24	46.00
	Median	100.00	66.67	79.17	40.00	33.33	36.36	20.00	55.56	30.00	35.53	45.08
	Mode	100	67	83	60	17	18	20	56	0	29	38
	Min	67	0	50	0	0	9	0	17	0	11	26
	Max	100	100	100	100	83	73	60	78	70	68	70
Namahadi (n=28)	Mean	98.21	58.33	78.27	38.57	59.52	50.00	31.79	39.09	45.36	38.82	48.59
	Median	100.00	50.00	75.00	40.00	58.33	45.45	40.00	38.89	50.00	36.84	48.36
	Mode	100	50	75	40	50	45	40	22	50	21	44
	Min	67	33	50	0	17	18	0	17	10	21	33
	Max	100	100	100	100	100	100	60	72	100	58	62
Sekgothadi (n=30)	Mean	100	73.89	86.94	38.00	51.67	45.45	43.00	67.78	29.00	51.05	57.10
	Median	100.00	83.33	91.67	40.00	50.00	40.91	40.00	72.22	30.00	50.00	57.38
	Mode	100	83	92	40	33	27	40	78	0	39	48
	Min	100	33	67	0	17	9	0	39	0	21	34
	Max	100	100	100	100	83	91	80	89	70	74	82
Pecete (n=20)	Mean	100	67.50	83.75	51.00	55.83	53.64	67.00	15.28	1.50	25.26	41.89
	Median	100.00	66.67	83.33	40.00	50.00	45.45	70.00	2.78	.00	21.05	38.52
	Mode	100	67	83	40	33	45	80	0	0	21	33
	Min	100	17	58	0	33	18	30	0	0	8	26
	Max	100	100	100	100	100	100	80	78	10	58	70

