Data analysis of teacher and student questionnaire-phase 1

CLOSED QUESTION ANALYSIS METHOD

The questionnaire data was arranged according to school and grade designation educator. The grade was disregarded due to the fact that the Leribe English Medium (Leribe district) and Soofia (Botha Bothe district) data collection processes were facilitated by teachers instead of the Ba re e ne re observers. (Refer to the field report)

STUDENT DATA

Responses were tabulated according to each pupil's answer per question. After the responses were recorded they were then tallied to indicate how many students responded with either *A, B or C* then a chart representing this data is drawn. This chart aims to indicate students' perceptions while comparing the schools per grade. See figures 2- 4.

TEACHERS

The educator responses are tabulated in conjunction with the questions. These responses are self-assessment indicators meant to reflect the teachers' level of confidence in their work and teaching styles, overall appreciation of teaching languages as well as their pupil's responses. The responses are then tallied and tabulated in conjunction with each question. A chart demonstrating the data is also available (see figure 1).

ANALYSIS OF EDUCATOR CLOSED QUESTIONS

The first questions measure the confidence level possessed by the teachers as language (Sesotho and English) education professionals. On a scale of 1-10 four out of nine teachers from both schools rated themselves 8, two rated 9 and only three rated themselves between 5-7. The confidence with which they assigned these ratings reflected their level of passionate for the languages.

Being that as it may, their ratings were based on the premise of traditional language education and not creative language education. Ratings assigned to the question 'do you apply your own style to the teaching aids you have', show a big gap between the higher (8-10) and lower (4-7) numbers on the scale. From this information we can conclude that most educators stick to the teaching aids mandated to them for the Sesotho and English curriculums. This gap was also witnessed for responses to the question, 'do you read literature for pleasure', where only four teachers rated themselves between 9 and 10.

Most of the teachers neglected to answer the question which asked the degree to which they apply their own creative licenses to impart knowledge. In essence the blank spaces reveal that most teachers do not deviate from structured modes of address nor do they use examples that are more relatable to by their students.

(See appendix 1, fig.1 educator chart)

ANALYSIS OF STUDENTS'S CLOSED QUESTIONS

The students in grades 4, 5 and 6 seem to enjoy reading and doing their homework in both Sesotho and English. However, they did not show signs of appreciating creative writing or reading for fun as a culture. The students viewed reading as unanimous with academic studying therefore they did not perceive it as an activity to engage in for leisure. Thus their understanding of questions 1 and 2 seemed to only reflect semiotic connotations of the words.

In relation, when students were asked, 'which writings do you enjoy', most of the Soofia students in grades 4,5 and 6 responded with 'class work' while the Leribe English Medium students in the three grades were split between composition and class work. This academic tunneling is further observed in students' response to the question, 'do you read for fun ', where grades 4,5,6 in both schools almost all answered no. From these results we observed that students could not differentiate between reading from studying. Reading therefore seems to serve only an academic function and not a cognitive or critical one.

