



# **FORMATIVE EVALUATION OF TEXTBOOKS AND WORKBOOKS**

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Formative Evaluation of Textbooks and Workbooks in South Africa

## **CONTRACT**

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# EXECUTIVE SUMMARY

## BACKGROUND

Textbooks and workbooks have long been considered a critical challenge within the South African education system. The Textbook Development Institute notes that:

*Concern about the quality and effectiveness of the textbooks used by educational institutions is the most neglected and underrated factor impacting on the quality of education in South Africa. Teachers are often blamed for the poor standard of education in the country. Little attention is however given to the poor standard or quality of the resources, particularly textbooks, which teachers are required to work with.<sup>1</sup>*

These issues have been identified as a major concern by the Presidency, and the Department of Basic Education was required by a Presidential injunction to develop and provide resources (and specifically workbooks) that would assist learners to improve performance in the critical areas of literacy and numeracy.<sup>2</sup> The DBE has undertaken a major initiative to provide Mathematics and Language workbooks to learners in order to accelerate progress towards Education for All, in terms of *access* to and *quality* of education. In addition to the development of workbooks, the DBE mandated that English as a first additional language (FAL) be introduced from Grade 1 in 2012.

The first delivery of workbooks to schools took place in 2011. The second delivery took place in 2012. The workbooks for Grades 1 to 9 were aligned with the CAPS. The optimal use of the workbooks, the Annual National Assessment (ANA), and the CAPs are seen to be the three priorities that will drive improvements in the Basic Education sector in South Africa.

These workbooks are intended to assist teachers and learners directly in the classroom. Specific objectives include:

- the provision of worksheets
- activities to reinforce language and literacy and mathematics and numeracy skills
- helping teachers monitor student performance
- provision of easy to use lesson plans
- assisting teachers to focus on the skills that learners should be acquiring at each grade level as outlined in the curriculum.

These objectives were used to guide the development of the data collection tools, and inform the research questions.

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<sup>1</sup> Textbook Development Institute, *Submission to Parliamentary Portfolio Committee Basic Education: Quality Education – The Textbook Factor*, December 2009, p iii.

<sup>2</sup> Professor Veronica McKay, *The Development of the South African School Workbooks*, July 2012, p. 3.

Supplementary textbooks in Mathematics and Physical Science (developed by the Shuttleworth Foundation) for Grades 10 -12 were also delivered. Grade 10 textbooks have also been aligned to the CAPS. The provision of textbooks in Grades 10 – 12 is intended to provide adequate resources for students and to reinforce language and literacy skills.

The DBE, with support from UNICEF, commissioned ACER to undertake an independent formative evaluation of workbooks and textbooks in South Africa in the period April 2012 – February 2013. The evaluation of the Workbook project is formative. It aims to:

1. Contribute towards the improvement of both the effectiveness (including quality) and utilisation of workbooks and textbooks in schools in South Africa;
2. Provide feedback on the performance of language and mathematics workbooks, to guide adjustments to future editions

## METHODOLOGY

In order to address the research questions, the study was separated into three parts; (a) a large-scale study drawing on a representative sample of schools, (b) three school case studies and (c) a desk review of workbooks and textbooks.

1. For the large scale study component of the evaluation, a nationally representative sample of schools was selected. This part of the study was designed to give a global sense of how the intervention is working.
2. For the case studies, three schools were selected. This part of the study was designed to provide insights into the perceptions held by stakeholders in schools about the workbooks, to refine understanding of the performance and utilisation of workbooks, and to guide adjustments for future editions. The case studies used focus group discussions and in-depth interviews to gather data.
3. The desk review evaluated the textbooks and workbooks using criteria, that were developed drawing on information from a literature review on the characteristics of quality workbooks and textbooks.

All three components of the study focused on Grades 3, 6 and 9 for the workbook evaluation. Data related to the Grade 10 textbooks came from classroom observations and the desk review.