MOLTENO SCHOOLS

Makgaloaneng (n=17)	Mean	98.04	48.04	73.04	27.06	42.16	35.29	44.12	34.97	22.35	34.06	41.95
	Median	100.00	50.00	75.00	20.00	50.00	36.36	40.00	33.33	20.00	31.58	40.98
	Mode	100	33	67	20	50	36	20	22	10	32	41
	Min	67	17	58	0	0	9	20	0	0	8	21
	Max	100	83	92	60	100	64	80	67	60	63	66
Matoabeng (n=30)	Mean	96.67	71.11	83.89	28.67	58.89	45.15	38.33	43.15	35.00	39.74	49.40
	Median	100.00	83.33	91.67	20.00	66.67	45.45	40.00	44.44	35.00	42.11	50.82
	Mode	100	83	92	20	67	36	40	28	50	42	26
	Min	50	0	42	0	33	18	0	0	0	0	23
	Max	100	100	100	100	83	91	80	89	80	76	82
Matsikeng (n=31)	Mean	97.31	54.84	76.08	52.26	57.53	55.13	38.71	23.84	7.74	23.51	39.56
	Median	100.00	50.00	75.00	40.00	50.00	54.55	40.00	16.67	.00	28.95	40.98
	Mode	100	50	75	40	50	45	40	0	0	29	44
	Min	67	17	58	0	17	18	0	0	0	0	20
	Max	100	83	92	100	100	100	80	61	30	55	62
Mohalatladi (n=22)	Mean	98.48	66.67	82.58	47.27	67.42	58.26	61.82	44.95	18.18	42.34	53.13
	Median	100.00	66.67	83.33	40.00	66.67	54.55	80.00	47.22	10.00	43.42	54.10
	Mode	100	67	83	20	67	45	80	50	0	42	38
	Min	67	33	67	0	33	27	0	11	0	5	28
	Max	100	83	92	100	100	100	80	78	60	74	79
Potsana (n=27)	Mean	98.77	75.93	87.35	57.78	59.26	58.59	53.33	67.90	28.15	53.61	61.14
	Median	100.00	83.33	91.67	60.00	50.00	63.64	60.00	77.78	30.00	65.79	70.49
	Mode	100	83	92	100	33	64	80	89	0	74	74
	Min	83	17	58	0	33	18	0	0	0	11	25
	Max	100	100	100	100	100	100	80	100	70	87	92
Rcutile (n=34)	Mean	93.63	50.00	71.81	28.82	40.69	35.29	23.24	49.02	12.06	32.51	40.74
	Median	100.00	50.00	75.00	20.00	41.67	36.36	20.00	50.00	.00	31.58	38.52
	Mode	100	67	83	20	50	18	0	67	0	32	33
	Min	67	0	42	0	0	9	0	0	0	11	20
	Max	100	83	92	80	100	73	70	83	60	71	72
Selamela (n=20)	Mean	93.33	76.67	85.00	53.00	61.67	57.73	44.50	49.72	28.50	42.76	53.77
	Median	100.00	83.33	87.50	40.00	66.67	59.09	45.00	44.44	30.00	43.42	57.38
	Mode	100	83	83	40	50	45	20	72	50	16	59
	Min	33	17	33	0	0	18	0	17	0	13	21
	Max	100	100	100	100	100	91	80	83	80	82	84
Naka (n=32)	Mean	100	86.98	93.49	61.25	66.15	63.92	38.75	48.09	16.25	37.25	53.13
	Median	100.00	83.33	91.67	60.00	66.67	63.64	40.00	55.56	10.00	42.11	54.92
	Mode	100	100	100	60	67	36	40	56	0	45	31
	Min	100	33	67	0	0	9	0	0	0	3	28
	Max	100	100	100	100	100	100	80	94	60	68	77
Tshepong (n=10)	Mean	98.33	53.33	75.83	40.00	41.67	40.91	28.00	20.00	14.00	20.53	35.08
	Median	100.00	58.33	79.17	40.00	33.33	40.91	20.00	8.33	.00	6.58	27.05
	Mode	100	67	83	40	33	36	0	0	0	0	25
	Min	83	17	58	20	17	27	0	0	0	0	21
	Max	100	83	92	60	67	55	80	72	60	66	66
Mabewana (n=35)	Mean	100	73.81	86.90	46.29	77.14	63.12	55.14	45.40	14.86	39.92	53.35
	Median	100.00	83.33	91.67	40.00	83.33	63.64	60.00	44.44	10.00	39.47	50.82
	Mode	100	83	92	20	83	73	60	56	0	47	49
	Min	100	33	67	0	33	27	0	11	0	11	31
	Max	100	100	100	100	100	100	80	83	70	74	79
Johannes Fourie (n=5)	Mean	100	100.00	100.00	92.00	83.33	87.27	68.00	52.22	14.00	46.32	64.26
	Median	100.00	100.00	100.00	100.00	83.33	90.91	80.00	55.56	20.00	55.26	67.21
	Mode	100	100	100	100	67	100	80	28	0	55	72
	Min	100	100	100	60	67	64	20	28	0	24	49
	Max	100	100	100	100	100	100	80	78	30	58	72
Helena Francis (n=3)	Mean	100	72.22	86.11	40.00	77.78	60.61	76.67	46.30	6.67	43.86	55.19
	Median	100.00	66.67	83.33	40.00	83.33	72.73	80.00	50.00	.00	44.74	57.38
	Mode	100	67	83	20	50	73	80	33	0	37	46
	Min	100	67	83	20	50	36	70	33	0	37	46
	Max	100	83	92	60	100	73	80	56	20	50	62

