IMPACT STUDY OF THE

MOLTENO PROJECT PROGRAMMES

GRADE 2 MAIN STUDY

FINAL

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Table of Contents

List of Tables

List of Figures

EXECUTIVE SUMMARY

Background

The Molteno Project, a non-governmental organization that specialises in the teaching and learning of language skills, has throughout the years requested and undertaken evaluations of the impact of their 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 trace learner performance from Grades 1 to 3.

Purpose of the report

This report documents the evaluation activities that formed part of part two of the study, which was carried out during 2004 and involved Grade 2 learners and teachers. The findings presented in this report contribute to the longitudinal study covering Grades 1 to 3. To facilitate longitudinal comparisons, the format of this report and the subsequent one that will be based on the 2005 main study, will be based on the format established in the 2003 baseline.

Objectives of the evaluation

The formative evaluation investigates the impact, over a three-year period, of the Molteno Project programmes on learners' aural/oral skills, reading comprehension and writing skills, as well as the competence of learners in other learning areas of the curriculum. The evaluation also assesses the development of generic learning skills, such as problem solving and critical thinking.

Methodology

The method followed in carrying out the part two component of the evaluation is outlined below.

Study Design

The study utilises a between-group design, in which schools participating in the Molteno Project programmes (i.e., Molteno Schools) were compared with those that did not have such programmes in place (i.e., non-Molteno Schools).

Sample

Thirty-five schools sampled from Thabo Mofutsanyana district of the Free State Department of Education participated in the Grade 2 main study. All are the schools which took part in the 2003 Grade 1 main study. Twenty-six of these schools formed part of the experimental or evaluation sample (Molteno schools), while nine formed the control group (non-Molteno schools). The learner cohort tested was followed from Grade 1 to Grade 2.

Procedure

A combination of qualitative and quantitative research approaches was used to collect the relevant data. Qualitative methods were used to gather contextual data, whereas the quantitative technique was used to obtain learner performance data. Qualitative techniques comprised interviews with Grade 2 teachers (one teacher per school), Foundation Phase HODs or school principals, classroom observations and a survey involving the parents of learners in the participating schools, and qualitative analysis of field reports compiled by Molteno trainers. The quantitative method involved the administration of an English literacy test.

Findings and Observations

The schools assessed displayed different levels of functionality. However, learners in Molteno schools obtained a mean score higher than that of their counterparts in non-Molteno schools by 3%. Although this difference is statistically significant, it is not substantial enough given the fact that Molteno schools were in receipt of an English literacy intervention programme in the form of Bridge to English (BTE). Qualitative reasons account for the levels of performance on the English literacy measure employed. Of the three subtests comprising the English test, learners generally found the Reading Comprehension and the Writing subtests more cognitively demanding or challenging than the Oral/Aural subtest. This disappointing performance by learners in Molteno schools could be associated with differentially unfavourable conditions within which BTE implementation was carried out in Molteno schools, for instance:

◆ Shortage of the required BTE materials was an impediment to the implementation of the programme in most schools. Grade 2 teachers in less than a quarter of 26 Molteno schools had full sets of the BTE materials necessary for implementation of the programme in class whereas a further 27% relied on photocopied materials. This situation affected both the delivery of the instruction in the classroom and teachers' capacity to prepare their lessons well. The Molteno Project, however, finds the issue of shortage of materials surprising as the service provider did distribute teacher's guides and learner's books to most schools during 2004.

◆ Although the Molteno Project field reports indicate that teachers received training and support workshops and visits in the beginning, middle and end of 2004, teachers in some schools still lack of support from their school principals.

- In other schools, teachers treat BTE as a stand-alone programme as it is RNCS aligned. They do not integrate this programme with other resources and materials.

- More parents of children in Molteno schools are awareness of the Molteno Project in their children's schools than did the parents whose children were in non-Molteno schools. However, more mothers than fathers or other caregivers are involved in the education of their children. Their participation was mainly through listening to their children talking about their schoolwork and by participating in shared book reading with their children.

Recommendations

The following recommendations are proposed in line with the study findings:

Training and support

- There is a clear indication from the data that teachers would like to have more training and support from Molteno Project. Consequently, the Molteno Project should intensify the support it gives to teachers and schools in the form of training workshops and monitoring the implementation BTE.

- The Molteno Project should strongly urge schools managers to co-ordinate the participation of their teachers in BTE activities in a manner that will ensure continuity. Any unplanned interruptions may result in gaps in the empowerment of teachers.

Programme sustainability at school level

- For the long term, the Molteno Project should look into the possibility of training school principals and/or HODs in participating schools to be able to support other teachers. This could alleviate the problem of teachers having to rely exclusively on the project trainers for monitoring and support. In this way, school principals and HODs can be held accountable for ensuring proper implementation BTE in their schools and for ensuring teacher ownership or personalisation of the programme (Rodseth, 2002). However, this may require the endorsement and participation of the Thabo Mofutsana district (or Free State Department of Education), especially the Learning Facilitators.

Integrating BTE with other LSMs

- Although the BTE materials are RNCS aligned, teachers should be encouraged to integrate them with other learning support materials and programmes sanctioned by individual schools and the provincial education department. This would provide teachers with the opportunity to implement BTE even in situations of shortage or lack of necessary materials. Another possible benefit is that teachers would cease being passive users of resources given to them and become critical, innovative and creative when planning their lessons and in the delivery of the curriculum in the classroom. Of course, the participation of the district's Foundation Phase Learning Facilitators in this regard warrants some consideration.

Parental involvement

◆ Parental awareness of and indirect participation in Molteno Project activities, especially BTE, can still be improved further. For instance, one of the hurdles to complete implementation of BTE in some schools is lack of materials. This has been found to contribute to teachers being unable to give their learners homework. As a result, improved availability of BTE materials in schools, especially the learner's guides and reading books, has the practical value of teachers giving learners homework. Parental participation in their children's school work such assisting learners with their homework or getting involved in shared book reading has the potential of further exposing parents to what Molteno Project does in schools.

Foster a buddy system between schools or teachers

◆ Teachers from different Molteno schools should be encouraged to work together. Thus, teachers from different schools can meet to share expertise with regard to successful BTE implementation. Materials and innovative ways of implementing BTE can be shared during such meetings.

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
LSM	Learning Support Materials
NGO	Non-Governmental Organisation
NS	Not Significant
OBE	Outcomes Based Education
PDoE	Provincial Department of Education
RNCS	Revised National Curriculum Statement
SPSS	Statistical Package for the Social Sciences

Chapter 1 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The Molteno Project is a non-governmental organization 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 Molteno's 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.

Molteno's programmes are subjected to continuous research, development and evaluation. It 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 Series. Breakthrough to Literacy* is a mother-tongue programme in 41 African languages, whereas the *Bridge Series* is an English additional language course for Grades 1 to 7. During the course of its history, Molteno has commissioned external evaluations, which have endorsed the effectiveness of the Project in terms of accelerated literacy development both in the mother tongue and in English. 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 Project 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 Molteno's desire for independent indicators and barometers of its effectiveness, it 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 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 the second part of a three-year longitudinal study conducted in the Thabo Mofutsanyana district of the Free State Department of Education in South Africa. The Thabo Mofutsanyane district is one of the presidential nodal areas.

This report follows the first year study conducted in 2003 with Grade 1 learners, where the impact of the Molteno Project's BTL programme was evaluated. While undertaking this study we have given consideration to the recommendations made in the first year. For example, the following recommendations were given consideration:

- Collaborative and participatory mode of operation between the Molteno Project and HSRC would be preserved and strengthened with regard to instrument development and fieldwork management.

- That the items in the learner assessment tasks have an appropriate level of difficulty, are representative of the Molteno Project intervention, and that they are free of contextual or cultural biases. To this end, it is proposed that a group of experienced teachers and departmental officials be assembled to appraise the instruments.

- A cohort approach that requires tracking a significant number of learners who have been in receipt of the Molteno Project intervention as they proceed through the longitudinal phase was instituted.

1.2. The objectives of the evaluation are:

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

➤ To investigate the impact of the programmes on the competence of learners in other learning areas of the curriculum.

➤ 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.

1.3 The purpose of this evaluation is:

➤ To inform and guide the Molteno Project in terms of the extension, development or amendment of its programmes.

➤ To provide empirically grounded, rigorously researched data to policymakers at national, provincial and regional levels.

➤ To contribute locally relevant research findings to the body of academic knowledge on literacy development issues.

- ❑ **Chapter 1** gives the background to the project.

- ❑ **Chapter 2** deals with the methodology of the study, including a description of both the qualitative and quantitative instruments used.

- ❑ **Chapter 3** presents the findings from the English literacy test together with their analyses.

- ❑ **Chapter 4** appraises the quality and impact of the Molteno Intervention Programme as

perceived by teachers, Heads of department (HODs) or school principals, and parents or caregivers.

❑ **Chapter 5** presents the conclusions and recommendations based on the research findings.

METHODOLOGY

This chapter synthesizes the methodology used in the second year of the study. It describes the development of the instruments for gathering data and the processes followed in capturing, cleaning and analysing the main-study data for Grade 2. The chapter ends with the limitations to the study.

2.1   Study Design

A between-group design used in part one of the study with Grade 1 learners, in 2003, was employed. Schools receiving the Molteno Project's *Bridge to English* (BTE) intervention were compared to those that did not have such programme in place on a measure of English literacy. It was expected that learners in schools with BTE intervention would demonstrate improved English literacy competence compared with their counterparts in control schools where the Molteno Project was not active.

2.2   The Sample

In this second part of the study, only schools that participated in the Grade 1 study in 2003 had their Grade 2 learners evaluated in 2004. The rationale was to try to follow into Grade 2 the learner cohorts 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. Consequently, during testing learners were often fetched from their classes and assembled in a testing venue. However, the final experimental or evaluation sample comprised 26 schools whereas the control group had 9 schools. Only schools in the former group were in receipt of the Molteno Project's BTE intervention.

The number of Grade 2 learners tested in 2004 is 823 (Molteno=570; non-Molteno=253) whereas 929 (Molteno=693; non-Molteno=236) of Grade 1 learners were tested in the previous year.

2.3   Study Materials

Data was collected using quantitative and qualitative instruments. Qualitative instruments included a classroom observation schedule, a parent or caregiver questionnaire and a school observation questionnaire. All three instruments were applied in 2003 during part one of the study. In addition, a quantitative instrument in the form of an English literacy test was developed for the Grade 2

learners in consultation with the Molteno Project staff and Foundation Phase teachers. During the development of this test, inputs and comments were solicited from Foundation Phase teachers and Molteno Project officials on the relevance of items, their difficulty level, method of administration, spelling, and other relevant variables. The literacy test was then piloted in 2003 in four schools in Thabo Mofutsanyana district before being applied in 2004. The pilot process was also used to validate the administration procedures and the suitability of the instrument as additional feedback was obtained from Foundation Phase teachers, especially teachers of Grade 2.

Lastly, the Molteno Project field reports detailing the activities of the organisation in Thabo Mofutsanyana schools during 2004 were obtained for later analysis.

2.3.1 Quantitative Data Collection

A quantitative instrument in the form of an English literacy test was administered to the learners to appraise their proficiency in the target language. The test comprised subtests assessing the oral/aural skills, reading comprehension skills and writing skills (see Table 2.1)

Table 2. 1: Subtests and items used in the English literacy instrument

Sub-Tests	Sub-Test Section	Number of Items	Purpose of Sub-Test Section
Aural/Oral	Section 1	5	Assess learners for their ability to match a spoken word to its written form
	Section 2	5	Assess learners for their listening comprehension skill
Reading Comprehension	Section 1	5	Assess learners for their ability to recognise letters and words and make meaning of written text
	Section 2	5	Assess learners' ability to use pictures to understand written text
Writing	Section 1	5	Assess learners' vocabulary and spelling
	Section 2	4	Assess learners' skill to write for different purposes or to write creatively.