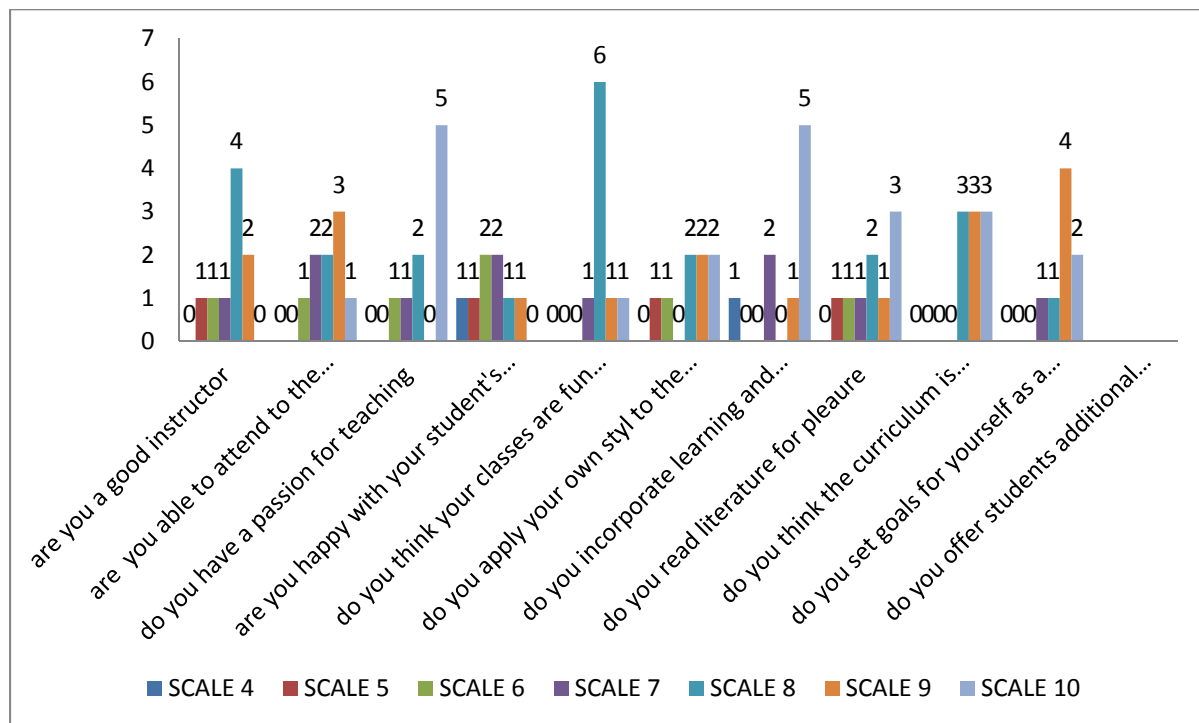**Appendix 1**

Figure 1 EDUCATION CHART SCALE 1-10

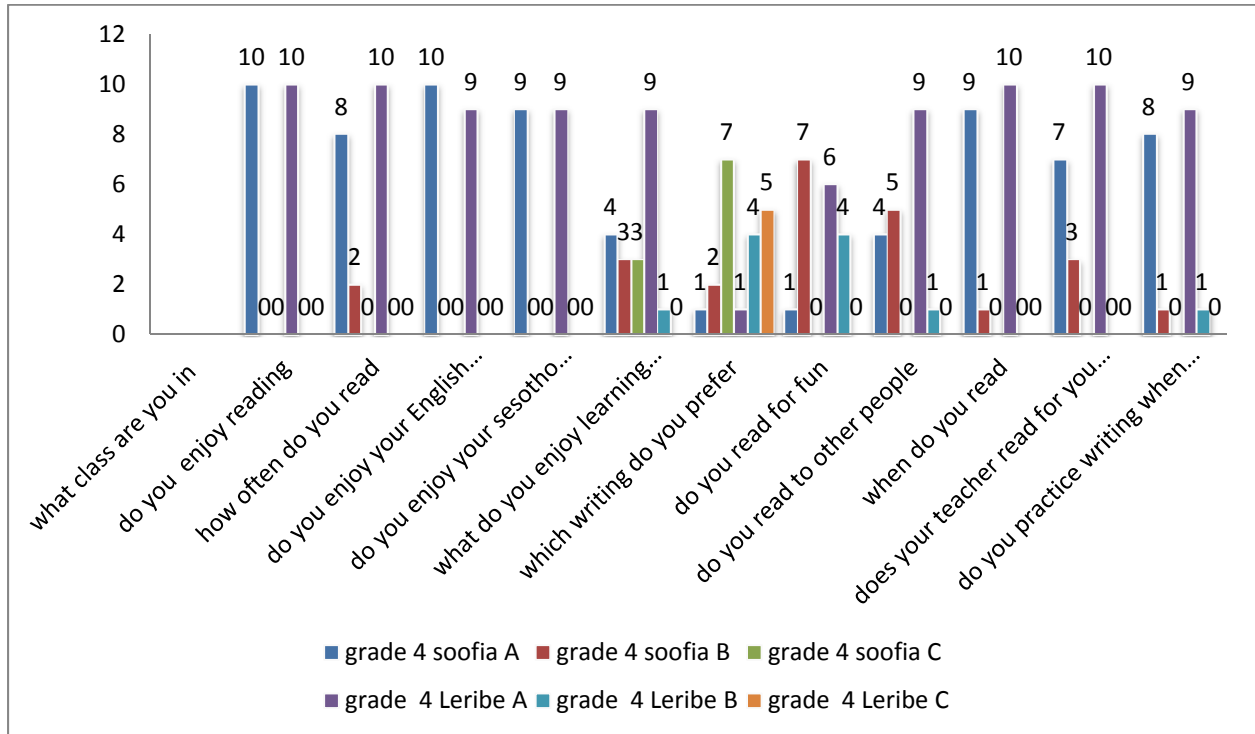Figure 1 EDUCATION CHART SCALE 1-10

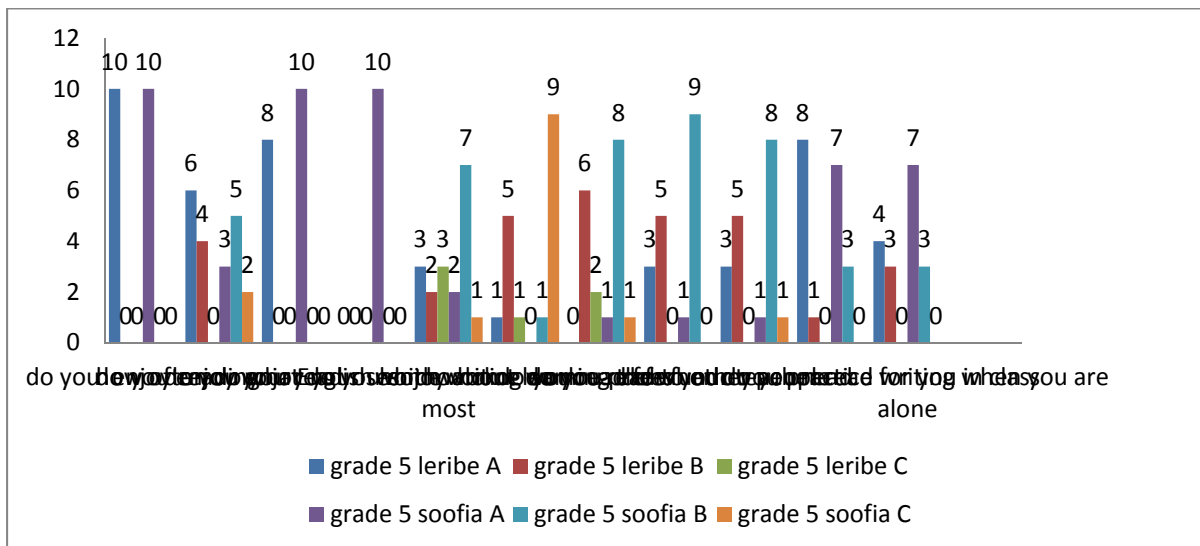Figure 2 GRADE 4 LERIBE AND SOOFIA

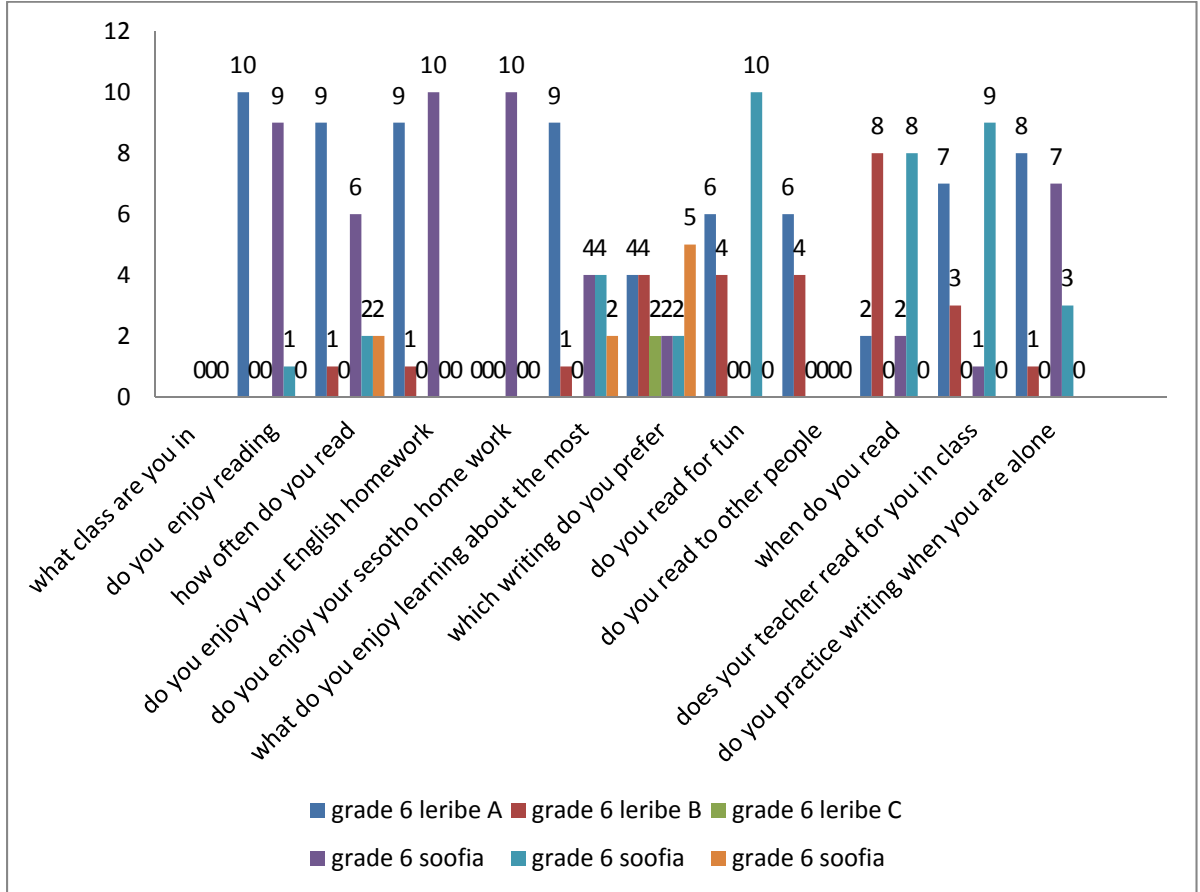Figure 3 GRADE 5 LERIBE AND SOOFIA

Figure 4 GRADE 6 LERIBE AND SOOFIA

OPEN QUESTIONS ANALYSIS METHOD

Open questions were also grouped according to school, grade and educator. The content is then read through, grouped and themed.

OPEN QUESTIONS ANALYSIS: TEACHERS

Educators demonstrated hands-on involvement in their students' education. Most of them portrayed expectations of excellence in their students through investing their energies in active learning rather than spoon-feeding information to students. When asked if they encouraged their students to engage in discussions about language, most of the teachers leaned in support of the practice because then students engage with language learning as both an independent and a collaborative effort.