MOLTENO SCHOOLS

Mimosa (n=8)	Mean	100	45.83	72.92	40.00	39.58	39.77	30.00	54.86	17.50	38.49	45.49
	Median	100.00	41.67	70.83	40.00	50.00	40.91	20.00	58.33	15.00	35.53	42.62
	Mode	100	67	58	20	50	40.91	20	56	0	29	41
	Min	100	17	58	20	0	9	0	11	0	5	23
	Max	100	83	92	60	67	64	80	78	50	71	66
Withbankfontein (n=6)	Mean	100	86.11	93.06	40.00	91.67	68.18	66.67	38.89	40.00	46.49	59.56
	Median	100.00	91.67	95.83	40.00	100.00	68.18	70.00	38.89	40.00	47.37	60.66
	Mode	100	100	100	40	100	64	80	39	40	53	61
	Min	100	67	83	20	67	55	40	28	20	37	54
	Max	100	100	100	60	100	82	80	44	60	53	67
Danielsrus (n=12)	Mean	95.83	48.61	72.22	31.67	55.56	44.70	38.33	15.74	27.50	24.78	37.70
	Median	100.00	50.00	75.00	40.00	50.00	50.00	40.00	11.11	30.00	23.68	36.89
	Mode	100	50	75	40	50	55	40	6	30	16	36
	Min	50	17	58	0	17	18	0	0	0	5	26
	Max	100	83	92	60	100	73	80	39	60	45	52
Lepanya (n=27)	Mean	100	51.23	75.62	35.56	65.43	51.85	33.33	63.58	10.74	41.72	50.21
	Median	100.00	50.00	75.00	40.00	66.67	54.55	40.00	72.22	.00	42.11	49.18
	Mode	100	50	75	40	67	55	60	78	0	26	49
	Min	100	0	50	0	17	27	0	17	0	18	33
	Max	100	83	92	100	100	82	60	83	40	66	69
Mabate (n=5)	Mean	96.67	46.67	71.67	44.00	56.67	50.91	20.00	27.78	20.00	23.68	38.03
	Median	100.00	50.00	75.00	20.00	66.67	45.45	20.00	22.22	.00	15.79	32.79
	Mode	100	50	75	20	67	45	0	22	0	16	25
	Min	83	33	67	20	33	27	0	11	0	5	25
	Max	100	50	75	100	67	73	60	56	50	42	54

NON-MOLTENO SCHOOLS

Thebe ya Kgomo (n=18)	Mean	98.15	68.52	83.33	34.44	58.33	47.47	48.89	50.31	45.00	48.54	55.19
	Median	100.00	75.00	87.50	40.00	66.67	54.55	45.00	47.22	45.00	50.00	55.74
	Mode	100	83	92	40	67	55	40	33	40	50	56
	Min	67	17	50	0	0	0	0	11	20	21	26
	Max	100	100	100	60	100	73	80	83	70	71	74
Tsepo e Molemo (n=4)	Mean	95.83	41.67	68.75	40.00	62.50	52.27	7.50	15.28	.00	9.21	28.69
	Median	100.00	50.00	70.83	40.00	66.67	54.55	5.00	13.89	.00	9.21	27.87
	Mode	100	50	75	40	83	64	0	6	0	3	23
	Min	83	17	58	40	33	36	0	6	0	3	23
	Max	100	50	75	40	83	64	20	28	0	16	36
Qwaqwa (n=30)	Mean	98.89	58.89	78.89	34.67	55.00	45.76	30.33	18.70	6.00	18.42	35.25
	Median	100.00	50.00	75.00	40.00	66.67	40.91	20.00	11.11	.00	13.16	27.87
	Mode	100	50	75	40	67	36	20	0	0	0	28
	Min	83	17	58	0	17	9	0	0	0	0	15
	Max	100	100	100	100	100	100	80	83	60	76	85
Bohlokong (n=22)	Mean	97.73	48.48	73.11	30.00	56.06	44.21	43.64	18.69	10.00	22.97	36.66
	Median	100.00	50.00	75.00	20.00	50.00	45.45	40.00	11.11	.00	15.79	31.15
	Mode	100	67	83	20	50	27	40	0	0	11	31
	Min	67	0	50	0	0	9	0	0	0	0	21
	Max	100	83	92	100	100	82	80	83	60	61	64
Shoeshoe (n=24)	Mean	98.61	54.86	76.74	34.17	45.83	40.53	38.75	12.50	26.25	23.03	36.75
	Median	100.00	58.33	79.17	40.00	50.00	45.45	35.00	8.33	20.00	21.05	34.43
	Mode	100	67	83	40	67	55	20	6	0	5	23
	Min	83	17	58	0	0	0	0	0	0	3	21
	Max	100	100	100	40	100	73	80	44	70	58	66
Bluegumbosch (n=24)	Mean	95.83	92.36	94.10	40.83	77.08	60.61	68.33	29.17	6.67	33.55	50.34
	Median	100.00	100.00	100.00	40.00	83.33	63.64	80.00	33.33	.00	34.21	50.00
	Mode	100	100	100	40	83	64	80	33	0	16	44
	Min	50	33	42	0	33	18	40	0	0	16	25
	Max	100	100	100	100	100	100	80	78	50	63	70
Kgoledi (n=37)	Mean	100	78.83	89.41	12.43	53.15	34.64	55.68	45.65	1.62	36.70	46.70
	Median	100.00	83.33	91.67	.00	66.67	36.36	60.00	44.44	.00	36.84	47.54
	Mode	100	100	100	0	67	27	60	33	0	37	48
	Min	100	17	58	0	0	0	0	17	0	11	26
	Max	100	100	100	40	83	64	80	78	10	58	67
Boitelo (n=33)	Mean	97.98	60.10	79.04	26.67	51.52	40.22	21.21	21.89	3.33	16.83	33.28
	Median	100.00	66.67	75.00	20.00	50.00	36.36	20.00	22.22	.00	15.79	32.79
	Mode	100	50	75	20	50	55	20	17	0	18	38
	Min	83	17	58	0	17	18	0	0	0	0	21
	Max	100	83	92	60	100	64	60	56	20	39	46
Mogheleng (n=39)	Mean	99.57	84.19	91.88	33.33	52.56	43.82	67.95	37.46	17.44	40.22	51.03
	Median	100.00	83.33	91.67	20.00	50.00	36.36	80.00	38.89	10.00	39.47	49.18
	Mode	100	83	92	20	50	27	80	39	0	39	43
	Min	83	67	83	0	33	18	20	6	0	16	33
	Max	100	100	100	100	100	100	80	100	90	87	82
Kgotsong (n=15)	Mean	100	62.22	81.11	29.33	67.78	50.30	70.00	44.44	6.67	41.23	50.71
	Median	100.00	66.67	83.33	40.00	66.67	54.55	80.00	33.33	.00	39.47	50.82
	Mode	100	67	83	40	50	55	80	33	0	37	36
	Min	100	33	67	0	17	9	40	0	0	16	34
	Max	100	83	92	60	100	73	80	83	30	66	70