2.3.2 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 BTE in Grade 2:

School Observation Schedule: The instrument comprises different sections. 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 principal. The HOD of Foundation Phase in each school was requested to respond to questions on the impact of the Molteno

Project's BTE programme on the school and on the performance of teachers and learners in a school.

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

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.

2.3.3 Molteno Field Reports

Field reports on the 2004 Molteno Project activities in Thabo Mofutsanyana schools were obtained for later analysis. Molteno trainers compiled these reports during the course of their visits to schools in the district. The information was not only important to triangulate data obtained through above questionnaires but provided additional information that enriched the quality of evaluation study.

2.4   Study Procedure

Notification letters were sent to all participating schools during the third quarter of the school calendar. The letters informed the schools to get ready for the Grade 2 evaluation scheduled for the end of 2004.

The data collection process 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 intervention was administered. The quantitative technique was used to obtain data on the learners' English literacy competence. Fieldworkers were employed and trained on the collection of data.

2.4.1. 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, all fieldworkers had participated in the Grade 1 data collection process the previous year. They were trained in the administration of the Grade 2 English literacy test and the associated qualitative instruments a day before they were send to the schools. Part of the training included the following:

- How to approach the school head or member of school management team on entering a school;
- Negotiating for access to learners and teachers;
- How to test learners;

- How to conduct classroom observations and interviews with teachers and the HODs; and
- Ways of dealing with learners and school authorities during the administration of the various instruments.

2.4.2 Administration of the Instruments

In each school, in one day, fieldworkers tested learners' English literacy, conducted classroom observation and teacher interview, reviewed relevant documents[1] and interviewed the Foundation Phase HOD, and distributed the parent or caregiver questionnaires to the learners. The caregiver questionnaires were to be completed by the parents or guardians at home and returned to school for collection the following day.

2.4.2.1 Administration of the English Literacy Test

The English literacy test consisted of the following three subtests: the Aural/Oral Skills Subtest, Reading Comprehension Skills Subtest and Writing Skills Subtest. Each subtest had two 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 form 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.

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[1] School visitor's register and the teacher's term and year planners.

Example:

Star

a.	owl	rat	(star)	van

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 2 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 are the names of the two boys in the story?

    A.   Granny and the lion
    B.   The lion and Themba.
    (C.)   Themba and Siphiwe

Reading Comprehension Skill Subtest:

Section 1

The test administrator first explained the contents of the picture so that it becomes meaningful to the learners before they were asked to answer the questions. In this way, learners were sensitised to

the picture contents. Next, learners were asked to read and answer the questions in the test booklet on their own. English administration instructions were given first the followed by Sesotho ones:

"Look at the picture. Fill in the right word in each sentence".

[**Sesotho Instructions**: *Tadima setshwantsho sena o ntano tlatsa dikgeo ka mantswe a nepahetseng.]*
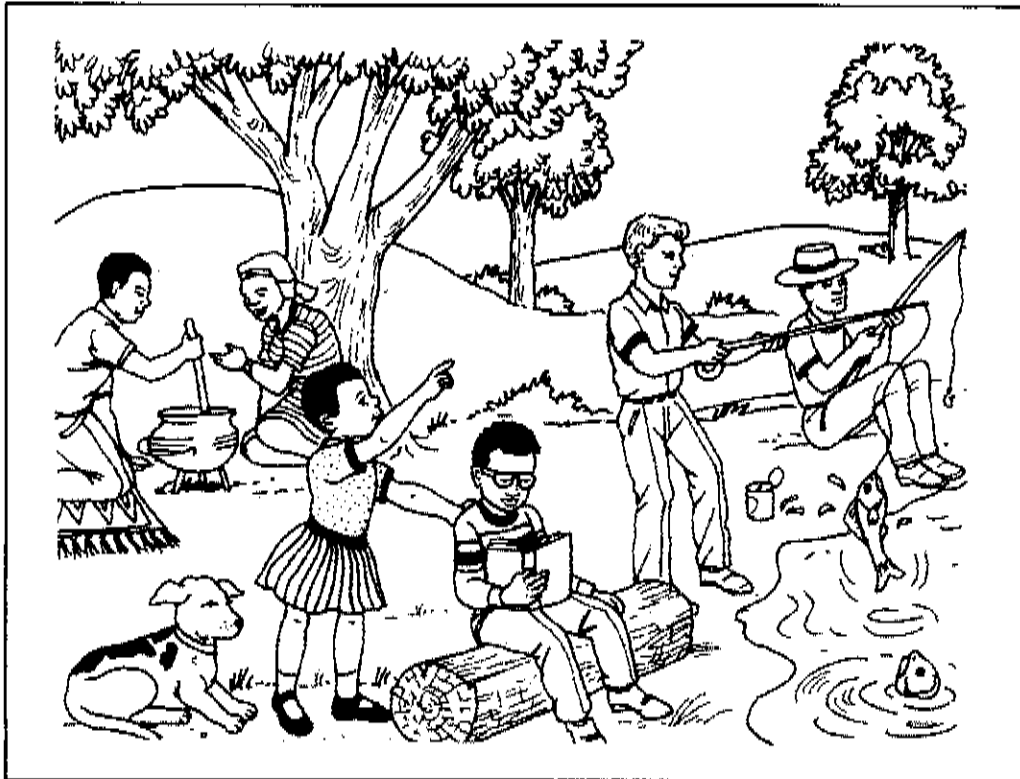
a.   There are _____ people in the picture.

(The correct answer is "six" or "6")

Section 2

The task assessed learners' ability to use pictures to understand written text. Learners were required to look at or study a given picture and answer a question about that picture. An English statement (or sentence) about what was happening followed the picture. English administration instructions were given first the followed by Sesotho ones:

"Look at the picture. Read the sentence under the picture. Choose the correct word to complete the sentence below the picture".

[Sesotho Instructions: Tadima setshwantsho seo o se neilweng. Bala polelo e ka tlasa setshwantsho. Kgetha lentswe le le leng ho mantswe a mararo a ka lebokosaneng ho qetella polelo e ka tlasa setshwantsho.]

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

Example:
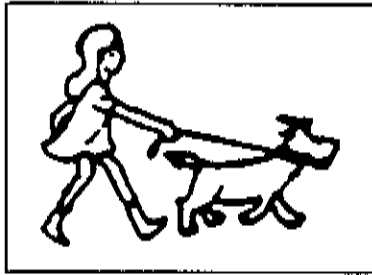
a.   The dog

A.	pushes
B.	bites
C.	pulls

the girl.

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 the followed by Sesotho ones:

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

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

mat	stick	shop
river	bike	knife

Example:

a.   The cat is sitting on the_____

        (The correct answer is "mat")

Section 2

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 the 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:
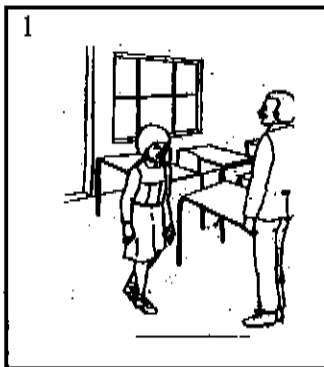
The girl comes into the classroom.

There is a teacher in the classroom.
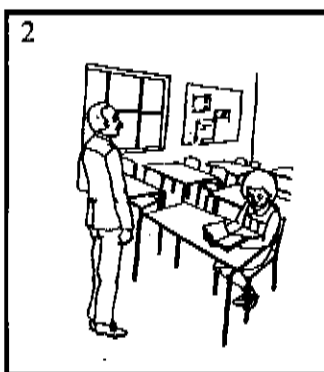
The girl is sitting at a desk.

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

The teacher is standing in front of the girl.
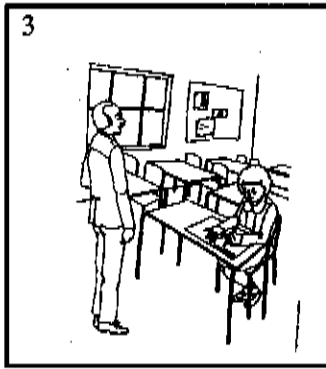
The girl is writing in the book

The teacher is looking at the girl.
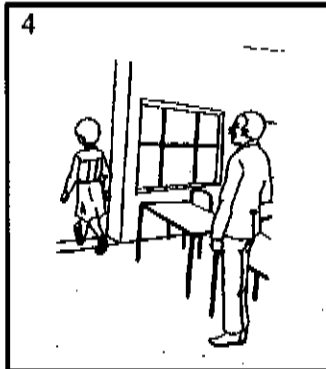
The girl is walking out of the classroom.

The teacher is looking at the girl.

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

2.4.2.2 Administration of Qualitative instruments

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

School Observation Schedule: On arriving at a school, a fieldworker conducted an interview with the Foundation Phase HOD of the school. Where the HOD was not available, the principal was asked to participate in the study. The respondent was requested to answer to questions on the impact of the Molteno Project's BTE programme on the school and on teacher and learner performance. The fieldworker also reviewed the school's register of visitors, curriculum documents received, and teachers' long-term and short-term planners.

Caregiver or Parent Questionnaire: The parent or caregiver questionnaires were distributed to the learners after the administration of the English literacy test. The questionnaires were filled in by the caregivers of the learners and returned to school for collection the following day.

Classroom Observation: **A** classroom or lesson observation was conducted to determine the impact of the Molteno Project's BTE programme 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.

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

2.5 Data Coding and Scoring

At the HSRC, the learners' English literacy test scripts were first coded and scored manually by contracted Foundation Phase Sesotho-speaking teachers. The same teachers were employed to code the 2003 Grade 1 Sesotho scripts and had participated in the development of the Grade 2 English literacy test. All teachers were trained to code and score the Grade 2 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 or 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 marker 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 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.

2.6 Data Capturing, Cleaning and Analysis

Both the quantitative and qualitative data 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 English 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 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 test.

2.7   Study Limitations

1. The study did not probe issues on the schools' language in education policies.

2. The movement of teachers within Thabo Mofutsanyana has the potential of confounding the study design. This could be due to teachers in Molteno schools who are trained on Molteno Project programmes moving to non-Molteno schools.

3. Although this was the second year in succession that the schools were evaluated, 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 experimental and control schools.

4. The late release of this Grade 2 final report by the evaluator could have impacted negatively the formative application of the research findings by the client.

RESULTS of LEARNER ASSESSMENT

In this section, the performance of the Grade 2 learners on the English literacy test is presented using the mean percentage scores and standard deviations. The performance of the learners on the three sub-tests is reported for the experimental and control schools, and by gender. The statistical technique of Analysis of Variance (ANOVA) is employed to determine whether the performance means of any two groups differs significantly or not. It was expected that experimental schools would perform better than the control schools on this measure of literacy skills.

3.1 Reports by Fieldworkers

Fieldworkers were required to attend debriefing sessions everyday to report on their experiences of the schools they had visited during the day. These sessions were also used to prepare them for the next school visits. Reports by fieldworkers during the daily debriefing sessions tend to suggest that Grade 2 teachers in school participating in the Molteno Project had varying exposure to the BTE programme. Thus, according to the fieldworkers:

♦ Some teachers did not receive training in BTE at all;

♦ Of the teachers who were trained, some did not have the necessary Molteno Project materials to implement BTE whereas others claimed not to have received support in implementing this programme;

♦ Teachers in some schools only received crash training in BTE towards the end of the year (that is, in October 2004).

3.2 Learners' Language Profile

Learners were asked to provide both their home languages and the languages of learning and teaching (LOLT) at their schools on the test booklets. In Molteno schools, 97% of 570 learners indicated to be Sesotho home language speakers with the remaining 3% claiming to speak IsiZulu, IsiXhosa or English as their primary languages. However, all 253 learners in non-Molteno schools indicated that Sesotho is their home language.