## SAMPLING

A total of 327 schools were selected to participate in the evaluation. Oversampling of schools from smaller provinces was undertaken and an equal number of schools was selected from each province. From each sample school, five teachers were randomly selected from a list of all teachers from the school who teach at the focus year levels (3, 6 and 9). This approach led to a sample of about 200 teachers being selected per province, in order to provide a reasonable sample size for comparisons between provinces. The sample drawn was large enough for comparisons by wealth quintile at the national level, but not by wealth quintile within the province. About 12 per cent of enrolment is in special needs education school and about 20 per cent of schools are from the lowest wealth quintile. They were represented in these

proportions in the sample. This provided sufficient statistical power for national estimates of these subpopulations, but not at the province level.

## DATA

Data were collected using an inventory/observation tool, Head of Department questionnaire, student questionnaire, teacher questionnaire, school governing body representative questionnaire, semi-structure School Leader interview, semi-structured grade 9 student focus group, semi-structured parent focus group and semi-structured teacher interview. A quality rubric for assessment of the books was also developed from the list of characteristics identified by this review.

A total of 969 teachers responded to the teacher component of the survey. The respondent data were weighted so that the distribution of teachers broadly corresponded with the population of teachers across weighting classes defined by three variables: region; a wealth variable; and school type. The Learners component of the survey had 455 respondents. There were 337 respondent records in the HOD data file with a similar number of respondents from each province. Weights were applied to the HOD data file so that the weighted distribution of HODs in the sample matched the distribution of schools across the nine SA provinces. There were 269 representatives who responded to the survey.

As the workbooks were developed in English and translated into the 10 other official languages of South Africa, each of the English versions of the workbooks was evaluated against the quality rubric. Each of the workbooks translated into other languages was also assessed against the quality rubric in at least one of the other official languages. All languages were represented in the sample of books reviewed.

## RESEARCH QUESTIONS AND FINDINGS

This study sought to address three key research questions. These were then used to develop 49 subsidiary questions (see sections 4-6).

### *1. How are the textbooks and workbooks being utilised?*

There were 290 schools from which data were available for this question. Of these, 63.5 per cent had all teachers reporting that learners were using workbooks, 22.1 per cent had no teachers reporting the use of workbooks, and in the remaining 15.5 per cent of schools, some teachers did and other teachers did not report the use of workbooks. Thus, in just under 80 per cent of schools, at least some teachers were using the workbooks.

Generally, at all case study schools, teachers and school leaders saw the workbooks as an effective tool in teaching and learning. However, most indicated that they use the workbooks to supplement the curriculum and that the workbooks are perceived as an 'add on' to the textbooks that were being used prior to the introduction of the workbooks. A majority of teachers and HODs indicate that learners use the workbooks every day. The frequency of use may be impacted by the availability of the workbooks to all students in class.

Data on use of workbooks in class indicate teachers reported using workbooks more often in the last week than textbooks, teacher made worksheets and materials and other worksheets and materials. However, these findings need to be viewed in the context of some findings from the case studies which indicate that some teachers perceive the workbooks as a supplement to the curriculum and therefore other textbooks are probably being used in conjunction with the workbooks.

Teachers indicated that the workbooks cater to a wide range of learner abilities. Teachers expressed some concern about the rate at which students are expected to progress through the books. About 40 per cent of teachers agreed that their learners find the pace of the workbook too fast (while around 35 per cent disagreed). While some of the evidence is conflicting, teachers report that the pace set for the completion of the work is about right for most students.

Topics are typically being covered in sequence in classrooms where the workbooks are used. HODs and learners also reported that the sequencing of topics within the workbooks allows for knowledge and skills development.<sup>3</sup> There was no significant difference between pairs of best learners and poorer learners regarding sequence. There is some evidence to suggest that topics were less likely to be covered in sequence in Grade 6 and Grade 9 Mathematics compared with other areas.

Typically, the standard four exercises are being covered per week. Approximately half of teachers report that learners finish the work they start and just under 40 per cent of learners agreed that the class finishes all the work in the workbook.<sup>4</sup> Almost half of learners reported that they finish all the work in the workbook and a quarter reported that they do not.<sup>5</sup> Teacher and learner responses and classroom observations indicate that Volume 1 workbooks are completed before Volume 2 more than half of the time.