Appendix B: Percentage mean scores of Grades 1, 2 and 3 learners on individual sections of the subtests of the Sesotho and English literacy tests

Literacy Subtests	Grade Level & Test Administered	Molteno Schools (N=24)		Non-Molteno Schools (N=10)		p-Value
		MEAN	SD	MEAN	SD	
Aural/Oral: Section 1	Grade 1 (Sesotho Test)	84.01	24.49	69.07	34.73	.000*
	Grade 2 (English Test)	97.02	10.21	93.91	16.88	.001*
	Grade 3 (English Test)	97.86	7.79	98.58	5.95	NS
Aural/Oral: Section 2	Grade 1 (Sesotho Test)	58.50	27.83	46.69	29.42	.000*
	Grade 2 (English Test)	72.53	27.06	64.98	32.30	.001*
	Grade 3 (English Test)	65.42	24.14	68.63	24.73	NS
Reading Comprehension: Section 1	Grade 1 (Sesotho Test)	74.11	18.40	64.66	21.04	.000*
	Grade 2 (English Test)	37.23	19.98	34.62	19.43	NS
	Grade 3 (English Test)	43.12	29.28	29.92	23.89	.000*
Reading Comprehension: Section 2	Grade 1 (Sesotho Test)	74.92	25.29	50.34	30.96	.000*
	Grade 2 (English Test)	77.02	23.27	77.47	24.23	NS
	Grade 3 (English Test)	59.86	25.23	56.37	24.65	NS
Writing: Section 1	Grade 1 (Sesotho Test)	76.65	26.84	53.26	36.37	.000*
	Grade 2 (English Test)	70.40	36.98	67.94	33.19	NS
	Grade 3 (English Test)	41.62	26.91	48.01	27.22	.002*
Writing: Section 2	Grade 1 (Sesotho Test)	48.93	35.72	24.75	29.97	.000*
	Grade 2 (English Test)	17.41	22.71	13.24	24.04	.017*
	Grade 3 (English Test)	45.65	25.45	30.40	22.00	.000*
Writing: Section 3	Grade 1 (Sesotho Test)	-	-	-	-	-
	Grade 2 (English Test)	-	-	-	-	-
	Grade 3 (English Test)	21.08	21.69	11.99	18.71	.000*

*p < 0.05; [NS=Not Significant]