With regard to the LOLT, 52% and 46% of learners in Molteno schools indicated to be receiving instruction in Sesotho and English respectively, with 2% claiming to be taught in both languages. In non-Molteno schools, 70% of the learners claimed to be instructed in Sesotho only whereas the remaining 30% reported to be taught in English.

3.3   Results of Learner Assessment

Both the experimental and control schools were drawn from the Thabo Mofutsanyana District of the Free State Education Department. On the one hand, the experimental schools comprised schools whose Grade 2 learners or classes were participating in the Molteno Project's BTE programme. The control schools, on the other hand, consisted of schools whose Grade 2 learners and classes were not partaking in the BTE programme 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'.

As part of evaluating the impact of the BTE programme in Grade 2, learners were tested for their competence in English literacy using subtests measuring the following language skills: oral/aural skills, reading comprehension skills, and writing skills. Table 3.1 below shows the percentage mean scores obtained by learners from Molteno schools (N=26) and non-Molteno schools (N=9) on different English literacy sub-tests.

Table 3.1: **Percentage mean scores of Grade 2 learners on the English literacy test**

Literacy Sub-tests	Molteno Schools (N=26)		Non-Molteno Schools (N=9)		p-Value
	MEAN	SD	MEAN	SD	
Aural/Oral: Section 1	97. 02	10.21	93.91	16.88	.001*
Aural/Oral: Section 2	72.53	27.06	64.98	32.30	.001*
Reading Comprehension: Section 1	37.23	19.98	34.62	19.43	NS
Reading Comprehension: Section 2	77.02	23.27	77.47	24.23	NS
Writing: Section 1	70.40	36.98	67.94	33.19	NS
Writing: Section 2	17. 41	22. 71	13.24	24.04	.017*
Aural/Oral Skills Sub-test	84.77	15.38	79.45	18.79	.000*
Reading Comprehension Sub-test	50. 49	17.98	48. 91	17.37	NS
Writing Skills Sub-test	46.85	25.45	43.63	22.83	NS
Total Literacy Test	56.94	17.73	53.80	15.94	.016*

*p < 0.05; [NS=Not Significant]

The overall percentage mean score obtained by learners in Molteno schools is slightly more than 3 percentage points higher than that obtained by their counterparts in non-Molteno schools. Thus, learners in Molteno schools performed significantly better than those in non-Molteno schools on the overall English literacy test. Again, learners in Molteno schools obtained significantly better percentage mean score than their counterparts in non-Molteno schools on the Aural/Oral sub-test only. They scored more than 5 percentage points than learners in non-Molteno schools. This could be because the items in the Oral/Aural Sub-test were derived from the BTE vocabulary.

Furthermore, learners in Molteno schools were significantly better than their non-Molteno counterparts on Sections 1 and 2 of the Aural/Oral sub-test and Section 2 of the Writing sub-test. For the performance of learners in individual schools, see Appendix A. Figure 3.1 below shows the

pattern of performance by learners from both school-type on the three subtests and for the overall test.
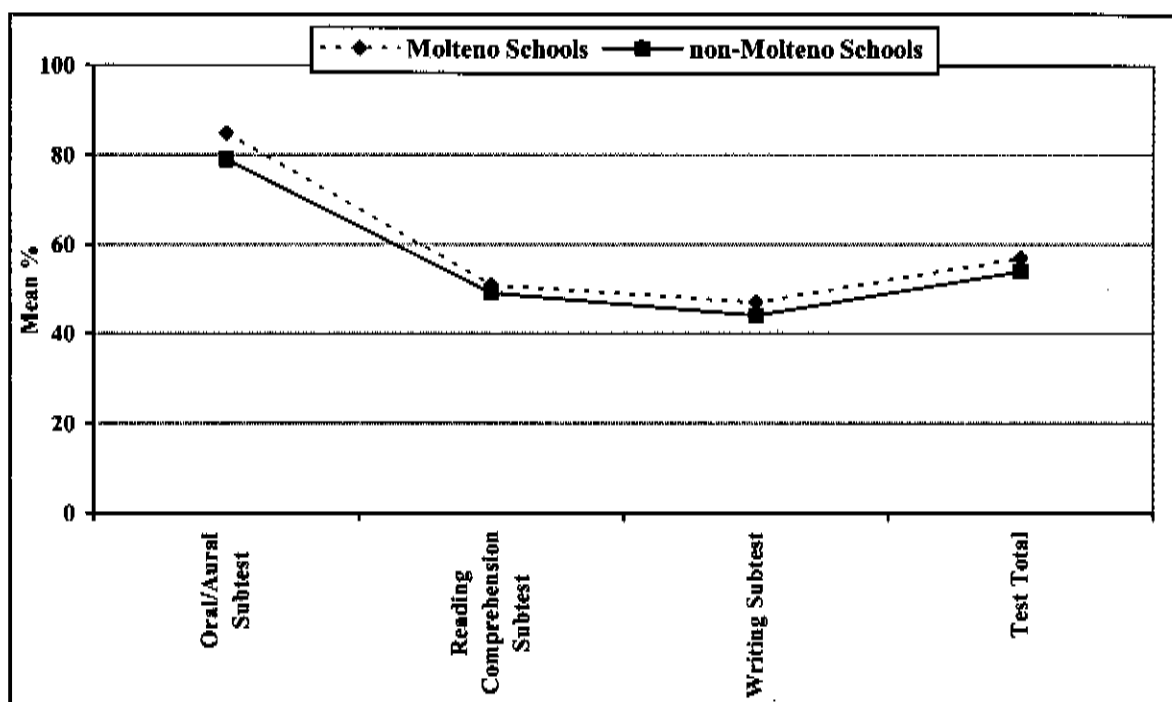
Figure 3.1: Means for subtests and test total

In general, learners in Molteno schools obtained better percentage mean scores than their non-Molteno counterparts on the whole test and on the three subtests. This suggests that Grade 2 learners receiving the Molteno Project's BTE intervention showed slightly improved English literacy competence compared with their counterparts in schools where BTE was unavailable.

3.4 Gender differences in the mean performance

The performance of boys and girls was compared for the whole test and individual subtests. Table 3.2 indicates the percentage mean scores by gender obtained on the various sub-tests by learners in both Molteno and non-Molteno schools combined.

Table 3.2: Results of ANOVA for Grade 2 learners by gender

Sub-tests	GENDER		F- Ratio	p-Value
	Boys % Means (SDs)	Girls % Mean (SDs)		
Aural/Oral Skills Sub-Test	82.55 (16.54)	83. 52 (16.79)	0.661	NS
Reading Comprehension Sub-Test	48.38 (17.23)	50.49 (17.89)	2.787	NS
Writing Skills Sub-Test	43.31 (25.44)	47. 44 (24.53)	5.334	.021*
Total Literacy Test	54.20 (17.59)	56.89 (17.09)	4.690	.031*

*p < 0.05; [NS=Not Significant]

A one-way ANOVA was applied to determine the differences in mean performance as a function of gender in all the schools. Girls performed better than boys on the entire test and on the various subtests. However, their percentage mean scores were significantly higher for the Writing subtest and the entire literacy test only. The significant performance gap between boys and girls, as shown in Table 3.2, was also observed in the Grade 1 evaluation involving Sesotho literacy and it concurs with an established international trend in research.

3.5 Relationships between the subtests

It is of interest to know how the various subtests relate to one another. 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 subtest sections 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. Table 3.3 shows the correlation between the various literacy subtests.

Table 3.3: **Pearson correlation coefficients between the various subtests**

	1	2	3	4	5
1 Aural/Oral Skills: Section 1	1,00				
2 Aural/Oral Skills: Section 2	, 152	1,00			
3 Reading Comprehension: Section 1	, 103	, 327	1,00		
4 Reading Comprehension: Section 2	, 226	, 336	, 386	1,00	
5 Writing Skills: Section 1	, 229	, 444	, 532	, 486	1,00
6 Writing Skills: Section 2	,058 (NS)	, 092	, 377	, 222	, 261

[NS=Not Significant]

All correlations are significant ($p<0.01$) except for the correlation between Writing subtest: Section 2 and Aural/Oral subtest: Section 1. The correlations range from $r=0,058$ to $r=0,532$. The correlation between the Writing subtest: Section 1 and Reading Comprehension subtest: Section 1 ($r=0,532$) is the highest, followed by the one between Writing subtest: Section 1 and Reading Comprehension subtest: Section 2 ($r=0,486$). On the one hand, it could be that the ability to fill in the correct word in a sentence does relate to the ability to recognise and derive meaning from pictures. On the other hand, the tasks in the Aural/Oral subtest and Reading Comprehension subtest: Section 2 could, to some extent, rely on chance performance in addition to being dependent on specific language abilities.

3.6 Reliability of the subtests

Alpha coefficients were calculated in order to determine the reliability of the subtests and 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 test. Alpha coefficients are shown in Table 3.4.

Table 3.4: Alpha coefficients as indication of the reliability of the subtests and overall literacy test

Subtests	Alpha Coefficients
Aural/Oral Skills Sub-test	0,63
Reading Comprehension Sub-test	0,57
Writing Skills Sub-test	0,81
Total Literacy Test	0,85

The high Alpha coefficient for the literacy instrument as a whole suggests that the test is reliable. The coefficient for the Reading Comprehension subtest is lower, and it could be attributed to the fewer number of items that the calculation is based on.

3.7   General Comments on Learner Achievement by Schools

The national Department of Education proposes four levels of achievement to describe the performance of learners on a measure of language literacy competency as noted in Table 3.5 below (DoE, n.d.). The four achievement levels are described from the lowest to the highest, namely 'Not Achieved', 'Partially Achieved', 'Achieved' and 'Outstanding'. (See Table 3.5 below).

Table *3.5*: DoE Levels of performance

Achievement Levels	Description	Percentages
1	Not Achieved	1 – 39%
2	Partially Achieved	40 – 49%
3	Achieved	50 – 69%
4	Outstanding	70 – 100%

To further describe the performance of learners on the English literacy test, the schools were placed on the DoE's levels of achievement according to their total percentage mean scores on the English literacy test (See Table 3.6 below). From the table it can be seen that in 20 Molteno schools and 5 non-Molteno schools, learners performed at the two highest levels of achievement (that is, 'Achieved' and 'Outstanding' levels combined). Learners in 2 schools in each school-type performed at the 'Partially Achieved' level. Lastly, in 4 Molteno schools and 2 non-Molteno schools learners attained percentage mean scores at the lowest level of performance (that is, 'Not Achieved' level).

Table 3.6: Percentages of schools at each achievement level

Achievement Levels	Molteno Schools	non-Molteno Schools
Not Achieved	4 schools	2 schools
Partly Achieved	2 schools	2 schools
Achieved	14 schools	4 schools
Outstanding	6 schools	1 schools

Thus, 77% of Molteno schools compared to 56% of non-Molteno schools performed at the 'Achieved' and 'Outstanding' levels combined This could be indicative of the favourable learning and teaching conditions in schools that are in receipt of the BTE intervention.

3.8   Discussion of learner performance on the English test

The literacy instrument used was developed to measure Grade 2 learners' English literacy competence. The entire instrument was based on the Grade 2 BTE vocabulary. Also, it was developed in consultation with Grade 2 teachers and the Molteno Project officials and field tested before being finalised. These steps were taken to ensure that the final test comprised suitable and valid items. Consequently, whether a particular subtest or a component of it was easy or difficult for the learners depends on the cognitive demand of the task and the learners' linguistic and cognitive adeptness to carry out that task. Further to make the test manageable, the test administration instructions where made available in both English and Sesotho even though all the test items were in English. This was necessitated by the fact that the overwhelming majority of learners in the schools sampled for the evaluation had Sesotho as a home language. English was taken as a first additional language. Test administrators were trained and encouraged to administer the test using both languages. This was sanctioned to ensure that learners understood what they were required to do with English test items. Consequently, the performance of learners on this test may not have the test administration procedures as an impediment. Thus the pattern or patterns of learner performance on this test, for the whole sample or for individual schools, should be understood in terms of either the task format (that is, cognitive demand of the task) or the learners' linguistic adeptness with reference to the English language, or both.