Classroom observations and responses from teachers and School Governing Body representatives provide evidence that, typically, teachers are assessing and correcting work within the workbooks. However, qualitative data collected in teacher interviews and focus group indicate that while some teachers are assessing and correcting work within the workbooks, they may not be monitoring learner progress over time.

About half of teachers and HODs indicated that workbooks are not stored in the staffroom, the principals' office, the storeroom or the classroom. Open text responses indicated that 'other places' for workbooks storage included in the children's possession, children's bags, in children's desks and in the library.

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<sup>3</sup> See Appendix 1. Figure 47 and Figure 48.

<sup>4</sup> See Appendix 1.

Figure 63.

<sup>5</sup> See Appendix 1. Figure 50.

The vast majority of learners take their workbooks home most days. Almost three-quarters of teachers indicated that learners took their workbooks home five times and fewer than 5 per cent indicated the learners had not taken their workbooks home during the previous week. Approximately three-quarters of the learners report being able to take some of their workbooks home, and almost the same proportion of learners indicate being able to take all of their workbooks home.<sup>6</sup> They complete work within their workbooks for homework between 2.5 – 4 times per week. Approximately 65 – 70 per cent of learners are assisted by parents with completing work in the workbook for homework. The advantages of workbooks cited by parents in focus groups included children seeking out assistance from family and community members to complete exercises in their workbooks, and parents using the workbooks to learn themselves.

According to all stakeholders, approximately 65 – 70 per cent of parents assist learners with workbook completion. In-depth data from parent responses in focus groups indicate that while some parents help their children with homework, others struggle with the written language due to their own level of education. Simultaneously, parents and learners also indicated that the workbooks reduce the amount of parental assistance required as they enable learners to work independently, or with friends. Even parents who could not assist their children felt the workbooks help them understand the curriculum and give them the opportunity to participate in their child's education.

Barriers to full utilisation of the workbooks can be summarised as late or no workbook delivery, lack of communication with schools and parents regarding the aims and objectives of the workbooks, lack of formal assessment and monitoring, and errors and perceived errors in the workbooks. Errors were typographical only. Perceived errors were due to the use of academic language rather than 'playground' language. While some teachers perceived errors; the introduction of academic language was a key goal in the development of the workbooks. Although non-delivery was the most common barrier cited, it should be noted that approximately 80 per cent of learners were found to be using the workbooks. An analysis was undertaken to test the hypothesis that in schools where learners share workbooks in class, the utilisation of workbooks decreases. The analysis found that there is no evidence of this effect in the data.

The evidence suggests that there are few provincial differences in the number of teachers using workbooks in class. There is no statistically significant difference between the group of teachers that do and the group that do not use the workbooks for whether they have a teaching qualification or the level of qualification. There is no evidence that the use of the workbooks is related to the wealth quintile of the school. The evidence suggests that workbooks are somewhat more likely to be used in single grades rather than in multi-level grades.

## *2. What is happening in schools where the workbooks and textbooks are not being utilised?*

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<sup>6</sup> See Appendix 1. Figure 58 and Figure 59.



There were very few schools available to the study to investigate what is happening in those schools without workbooks, with only 21 schools in the sample reported as not having received them. This is, therefore insufficient information to try and generalise to the whole of South Africa. On average workbooks are less likely to be used by teachers of higher grades. Most schools where there are no workbooks and workbooks are not being used are following the National Curriculum Statement and CAPS. Other responses included 'BCVO', 'OBE', 'Oxford Spot on' and 'Departmental Curriculum'.

Teachers were asked which workbooks and textbooks are being used in the school and were entered by the data collectors as open field text responses. A list of the major responses can be found in Appendix 2.

### *3. Do the workbooks and textbooks have the characteristics of quality text/workbooks?*

A literature review was undertaken in order to identify the characteristics of quality textbooks/workbooks. Evaluation tools developed across international and national settings were also reviewed. A quality rubric was developed on the basis of the national and international reviews and each of the focus workbooks and textbooks were reviewed against the criteria.

Identified characteristics of quality textbooks and workbooks encompassed visual presentation, ease of use within context, writing quality and design, alignment with learning goals, age and grade appropriateness of assessment tasks, pedagogic approach, and reflection of societal values as enshrined in the Constitution of South Africa.