Evidence of this conclusion in the responses given to the question; *'do you encourage your students to think for themselves'.* Most teachers outlined the strategies they employ to help their students think for themselves, for example: writing a topic on the board and then giving students the opportunity to voice their interpretations of it; encouraging students to carry out independent research on a certain topic and then present their findings to the class followed by a Q&A session aimed at challenging their critical thinking. Nevertheless, only one teacher went to the liberty of sourcing content from different media such as magazines, newspapers and novels in order to broaden students' knowledge creation and dissemination.

Over all, teachers' main objectives were focused on academic excellence and not necessarily on fostering or channeling creative writing/storytelling for literacy development. In response to question 5 (a two-way question) most teachers wrote that their students grasped the value of reading for academic function and no more.

OPEN QUESTION ANALYSIS: STUDENTS

Parallel to the initial observation in the closed question analysis, students seemed to confuse reading with studying therefore, their responses to the question; '*do you think reading is important,'* presented reading as a tool for consuming academic materials only. Most grades 4, 5 and students in the two schools viewed reading as a means to remember topics covered in class, and something they use to pass tests and examinations as well as improves their spelling, writing and grammar. None of them mentioned using language as a tool for expression or culture.

In addition, a majority of the students supported the idea of being read to in class instead of reading independently. Only a small percentage of the students lamented that being read

to was a hindrance to their capabilities of acquire reading skills themselves. According to these students the ability to access and break down knowledge for themselves was essential to their survival and futures. Still, even they did not relate language as an art-form that they can use to channel their creativity and develop their understanding of themselves and the world they live in.