As indicated in Figure 3.1(on page 26), of the three subtests, learners in general found the Oral/Aural Skills subtest the easiest followed by the Reading Comprehension Skills subtest and then the Writing Skills subtest. As a result, they achieved very high scores on the Oral/Aural subtest compared with both the Reading Comprehension and the Writing subtests.

In the Oral/Aural sub-test, learners found it easier to listen to verbally presented stimuli (words in Section 1 and sentences in Section 2) and match them to the appropriate targets. This was further facilitated by the fact that both Sections 1 and 2 had multiple-choice questions. Section 1 involved matching an orally presented word to its visual representation or written form chosen from four

options. In Section 2 learners listened to a story followed by oral questions. For each question, three possible answers were given and learners had to choose the correct one. The better performance of learners in Molteno schools compared with their non-Molteno counterparts on the Oral/Aural subtest could have resulted from their access to and familiarity with the Grade 2 BTE vocabulary. The Oral/Aural subtest was less difficult than the Reading Comprehension subtest.

The Reading Comprehension subtest required learners to demonstrate their understanding of meaning using pictures. In Section 1, learners were requested to study a picture with the facilitation of the test administrator. This was followed by an instruction for the learners to read on their own the sentences with omitted words. Using the story in the picture, they had to find the missing words in the sentences they were given, and write them down to complete the sentences. However, in Section 2 learners were asked to study a picture, read on their own a sentence under the picture then choose the correct word from the three options given, to complete the sentence. Learners in both school-type found the Reading Comprehension subtest challenging but manageable compared with the Writing subtest.

The Writing subtest was generally the most challenging of all subtests. Learners in both school-type obtained the lowest scores on this subtest. In Section 1 of this subtest, learners had to read an incomplete sentence stimulus on their own, choose the correct word from those given, and write it down on the space provided. Section 2 of the Writing subtest comprised open-ended questions. Here learners were required to study a series of pictures given and write just one sentence or more sentences about what was happening in each picture. Learners in both Molteno and non-Molteno schools found Section 2 of the Writing sub-test to be even more challenging than Section 1. The majority of the learners performed poorly on this task. Some of the reasons that could be advanced to account for the low scores achieved on this task could be that:

- Even though the Molteno Project officials were shown the test ahead of time and did approve it, the Revised National Curriculum Statement (RNCS) does not require learners in Grade 2 to write independently. As a result, Grade 2 teachers might have not instructed their learners on creative writing.

- The task 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, a first additional language[2].

- Learners were required to write their answers in English, and not in their home language, which is Sesotho. Some learners wrote their answers in Sesotho. This was the result of their lack of English proficiency, which limited their ability to express their thoughts in writing.

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

Appraisal of the Molteno Intervention Programme Findings

This chapter provides a snapshot of how the Molteno Project's Bridge to English programme in Grade 2 is experienced by various sectors of the school community as well as provides some indication of classroom practices. The interview schedules, questionnaires, observation schedules, and Molteno Project field reports are intended to generate thick descriptions of the contextual factors that enable or impede performance. Hence, findings from the qualitative component of the study are analysed and presented here.

4.1   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 the Molteno schools would be using the Molteno Project's BTE programme and materials for learning and teaching purposes. Furthermore, the 2004 Molteno Project field reports on the training and support activities provided to teachers in the sampled schools in Thabo Mofutsanyana district were accessed and studied. Information obtained from these documents was integrated with the classroom observation data in this report.

Of the 35 schools that participated in the study, classroom observations were conducted in only 27 schools comprising 20 Molteno and 7 non-Molteno schools. These represent 77% and 78% of Molteno and non-Molteno schools respectively. They are the schools where class teachers were available and willing to be observed. Where no classroom observations were conducted, the reason was mainly teacher absenteeism due to ill health or teachers being away from school for the reason of furthering theirs studies (for example, teachers writing end of the year examinations). Classroom observations were conducted in each school in one Grade 2 class for 1 hour during an English language[3] lesson. They were conducted in a class where some of the learners were assessed for their proficiency in English[4]. The number of learners present in each class during the observations ranged from 3 to 40 with varying 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;

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[3] English was being taught as a first additional language.
[4] Learners who took the English literacy test were assembled from different Grade 2 classes.

(iv)   Language usage in class;

(v)   Feedback by teachers to learners;

(vi)   Synthesis of teachers' comments on factors affecting the implementation of Molteno Project' BTE in schools.

4.1.1   Lesson plans and lesson planning

At the start of a lesson, a fieldworker requested the teacher for access to his or her term or 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 in 15 out of 20 Molteno schools and in 6 of the 7 non-Molteno schools[5]. The term or year planners were drawn according to the RNCS with the learning outcomes included. In addition, the Grade 2 teachers in 11 and 6 Molteno and non-Molteno schools respectively made their lesson plans available during the classroom observations. These are the teachers who carried to the classroom the lesson plans they had prepared in advance, and were confident in doing their job. The other teachers presented their lessons without making their lesson plans available to the fieldworkers. A review of the lesson plans revealed that they were developed from the Molteno Project materials, books available at the schools or materials provided by the provincial education office or the district. Each lesson was selected according to pacing framework. The lesson plans 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. Also, the observations made during lesson presentations in 17 Molteno schools and 6 non-Molteno schools were that the lesson topics were clear. The topics taught in both types of schools included:

♦   Learning to read and write new sounds;

♦   Learning letter sounds and letter names;

♦   Reading comprehension (story reading);

♦   Reading and writing of new words;

♦   Picture number matching; and

♦   Object naming.

According to the fieldworkers, the tasks that the teachers gave to the learners in 19 Molteno schools and 7 non-Molteno schools were either to some extent or to a large extent appropriate for the Grade 2 learners. Furthermore, 11 teachers in Molteno schools followed their lesson plans while teaching whereas 6 of their counterparts in non-Molteno schools did the same either largely or to some extent. These are the teachers who made their lesson plans available to the fieldworkers.

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[5] Not all teachers in both Molteno and non-Molteno schools had their term or year planners and lesson plans during the visits by the fieldworkers.

Every classroom or lesson observation was followed by a post lesson interview with the teacher who 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. Shown in Figure 4.1 below are the materials teachers claimed to have referred to when planning their lessons for the fourth term.
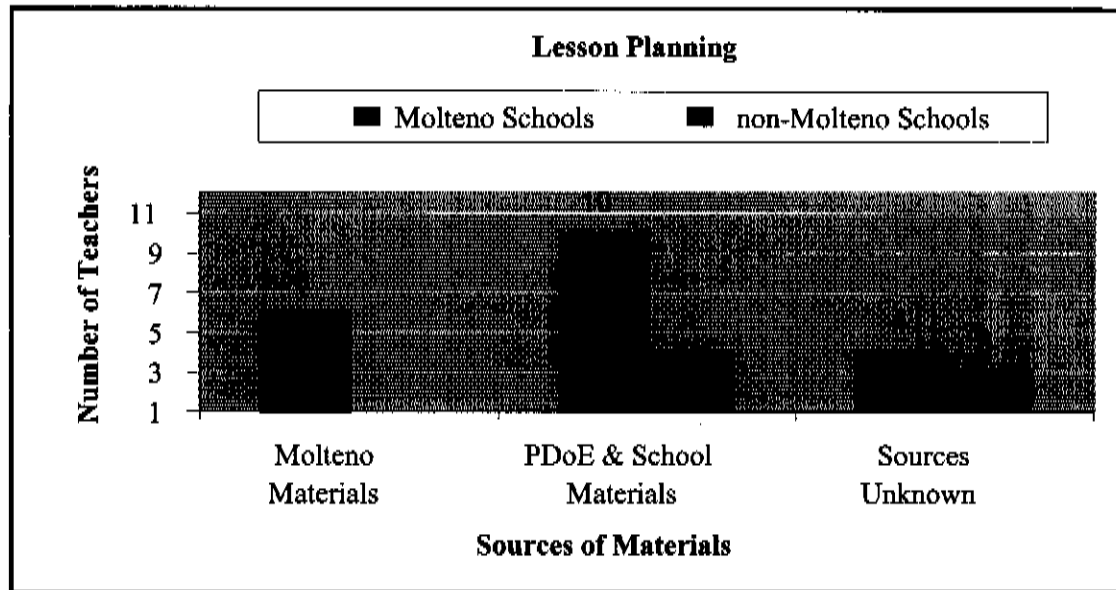
Figure 4.1: Sources of materials used by teachers to plan their lessons

From 20 Molteno schools, 6 teachers claimed to have used the Molteno Project materials to plan their lessons whereas the other 10 used a combination of materials provided by the Free State provincial department of education (PDoE) and their own schools. Materials supplied by the provincial department of education included the RNCS documents and teacher's guides. In non-Molteno schools, 4 teachers used materials obtained from the PDoE and from their own schools when preparing their lessons. No single teacher in these schools indicated to have referred to the Molteno Project materials for planning and preparing the lessons. Seven teachers in Molteno and non-Molteno schools combined did not indicate sources of their lesson preparation materials.

4.1.2   Access to and usage of LSMs

Part of the classroom observations was to determine access and usage of learning support materials (LSMs) by teachers and learners. All schools in general had access to the curriculum documents (that is, the RNCS information documents and teacher's guides). With regard to the Molteno Project materials, data indicates that some schools had access to these materials whereas others did not. Of the 20 observed classes in Molteno schools, 6 had access to the BTE materials in the form of teacher's guides, learner's books, readers and posters. Seven did not have access to the materials but used photocopies of selected pages. The other seven schools did not have access to the Molteno materials at all. From the 6 Molteno schools that had access to the Molteno Project

materials, in one school learners had copies that they were allowed to keep and to take home. In the other 5 schools, learners were issued with books at the beginning of a lesson and only to be collected later at the end of the lesson.

Contrary to these findings, the Molteno Project states that in 2004 it did supply most schools with its materials. Each farm school was given a complete set of the RNCS aligned BTE materials to cover teachers and their learners (that is, a teacher's guides, learner's books, readers and posters). However, non-farm schools were supplied with limited quantities of the same materials comprising mainly a teacher's guide and 20 learner's book and readers.

> "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] ..."

The provision of Molteno Project materials to non-farm schools was done as a gesture of goodwill and schools were advised to top up these materials from their LSMs budget. The rationale is that the service provider does not regard as its responsibility to supply non-farm schools with LSMs since these schools receive financial support from the PDoE for their LSM needs. Thus, non-farm schools are encouraged to use their LSM budget allocation to purchase their own materials. The service provider further indicated that since farm schools in the Free State province are fiscally disadvantaged under the current political dispensation, they felt obliged to provide these schools with materials for implementing BTE[6].

With regard to non-Molteno schools, only one school 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 teaching materials such as newspaper cuttings. In 17 out of 20 Molteno schools and 5 of the 7 non-Molteno schools, teachers used other materials such as posters in addition to textbooks or set works. These were not Molteno posters and were either self-made or obtained from outside the schools. Many of these posters were pasted on the walls where they were visible to all the learners. Learners found the posters appealing owing to their illustration and layout. The usage of textbooks and other related materials in many of the Molteno schools, especially the non-farm schools, can be attributed to schools purchasing their own LSMs. For instance, the 6 Molteno schools indicated to have bought their own Molteno materials.

4.1.3   Teaching and learning process

The majority of the classroom observations indicated that teachers did refer to previously learned topics (or prior knowledge) at the beginning of the lesson in order to engage or initiate learners

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[6] The non-Section 21 status of farm schools do not allow them access to the finance for their LSM needs.

into a new lesson or knowledge. In 14 out of 20 Molteno schools, teachers either completely or partly related their lessons to previously learnt lesson(s) or subject matter. This trend was also followed in 6 of the 7 non-Molteno schools.

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. In addition, all teachers observed in both school-type 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.

Also, during lesson observations in 18 classes in Molteno schools the instructional tasks or activities employed by teachers were found to be clear and most learners understood what they were expected to do. These teachers used communication traditionally as a conduit to convey the content of the learning area and to initiate learners into a range of activities which included formal or informal presentations, debate about issues, discussion on a theme related topic, inputs on the topic, and planning or writing up.

According to information from the Molteno Project field reports, learners in many of the Molteno schools visited by Molteno trainers were often divided into small groups to keep them focused on group tasks. These learners were found to have developed the language processing skills over time as evidenced by their ability to name objects and do labelling, write legibly and read or pronounce phonetically words such as eggs, nests, etc. Furthermore, teachers were found to be able to control and manage book distribution.

4.1.4   Language usage in class

The usages of language for teaching and learning and for social interaction in class were also observed. Data shows that there were variations in the use of language of instruction by teachers and learners. Out of 20 teachers in Molteno schools, 10 reportedly conducted their lessons in English, 7 in Sesotho and 3 code-switched between English and Sesotho. According to the Molteno Project:

> "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. The fact that 7 teachers used Sesotho exclusively is a concern to Molteno".

In non-Molteno schools, 3 teachers instructed their learners in English, 1 in Sesotho and 3 code-switching between the two languages.

Furthermore, the teacher-learner interactions in both Molteno and non-Molteno schools were carried out mostly in Sesotho followed by English. Instances of code-switching between these two languages were also observed in teacher-learner interactions in Molteno schools. This is not surprising since a significant number of the learners in both school-type had Sesotho as their home language.

In addition, teachers were rated for their competence in the usage of the language of instruction. The majority of teachers in both Molteno and non-Molteno schools were rated highly. On the one hand, 8 out of 20 teachers in Molteno schools were rated to be highly competent and 11 as being either satisfactory or good. No judgement could be made with the language competence of one Molteno school teacher. On the other hand, 2 teachers in non-Molteno schools were rated to be highly competent and 3 as being either satisfactory or good. However, no judgement could be made about 2 teachers. Teachers' competence in the language of instruction has some spin offs in terms of assisting learners to identify their incorrect understandings, learning new sounds, vocabulary, spelling and proverbs. All observed teachers in Molteno and non-Molteno schools were found to have the ability to identify learner's incorrect understandings. The majority of learners would listen while a teacher was teaching. Although this indicates some measure of discipline in the schools or amongst learners, it is in contrast with the principles of constructivist theory that underpins Outcomes-Based Education (OBE). The theory on constructivism entails that learners are active participants in the teaching process.

Classroom observations included language usage for social interaction among learners. Observations of the learner-learner interactions in class indicated that on many occasions learners used Sesotho followed by English in both Molteno and non-Molteno schools. Instances of code switching between the two languages were also observed among learners in Molteno schools but not in their non-Molteno counterparts. However, due to the limited nature of the classroom observation, this study is inconclusive on whether there has been extensive usage of code-switching or whether the usage of English was limited to number words, names, etc.

4.1.5 Feedback to learners

The provision of feedback to learners by teachers is an essential component of learning. On the one hand, 13 out of 20 teachers in Molteno schools are said to have given their learners feedback on either classwork or homework during the lessons. On the other hand, only 4 non-Molteno teachers provided learners with feedback about what they must do. The 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 to 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. In 15 of the 20 Molteno schools observed, teachers exhibited the portfolio of learners that evidenced feedback provided. The kind of feedback provided included the following, in the order of importance:

♦ teachers' signature,

♦ ticks and crosses,

♦ symbols, and

♦ substantial or conceptual comments.

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 Molteno trainers were not expected to write comments in the learners' books and portfolios as this was neither the right nor the function of the service provider, but the sole duty of the school and PDoE officials[7].

4.1.6 Synthesis of teachers' comments on factors affecting BTE implementation in schools

During the post-lesson interviews, teachers were asked to comment on the factors affecting, either positively or negatively, the implementation of the Molteno Project's BTE programme in their schools. These were the school, teacher, and learner factors. The focus here was the implementation of BTE in Grade 2, specifically looking at the use of the Molteno Project materials and methods in the teaching and learning context. Given in Table 4.1 below is the evaluator's synthesis of the views expressed by teachers in Molteno schools. Their counterparts in non-Molteno schools did not comment, as they had no Molteno intervention in their schools.

Table 4.1: A synthesis of teachers' views on factors affecting the implementation of Molteno's BTE

Positive Factors	Negative Factors
♦ Some teachers regard the Molteno Project to be beneficial to the teaching and learning process in the classroom, especially where teachers had been trained. ♦ Teachers with access to either complete or incomplete sets of Molteno materials (e.g. teacher's guides, learner's books, poster etc.) saw these materials as valuable additional resources. ♦ According to some teachers, the Molteno Project has assisted their learners in learning to read, write and communicate in English. ♦ Learners enjoy talking and writing in class and are able to tell stories from pictures and construct sentences on their own. ♦ Learners are able to work together and to help each other.	♦ Some teachers tend to use the Molteno teacher's guide exclusively because it is RNCS aligned and provides readily available lesson plans. This has the potential of restricting teachers to one particular type of LSMs whereas the RNCS encourages teachers to use multiple sources of knowledge to the benefit of the teaching and learning process. ♦ Some teachers point out to lack of support from their school principals in implementing the Molteno programmes in their classrooms. ♦ In some schools where teachers were trained, teachers could not implement the BTE programme owing to lack or shortage of Molteno materials. One teacher had this to say: "...the school does not have enough money to buy the necessary resources because it is not under Section 21".

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[7] 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.

The Molteno Project's reponse to the synthesis of teachers' views regarding negative factors to BTE implementation

♦ The Molteno Project emphasises that its BTE materials are RNCS compliant:

"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".

Furthermore, the service provider reportedly does no discourage teachers from using other LSMs together with its BTE materials.

♦ As already mentioned in Section 4.1.2 (on page 33), most schools did get the BTE materials during 2004 albeit the distribution was skewed in favour of farm schools. The reason given is that non-farm schools are said to have a budget allocation for the purchase their own learning support materials whereas farm schools did not.

4.2   School Observations

A school observation schedule was used to gather data on the general operation of schools. It required fieldworkers to request access to the schools' register of visitors, curriculum documents received, and teachers' long-term and short-term planners. These materials were studied to obtain evidence of the following:

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

(ii)   Molteno's training workshops conducted for teachers and school managers;

(iii)   Receipt of learner support materials by the schools;

(iv)   Existence of learning programmes and curriculum statements in schools;

(v)   Fieldworkers' general observations of the schools.

All schools observed had EMIS numbers. This is an indication that they were in one way or the other technically under the management and support of the Free State Department of Education. The majority of these schools had valid postal addresses (with postal boxes), a landline fax and a telephone number.

As part of the school observation, the Foundation Phase HODs in both Molteno and non-Molteno schools were interviewed to obtain insights on the functionality of schools. Information regarding receipt of LSMs and curriculum documents, and the existence of learning programmes and curriculum statements in schools has already been captured under classroom observation issues in Section 4.1 of this report. What follows are matters regarding school visits by education and Molteno officials, the training of teachers by Molteno officials and the fieldworkers' general observations of the situation at the schools.

4.2.1 School Visits by District and Molteno Project Officials

Both the document analyses and interviews with 31 Foundation Phase HODs indicated that officials from the education district and the Molteno Project trainers did visit the schools during 2004. While the district officials together with the Molteno Project trainers visited 24 Molteno schools, the education officials alone visited 7 non-Molteno schools. Furthermore, out of 24 Molteno schools the district officials visited 10 whereas the Molteno Project officials visited 13. The school visits were for the duration of between 30 minutes to 2 hours on average. During the school visits district officials usually met with both HODs and school principals whereas the Molteno Project trainers primarily targeted teachers. On the one hand, education officials from the district office mainly provided support related to school administration and curriculum implementation and monitoring. On the other hand, the Molteno Project trainers, for the most part, visited the schools to provide support, conduct mini workshops, and monitored the implementation of BTE by teachers.

Evidence in the Molteno Project's field reports points to the fact that trainers belonging to this NGO did visit the majority of schools at least once in a month during the months of May, June, and July 2004. Approximately six schools were visited during each month and 26 classroom observations conducted. Thus, different Foundation Phase classes could have been observed during one school visit. During classroom observations the trainers carried out the following activities in support of teachers:

- Checked the progress of teachers in implementing BTE;
- Assisted teachers in addressing the challenges arising in the course of BTE implementation;
- Randomly checked the learners' learning and literacy progress by going through their English exercise books, portfolios and workbooks; and
- Assisted teachers in dealing with learners needing further support in certain aspect of English literacy.

4.2.2 Molteno Training Workshops

As a part of an appraisal of the training received by teachers in Molteno schools in 2004, the workshop register compiled by Molteno trainers was reviewed. The register indicated that various types of training workshops were provided to teachers in participating schools. These workshops provided training in both BTE and BTL. The BTE workshops were conducted for teachers in both Grades 2 and 3. The workshops were categorised as refresher courses, initial training or just training workshops. Five such training workshops were conducted in central venues in Thabo Mofutsanyane as shown in Table 4.2 below.

Table 4.2: Workshops conducted by Molteno trainers to schools participating in the Molteno Project

Number of Workshops	Workshop Venue	Participants	Workshop Date
One Workshop	Tumisang Primary School (Senekal)	8 teachers	January 2004
Three Workshops	Mamello Primary School (Qwaqwa)	31 teachers	January 2004
		15 teachers	February 2004
		25 teachers (including 2 HODs)	March 2004
One Workshop	Nexus Primary School (Harrismith)	11 teachers	November 2004

According to the Molteno Project workshop register, all the workshop participants in the three venues were teachers. Two of the participants in the Mamello Primary workshop of March 2004 were HODs. On the one hand, the fact that all the participants in the workshops were teachers is laudable as they are the ones responsible for curriculum delivery in the classroom. However, on the other hand, the absence of members of the school management teams in these workshops is discomforting. The reason is that for teachers to implement the BTE programme successfully in their schools and classes, they will require the support of the school managers. School managers in the form of school principals, their deputies and HODs can play a vital role thereby encouraging and supporting teachers to implement what they had learned at the workshops.

In addition, the schools' HODs indicated their appreciation of having the Molteno Project in their schools albeit with some reservations. They are generally concerned with the lack of training in some schools and the infrequent manner with which the training workshops were conducted in others. For instance, in their field reports, Molteno Project trainers indicated that four schools from those visited were not implementing BTE in Grade 2. Teachers in these schools cited their non-attendance of the January 2004 training workshops as a reason for not implementing BTE. Nevertheless, BTE mini-workshops were conducted at school level later towards the end of the year as once-off activities so that learners could be taught reading, writing, and communication skills in English the Molteno way.

Asked how the teachers were chosen to attend the Molteno training workshops, HODs in non-farm schools indicated that all teachers of the Foundation Phase in their schools do attend the workshops. However, in the case of farm schools there is a tendency for teachers to be selected to attend Molteno training workshops. The probable cause of this is either the shortage or the limited number of teachers in these schools. This means that teachers of a farm school cannot be released at the same time to attend a particular workshop without risking disrupting the schooling process. Also, HODs were asked whether teachers in their schools who attended Molteno training workshops did share what they had learned with other teachers. In 5 Molteno schools, HODs indicated that teachers in their schools did share the Molteno training information with their counterparts. This was supported by the fact that in 8 Molteno schools, agendas and minutes of language/phase subject meetings studied were found to be having the Molteno teachers training plan for language educators.

However, it should be mentioned that the existence of other intervention programmes in Thabo Mofutsanyane has the potential of interfering with the Molteno Project activities in general. Such interference could account for the non-attendance of the January 2004 Molteno training workshops by some teachers.

4.2.3 Fieldworkers' General Observations of the Schools

As part of conducting school observations, fieldworkers were required to comment on the general situation in the schools in relation to the implementation of the BTE programme in the learning sites. Table 4.3 below gives a summary of their observations and comments. These have been categorised into the following:

1)   The benefits that schools, teachers, and learners derived from the Molteno Project;

2)   Suggestions for improvement.

Table 4.3: Molteno training programme benefits and suggestions for Improvement

Benefits from BTE programme	Suggestions for Improvement
◆ Some schools are able to use the Molteno Project programmes the outcomes-based way in conjunction with the RNCS. ◆ In some schools without Molteno materials, teachers have been innovative enough to such that they developed and used their own materials to implement BTE. ◆ The project empowered Foundation Phase teachers thereby boosting their confidence. ◆ Children learning through BTE can read and write words and paragraphs, write creatively, and communicate with confidence in English. ◆ Learners learning through Molteno programmes are in independent, creative and have improved social skills.	◆ The Molteno workshops are benefiting the Foundation Phase teachers and should be extended to the intermediate and senior phases. ◆ For BTE to succeed in schools, the department of education should supply schools with more English than Sesotho learning support materials. ◆ More training workshops are required in some schools and should be followed by monitoring and support visits by Molteno trainers. ◆ The linkage between BTE and the RNCS must be clearly articulated. The reason is that teachers differ in their comprehension of the link between the two. One HOD had this to say: "In the Molteno Project we follow the whole book as it is whereas RNCS binds us to choose the learning context". Thus, a link needs to be forged between the Molteno Project's interpretation of the RNCS and what the learning facilitators in the district instruct teachers to do.

4.3 Parent or Caregiver Information

The Sesotho parent or caregiver questionnaires were issued to the learners to take home to be completed by their parents or caregivers. The questionnaires were returned to school to the fieldworkers the next day. Only the parents or caregivers of the learners who took the literacy test completed this questionnaire. The main objective of the questionnaire was to get the caregivers' views about the schools their children were attending, and to assess the extent of their involvement in the affairs of their children's schools. It was anticipated that only caregivers whose children were attending Molteno schools would demonstrate their awareness of the value of the Molteno Project intervention.

4.3.1 Background of the Caregiver or Parent

In all the schools fieldworkers managed to collect 655 of the completed caregiver questionnaires out of 823 that were distributed. This represents a return rate of 80%. Majority of these questionnaires were almost fully completed. The following persons completed the caregiver questionnaires in a decreasing order: mothers, another person(s) on behalf of the caregiver(s), fathers, and learners. In the questionnaires, the respondents were able to provide the necessary biographical information about the learners such as, the learners' names, the grades they were in, and the names of the school they were attending. From Figure 4.2 below, in both school-type, mothers completed most of the caregiver questionnaires than other respondents.
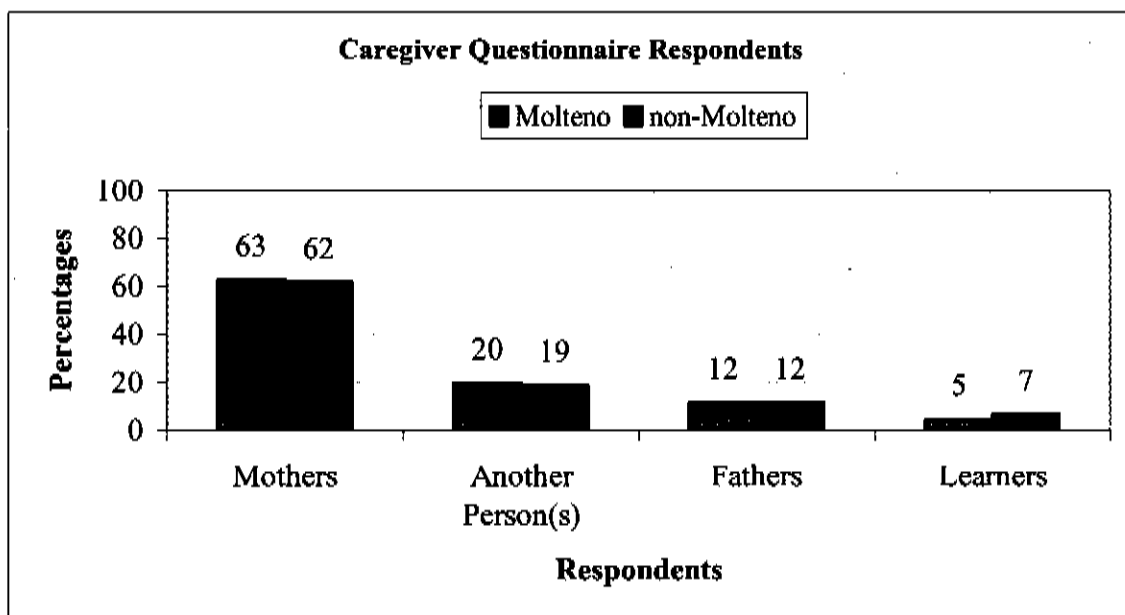
Figure 4.2: Percentages of respondents to the caregiver questionnaire

This is indicative of the fact that mothers were the most available primary caregivers in the school lives of the children in the sampled schools. Learners completed a small percentage of these questionnaires. The reason for this could be that adult caregivers were simply not available at

home to complete the questionnaires. Alternatively, if adult caregivers were available, they possibly could neither read nor write.

4.3.2   Caregivers' Employment and Education Levels

Caregivers were asked to indicate their current employment position. More than 64% (395 out of 616) of caregivers of learners in both Molteno and non-Molteno schools collectively indicated that they were unemployed. Of those who were employed, many worked as farm labourers, domestic workers, or were self-employed. Few held professional jobs. Their levels of education as indicated in Figure 4.3 below further support this.
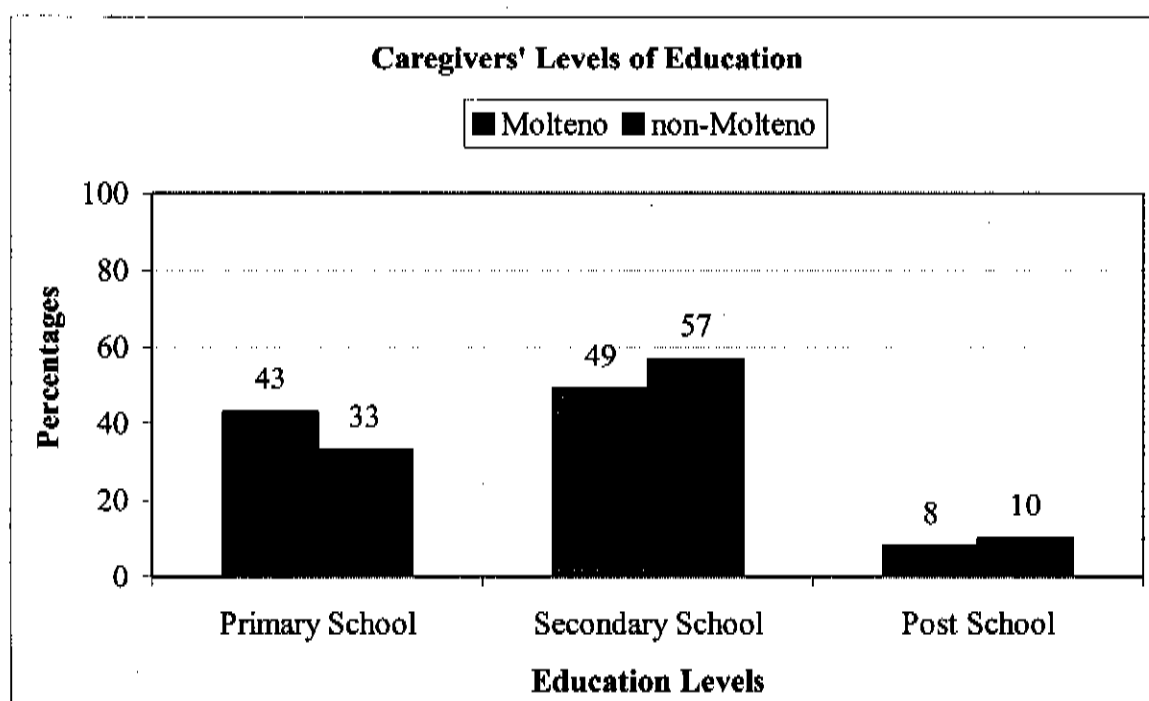
Figure 4.3: Parents or caregivers levels of education

In both school-type, less than 45% and 60% of the parents received primary and secondary education respectively. However, not more than a mere 10% of the parents of learners in Molteno and non-Molteno schools went on to receive post school education.

4.3.3   Travelling to School

In both Molteno and non-Molteno schools, more than 96% (604 out of 626) of the learners walked when going to school whereas the remaining 4% used bicycles, taxis, and buses as modes of transportation. Figure 4.4 below indicates the various distances travelled by learners to school in both school-type. According to the responses on the caregiver questionnaires, just below 60% of the learners in both categories of schools travelled less than a kilometre to their schools. Furthermore, in both school-type, less than 35% of the learners travelled between one and two kilometres to get to school. Again, just below 20% of these learners in Molteno and non-Molteno schools travelled more that three kilometres to reach their schools.

Distance Travelled to School

■ Molteno ■ non-Molteno
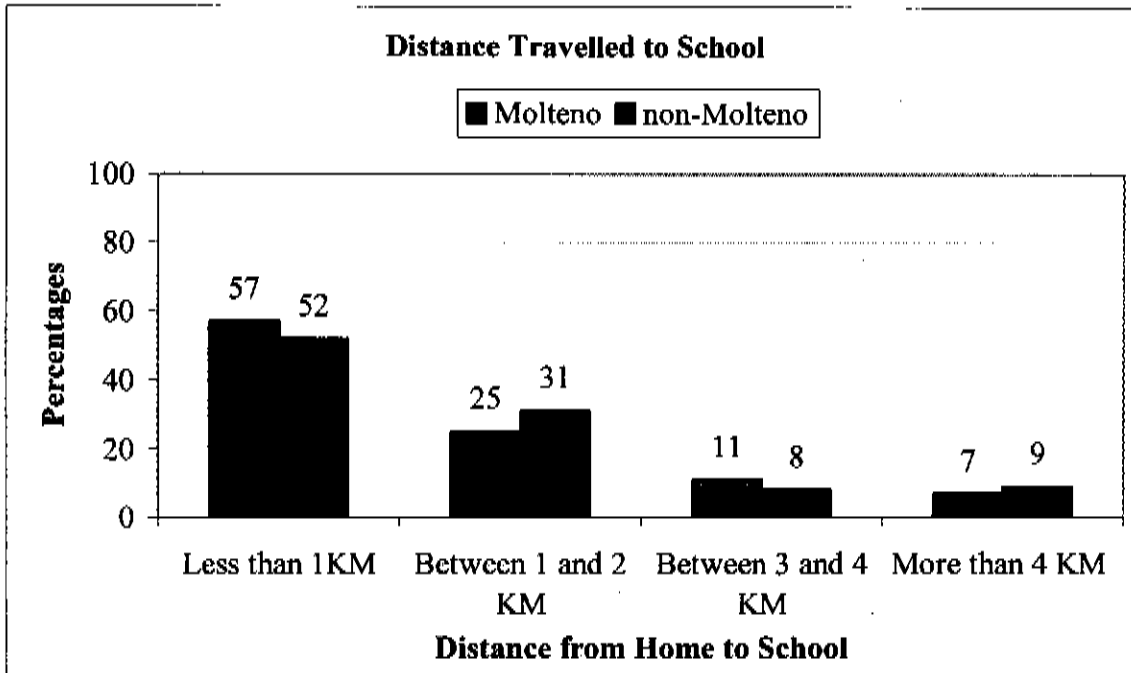
Figure 4.4: Distance travelled by learners to school

Regarding the time learners take to get to school, 56% of the Molteno learners and 43% of their non-Molteno counterparts travelled less than 15 minutes to get to their schools. However, 36% and 47% of Molteno and non-Molteno learners respectively took between 30 and 45 minute to reach their schools. Only less 10% and below of the learners in both school-type took longer than one hour to reach their schools.

4.3.4 Home language and the language of learning

Regarding the home language spoken by the caregivers of children in both school-type, about 94% (590 out of 628 caregivers) indicated to be speakers of Sesotho, with the remainder speaking other nationally recognised official languages such as IsiZulu, Ndebele, Sepedi etc.

In addition, caregivers were asked to rate the usage of the English language in their homes. According to the 418 caregivers of learners in Molteno schools, 4% used English always in their homes, 50% seldom or sometimes, and 46% never at all. Also, of the 201 caregivers of learners in non-Molteno schools, only 1% indicated to use English in their homes, 55% seldom or sometimes, and 44% never at all. In general, the infrequent manner of usage of English in the homes of learners from both school-type could account for the low performance on learners on the literacy measure used.

4.3.5 Caregivers' educational involvement and learners' home background

Parents were asked to indicate their awareness of the Molteno Project's BTE programme in the schools their children were attending. This was undertaken as a way of gauging the involvement of

parents in the education of their children, especially in ensuring that their children reap the maximum benefits from the Molteno Project intervention.

Thirty-four percent of 393 caregivers of children in Molteno schools and 21% of 189 parents of learners attending non-Molteno schools indicated that they were aware of the Molteno Project's involvement in the education of their children. Most often than their non-Molteno counterparts, parents of children in Molteno schools saw the NGO's role being to teach their children to speak (or talk), read, and write well.

Furthermore, caregivers were asked whether their children did talk to them about what they were learning at school. In both school-type 90% of caregivers indicated that their children talked to them about what they had learnt at school and about the lessons they liked. According to the parents, learners liked lessons on the following, among others:

♦ Literacy (English and Sesotho)

♦ Numeracy

♦ Speech

♦ Reading English stories

In addition, parents were asked to indicate whether at home they asked their children to read to them. This is one way through which parents can get to know about the reading levels of their children, or the reading challenges they were faced with. On the one hand, only 6% of parents of learners in Molteno schools indicated not to be partaking in shared reading with their children. Thirty percent did so once a week, 27% three to four times in a week, and 37% always. On the other hand, 5% of the caregivers in non-Molteno schools never asked to be read by their children whereas 28% did so once a week, 30% to four times in a week, and 35% always.

As part of finding out about parental involvement in their children's educational development, parents were further asked to indicate whether their children used public libraries. Only 15% of 395 parents of children attending Molteno schools and 13% of 196 caregivers of learners in non-Molteno schools answered in the affirmative. According to the parents, proportionately more learners in Molteno schools (51%) visited public libraries than those in non-Molteno schools (37%) at least once or more than once a week. This is supported by the parents' assertion that 20% of Molteno learners and 17% of their non-Molteno counterparts always read other books other than their school books.

Chapter 5   Conclusions and Recommendations

The current study forms part two of the evaluation of the impact of Molteno Project programmes in selected schools under the Thabo Mofutsanya district of the Free State Department of Education. The study focussed on Grade 2 where the Molteno Project's BTE intervention was in receipt by selected schools in the district. These schools have been referred to as "Molteno schools" for reporting purposes, and were compared to the "non-Molteno schools" to determine the effectiveness of the intervention. The non-Molteno schools were included in the study as control schools and were not participating in the BTE programme at the time of the evaluation. The BTE programme is geared to assist teachers in the teaching of English literacy skills such as speaking, reading, spelling and writing skills, to learners whose home language is not English. These are the learners taking English as a first additional language at school.

As an appraisal of the impact of the BTE programme in Grade 2, learners in Molteno schools were compared to their counterparts in non-Molteno schools on a measure of English literacy competence. In both school-type learners were assessed using an English literacy test developed to measure the following language skills: oral/aural skills, reading comprehension skills and writing skills. Further, the contextual factors in the school or classroom and the homes of the learners in both school-type were evaluated. Of importance was how these factors affected the implementation of the BTE programme in Molteno schools, especially within the teaching and learning context. Data on the school/classroom contextual factors was collected mainly through classroom observations, interviews with teachers and HODs. The learners' background information was obtained from the parents or caregivers of the learners through a survey, and it shed some light on the home background of the learners. The findings from the assessment of the learners' English literacy, the school/classroom and the home contextual factors are summarised below:

5.1   English literacy competence

Learners in Molteno schools and non-Molteno schools obtained the total percentage mean scores of 57% and 54% respectively on the English literacy test. Although the total percentage mean score of Molteno schools was significantly higher compared with that of non-Molteno schools by 3%, the mean score for Molteno schools is generally low given the fact that these schools were receiving an English literacy intervention.

Again, the performance of learners in Molteno and non-Molteno schools on individual subtests was the highest for the Oral/Aural subtest followed by the Reading Comprehension subtest and

then the Writing subtest. However, learners in Molteno schools performed better than their counterparts in non-Molteno schools in all three sub-tests even though their performance was significantly better for the Oral/Aural subtest only. In general, learners found the Reading Comprehension subtest followed by the Writing subtest, to be cognitively more challenging than the Oral/Aural subtest. Consequently, the low percentage mean scores obtained on the Reading Comprehension and Writing subtests could have contributed to overall low performance in the entire test for learners in both school-type. A similar trend was found at the school level. In most schools learners found the Reading Comprehension subtest followed by the Writing subtest, to be more challenging than the Oral/Aural subtest. This was irrespective of the fact that Molteno schools were expected to perform substantially better than non-Molteno schools due to the former's participation in a literacy intervention.

Some of the contextual factors do explicate the performance trend found in the study.

5.2   Factors Affecting BTE Implementation

Data on school or classroom and home contextual factors was collected in order to explain the pattern of English literacy competence of the Grade 2 learners in the study.

5.2.1   Access to BTE materials

From classroom observations, one conspicuous and common hurdle to the implementation of BTE in Molteno schools (and classes) is lack or shortage of the necessary Molteno Project materials. Of the 26 sampled Molteno schools, only less than a quarter had full sets of the materials to implement BTE in their classrooms in the form of teacher's guides, posters, learner's books and readers. A further 27% of the teachers in Molteno schools relied on photocopied materials. The implication of this situation to the teaching and learning process is that, while in some schools teachers were able to use the materials in class and lend it out to the learners, in other schools learners used the materials only in class during lessons and classwork and were not allowed to keep or take them to their homes. Consequently, shortage of BTE materials constrains teachers' capacity to implement the programme fully and, in some instances, curtails the programme's pedagogic value as some teachers are unable to give learners homework.

The Molteno Project, however, indicated that it did distribute its RNCS aligned BTE materials to most schools in 2004. The distribution was carried out in a skewed manner in favour of farm schools rather than non-farm schools. Farm schools were given adequate supplies of teacher's guides, learner's books, readers and posters whereas the non-farm schools received limited amounts of the same materials. The reason for the Molteno Project's differential supply of materials is that farm schools, in most cases, did not have money to pay for the LSMs they needed, whereas non-farm schools could simply purchase their materials using money budgeted for their LSMs requirements. As a result, the non-farm schools were requested to top up their materials using their LSMs funds.

Furthermore, having access to BTE materials has implications for how teachers plan their lessons. Teachers in Molteno schools used the Molteno materials (books and posters) for preparing and planning their lessons. They further relied on additional materials supplied by their schools and the provincial department of education or district (for example, RNCS documents, teachers' guides and textbooks). Teachers in non-Molteno schools appeared to have had very limited access or no access at all to Molteno materials as they relied exclusively on materials supplied by the department of education and their schools for planning and preparing lessons.

5.2.2 Language usage in and outside classroom

The BTE teacher's guide encourages teachers to use mainly English in the classroom with the learners' main languages allowed to be used on a few occasions when necessary. It is reasoned that,

> "...children who have too much of the main language [home language] mixed up with English, get into the habit of translating when they learn and use English" (Molteno Project, 2002, p.3).

From classroom observations, it was found that during lessons half of 20 Molteno schools upheld this view whereas 7 teachers used Sesotho exclusively and 3 teachers used the two languages inter-changeably (or code-switched). The same pattern was found in non-Molteno schools. However, the social interactions between teachers and learners and amongst learners in both types of schools frequently occurred in Sesotho than English. According to the Molteno Project:

> "...The fact that 7 teachers used Sesotho exclusively is a concern to Molteno".

The issue of language usage in the classroom has been found to be very important for effective teaching and learning and for learner performance. Learners who are instructed in a language that is the same as their home language generally evince improved performance in their schoolwork (Brock-Utne, 2001; DoE, 2003; Fox, 2005; Heugh, 2005; Rodseth, 2002). Consequently, more information on the schools language policy and practices is required to further elucidate on the matter.

5.2.3 Molteno support to teachers

According to the Molteno Project's field reports, initial and refresher training BTE workshops were conducted in a number of central venues in Thabo Mofutsanyana in the beginning and towards the end of 2004. Data also indicates that BTE crash workshops were conducted around the same period. The workshops were attended by teachers only. Furthermore, Molteno trainers visited schools during mid-year to monitor and support teachers in the implementation of BTE. However, data indicates that the following challenges to effective implementation of BTE in Molteno schools still obtain:

- Teachers reported to be in need of more training workshops and support still. However, Molteno is of the view that: "Teachers will always report to be in need of further training no matter how much training is given to them".

- Although teachers from some schools did attend training workshops, they were hamstrung by the lack of Molteno materials to implement BTE fully. This is contrary to Molteno's assertion that most schools were provided with materials to aid BTE implementation during the 2004 school year.

- Some teachers indicated that they are not being supported by their school principals in implementing BTE.

- There are instances where some teachers treat the BTE teacher's guide as a stand-alone resource because it is RNCS aligned and has readily available lesson plans. This may lead to teachers who are less critical and creative in both their lesson preparation and delivery. The RNCS encourages innovative approaches to the teaching and learning process using multiple and diverse sources of knowledge.

5.2.4 Parental involvement

According to the respondents to the caregiver questionnaires, in both Molteno and non-Molteno schools, mothers were found to be more responsible for the education of their children than fathers or other guardians. Although comparable proportions of caregivers of children in Molteno and non-Molteno schools did receive primary and secondary education, not more than 10% of them went further than secondary education. However, all parents or caregivers, regardless of their level of education, indicated that they did participate in the educational development of their children. Their participation was mainly through listening to their children talking about their schoolwork and by participating in shared book reading with their children. Nevertheless, more parents of children in Molteno schools indicated to be aware of the Molteno Project in their children's schools than did the parents whose children attended the non-Molteno schools. In addition, more children in Molteno schools than in non-Molteno schools were reported by their parents to be visiting the public libraries.

5.3 Recommendations

The following recommendations are proposed in line with the study findings:

Training and support

- There is a clear indication from the data that teachers would like to have more training and support from Molteno Project. Consequently, the Molteno Project should intensify the support it gives to teachers and schools in the form of training workshops and monitoring the implementation BTE.

◆ The Molteno Project should strongly urge schools managers to co-ordinate the participation of their teachers in BTE activities in a manner that will ensure continuity. Any unplanned interruptions may result in gaps in the empowerment of teachers.

Programme sustainability at school level

◆ For the long term, the Molteno Project should look into the possibility of training school principals and/or HODs in participating schools to be able to support other teachers. This could alleviate the problem of teachers having to rely exclusively on the project trainers for monitoring and support. In this way, school principals and HODs can be held accountable for ensuring proper implementation BTE in their schools and for ensuring teacher ownership or personalisation of the programme (Rodseth, 2002). However, this may require the endorsement and participation of the Thabo Mofutsana district (or Free State Department of Education), especially the Learning Facilitators.

Integrating BTE with other LSMs

◆ Although the BTE materials are RNCS aligned, teachers should be encouraged to integrate them with other learning support materials and programmes sanctioned by individual schools and the provincial education department. This would provide teachers with the opportunity to implement BTE even in situations of shortage or lack of necessary materials. Another possible benefit is that teachers would cease being passive users of resources given to them and become critical, innovative and creative when planning their lessons and in the delivery of the curriculum in the classroom. Of course, the participation of the district's Foundation Phase Learning Facilitators in this regard warrants some consideration.

Parental involvement

◆ Parental awareness of and indirect participation in Molteno Project activities, especially BTE, can still be improved further. For instance, one of the hurdles to complete implementation of BTE in some schools is lack of materials. This has been found to contribute to teachers being unable to give their learners homework. As a result, improved availability of BTE materials in schools, especially the learner's guides and reading books, has the practical value of teachers giving learners homework. Parental participation in their children's school work such assisting learners with their homework or getting involved in shared book reading has the potential of further exposing parents to what Molteno Project does in schools.

Foster a buddy system between schools or teachers

◆ Teachers from different Molteno schools should be encouraged to work together. Thus, teachers from different schools can meet to share expertise with regard to successful BTE implementation. Materials and innovative ways of implementing BTE can be shared during such meetings.

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APPENDIX B: Percentage Mean Scores Obtained by Learners of Molteno Schools on the English Literacy Test

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
TWS	= Percentage Total Writing Skill
TLT	= Percentage Total Literacy Test (NB: It is percentage total of the three sub-tests)

MOLTENO SCHOOLS											
	STATS	A/OS1	A/OS2	TA/OS	RC1	RC2	TRC	WS1	WS2	TWS	TLT
Katlcho (N=26)	Mean	96.92	67.69	82.31	29.62	61.538	40.26	57.69	18.27	40.17	50.00
	Min	40	20	40	0	20.0	13	0	0	0	16
	Max	100	100	100	70	100.0	73	100	75	89	84
Lerato (N=15)	Mean	100.00	89.33	94.67	68.67	98.667	78.67	97.33	4.17	55.93	72.87
	Min	100	0	50	60	80.0	73	80	0	44	63
	Max	100	100	100	70	100.0	80	100	38	72	81
Letlotlo (N=33)	Mean	92.73	54.55	73.64	42.42	73.939	52.93	86.36	18.18	56.06	59.06
	Min	40	0	40	0	40.0	27	0	0	0	19
	Max	100	100	100	80	100.0	87	100	100	100	95
Mafika Ditshiu N=38)	Mean	98.42	98.95	98.68	67.11	96.842	77.02	98.68	30.59	68.42	78.46
	Min	.40	60	50	50	80.0	67	70	0	39	63
	Max	100	100	100	70	100.0	80	100	75	89	88
Namahadi (N=31)	Mean	98.06	79.35	88.71	41.94	90.323	58.06	92.58	11.29	56.45	64.52
	Min	60	60	70	20	60.0	40	20	0	11	40
	Max	100	100	100	60	100.0	73	100	63	83	81
Sekgothadi (N=28)	Mean	99.29	96.43	97.86	39.29	89.286	55.95	97.50	62.05	81.75	76.50
	Min	80	60	80	20	40.0	40	80	13	56	63
	Max	100	100	100	50	100.0	67	100	100	100	86
Pcctc (N=20)	Mean	98.00	39.00	68.50	19.50	62.000	33.67	21.00	.63	11.94	32.67
	Min	80	20	50	10	40.0	20	0	0	0	23
	Max	100	80	90	50	80.0	60	80	13	44	49
Makgaolaneng (N=21)	Mean	89.52	42.86	66.19	14.29	58.095	28.89	2.86	.00	1.59	26.14
	Min	40	0	20	10	.0	7	0	0	0	16
	Max	100	80	90	30	100.0	47	20	0	11	35
Matoabeng (N=36)	Mean	96.67	75.56	86.11	43.61	88.889	58.70	87.78	5.90	51.39	62.02
	Min	60	40	60	10	.0	7	0	0	0	21
	Max	100	100	100	60	100.0	73	100	63	83	81
Matsikcng (N=33)	Mean	93.94	58.18	76.06	20.91	57.576	33.13	16.36	.38	9.26	33.12
	Min	20	0	40	10	20.0	20	0	0	0	16
	Max	100	100	100	60	80.0	53	60	13	33	51

	STATS	A/OS1	A/OS2	TA/OS	RC1	RC2	TRC	WS1	WS2	TWS	TLT
Mohalatladi (N=23)	Mean	99.13	51.30	75.22	23.04	72.174	39.42	75.65	5.43	44.44	49.85
	Min	80	0	50	0	20.0	20	20	0	11	30
	Max	100	80	90	60	100.0	60	100	38	67	65
Pctsana (N=27)	Mean	100.00	89.63	94.81	34.07	74.815	47.65	69.26	13.89	44.65	57.36
	Min	100	20	60	20	20.0	20	20	0	11	26
	Max	100	100	100	40	100.0	60	100	63	83	77
Reatilc (N=38)	Mean	99.47	74.74	87.11	32.89	69.474	45.09	84.47	28.29	59.50	60.89
	Min	80	20	60	0	40.0	20	0	0	0	33
	Max	100	100	100	50	100.0	67	100	88	94	81
Selemela (N=19)	Mean	97.89	94.74	96.32	52.63	89.474	64.91	96.32	12.50	59.06	69.77
	Min	60	60	70	30	60.0	40	80	0	44	51
	Max	100	100	100	70	100.0	80	100	50	78	79
Naka (N=31)	Mean	97.42	99.35	98.39	60.97	83.871	68.60	91.29	35.48	66.49	74.64
	Min	60	80	80	40	40.0	53	40	0	33	58
	Max	100	100	100	70	100.0	80	100	75	89	86
Tshepong (N=6)	Mean	96.67	96.67	96.67	40.00	80.000	53.33	100.00	10.42	60.19	66.28
	Min	80	80	80	30	60.0	40	100	0	56	56
	Max	100	100	100	50	100.0	60	100	25	67	72
Mabewana (N=37)	Mean	92.97	52.97	72.97	23.51	57.297	34.77	17.57	30.41	23.27	38.84
	Min	60	0	40	10	20.0	13	0	0	0	14
	Max	100	100	100	50	100.0	60	100	88	78	63
Athalia (N=6)	Mcan	100.00	46.67	73.33	61.67	86.667	70.00	61.67	12.50	39.81	58.14
	Min	100	20	60	40	80.0	53	0	0	0	37
	Max	100	80	90	80	100.0	87	100	50	72	72
Johannes Fourie N=8)	Mean	95.00	62.50	78.75	31.25	57.500	40.00	83.75	.00	46.53	51.74
	Min	80	20	50	20	20.0	20	40	0	22	40
	Max	100	100	100	50	100.0	53	100	0	56	63
Helena Slabberts (N=3)	Mean	100.00	80.00	90.00	63.33	53.333	60.00	100.00	16.67	62.96	68.22
	Min	100	80	90	60	40.0	60	100	0	56	65
	Max	100	80	90	70	60.0	60	100	25	67	70
Mimosa (N=11)	Mean	100.00	58.18	79.09	32.73	70.909	45.45	45.45	6.82	28.28	46.09
	Min	100	20	60	10	40.0	27	20	0	11	37
	Max	100	80	90	50	100.0	60	100	38	56	58
Witbankfontcin (N=7)	Mcan	100.00	85.71	92.86	44.29	77.143	55.24	91.43	42.86	69.84	70.10
	Min	100	60	80	20	20.0	20	60	13	50	58
	Max	100	100	100	70	100.0	80	100	75	89	86
Daniclsrus (N=14)	Mcan	97.14	70.00	83.57	35.00	74.286	48.10	96.43	26.79	65.48	63.62
	Min	60	60	80	0	40.0	13	60	0	33	44
	Max	100	100	90	50	100.0	67	100	75	89	79
Lepanya (N=30)	Mean	98.67	88.67	93.67	30.33	94.667	51.78	82.33	5.42	48.15	60.00
	Min	80	60	70	10	80.0	33	20	0	11	33
	Max	100	100	100	40	100.0	60	100	38	72	72
Thcbc ya Kgomo (N=23)	Mean	96.52	40.00	68.26	15.65	75.652	35.65	53.91	1.63	30.68	41.15
	Min	60	0	30	0	20.0	7	0	0	0	9
	Max	100	100	100	50	100.0	67	100	25	67	63
Mabate (N=6)	Mcan	96.67	86.67	91.67	30.00	90.000	50.00	86.67	20.83	57.41	62.79
	Min	80	80	90	20	60.0	40	60	0	33	49
	Max	100	100	100	40	100.0	60	100	50	72	70

APPENDIX B: Percentage Mean Scores Obtained by Learners of non-Molteno Schools on the English Literacy Test

<u>KEY:</u>

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
TWS	= Percentage Total Writing Skill
TLT	= Percentage Total Literacy Test (NB: It is percentage total of the three sub-tests)

NON-MOLTENO SCHOOLS										
	STATS	A/OS1	A/OS2	TA/OS	RC1	RC2	TRC	WS1	WS2	TWS	TLT
Tsepo e Molemo (N=7)	Mean	54.29	71.43	62.86	20.00	62.857	34.29	52.86	.00	29.37	38.87
	Min	0	40	30	0	40.0	13	20	0	11	26
	Max	100	100	100	40	100.0	47	80	0	44	53
Qwaqwa (N=34)	Mean	88.24	31.18	59.71	60.59	92.353	71.18	84.41	66.18	76.31	70.66
	Min	0	0	10	50	40.0	53	10	38	28	42
	Max	100	80	90	70	100.0	80	100	88	94	84
Bohlokong (N=27)	Mean	90.37	50.37	70.37	24.07	62.222	36.79	51.85	.00	28.81	41.26
	Min	20	0	40	0	20.0	7	0	0	0	19
	Max	100	100	100	60	100.0	60	100	0	56	63
Shoeshoe (N=25)	Mean	92.80	92.00	92.40	48.80	72.800	56.80	80.00	2.00	45.33	60.28
	Min	60	40	60	40	20.0	33	20	0	11	44
	Max	100	100	100	50	100.0	67	100	13	61	72
Bluegumbosch (N=33)	Mean	100.00	98.18	99.09	44.85	93.333	61.01	91.21	12.12	56.06	67.79
	Min	100	80	90	10	40.0	40	50	0	33	51
	Max	100	100	100	60	100.0	73	100	63	83	84
Kgolcdi (N=38)	Mean	97.37	68.42	82.89	23.16	87.895	44.74	81.32	6.58	48.10	55.02
	Min	60	20	60	0	40.0	20	30	0	17	30
	Max	100	100	100	50	100.0	67	100	50	61	70
Boitelo (N=40)	Mean	97.00	65.50	81.25	22.00	68.500	37.50	64.75	.00	35.97	47.03
	Min	40	0	50	10	.0	7	0	0	0	16
	Max	100	100	100	40	100.0	60	100	0	56	65
Meqheleng (N=39)	Mean	95.90	46.15	71.03	26.67	62.564	38.63	24.10	10.26	17.95	37.51
	Min	40	0	30	0	20.0	13	0	0	0	16
	Max	100	100	100	60	100.0	67	70	50	56	58
Kgotsong (N=10)	Mean	100.00	96.00	98.00	41.00	92.000	58.00	92.00	.00	51.11	64.42
	Min	100	60	80	10	60.0	27	60	0	33	51
	Max	100	100	100	50	100.0	67	100	0	56	70