Assessors found that the workbooks have all of the characteristics of quality workbooks to a moderate or to a major extent. Therefore, the workbooks were found to be quality workbooks. The majority of characteristics of quality workbooks/textbooks were observed by assessors 'to a major extent.' All of the characteristics of quality textbooks were also found in the textbooks. Therefore, the textbooks were found to be quality textbooks. Half of the characteristics were observable 'to a major extent' and all other characteristics were observable 'to a moderate extent.' Assessors assessing the workbooks tended to agree that the workbook assessment tasks are fit for purpose. However, many assessors made this judgment with the caveat that this refers to the implicit learning goals within the workbooks. Utilisation and quality regarding each specific Workbook and Textbook focused on in this study are reported on in Chapter 6.

Teachers and school leaders discussed positive and negative perceptions of the workbooks within focus groups and interviews at case study schools. Teachers reported that the workbooks are easy to use and make preparation easier and quicker, enables learners to be 'hands on' and allows for interactive class sessions, are excellent resources for additional practice and encourage critical thinking.

In focus groups, teachers felt strongly that the workbooks are only able to supplement the curriculum and cannot be used to substitute textbooks. Teachers and school leaders also reported that the workbooks are not in line with the work schedule and require a teacher's

guide. It was thought some exercises are not challenging enough for learners, however as discussed earlier in this report, about two-thirds of teachers reported the exercises as challenging the learners.

Parents reflected a positive attitude to workbooks in focus group discussions. Parents discussed the differences between the workbooks and their children's other school books (textbooks) and commented that they find the workbooks interesting, informative and easy to understand. Parents felt that the workbooks stimulate interest in learning and school work and that they had noticed an improvement in their child's understanding of subject matter (especially mathematics). Parents also spoke of changes in their child's attitude and behaviours towards homework and found children to be more confident, motivated and focused. Parents reported that their children are proud of their workbooks and the work they do in the workbooks. Parents discussed the workbooks as tools that enable their children to get access to a better education and quality of life, a privilege which many parents felt they were denied.

Learners discussed being more interested in subjects that have workbooks. Learners perceived the workbooks as fun and reported looking forward to using the workbooks at school and also working together with friends to help each other. Some learners experienced difficulty relating to the stories in the workbooks due to differing cultural and socio-economic backgrounds. However, exposing children to multiple lifeworlds within the curriculum and utilising diverse lived experiences in pedagogy is advocated by many education experts focusing on social justice within the classroom.<sup>7</sup> However, on the whole, learners reported that the work covered in class is easier to understand with the help of the workbooks. Learners reported that in many instances they only understand the work when they look at the workbook, even after it has been explained by the teacher. One learner commented: *'I do not understand the maths teacher but I understand the workbook.'*

## HYPOTHESES

Three hypotheses were tested on the basis of the available evidence:

1. Unqualified teachers use the workbooks more often than qualified teachers
2. The higher the quality of workbooks, the better utilisation by teachers
3. As poverty increases, so does workbook use.

There is no evidence to suggest that unqualified teachers use the workbooks more often than qualified teachers.

There is also no clear evidence that workbook use is related to the level of teacher qualification. However, a greater proportion of teachers who did not complete Grade 10/Standard 12 use the workbooks than those teachers who have finished Grade 10/Standard 12, college, a first diploma, a first degree or a post graduate degree or honours. However, there was no statistically

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<sup>7</sup> See the work of Luis Moll, Cathy Amanti, Deborah Neff, Norma Gonzalez, Lew Zipin and Marie Brennan.

significant difference between those teachers who did not complete Grade 10/Standard 12 and teachers who completed technikon or a Masters degree. Therefore, overall workbook use is not associated with qualification or level of qualification.

There is little evidence to suggest that the higher the quality of workbooks, the better utilisation by teachers. The number of quality characteristics assessed to be present 'to a major extent' in workbooks was used as the measure of quality.

The workbook assessed to be of the highest quality was Grade 6 English FAL, followed by Grade 6 Mathematics, Grade 3 Home Language, Grade 6 Home Language, Grade 3 Mathematics and Grade 9 Mathematics.

There was no evidence that the workbooks assessed as exhibiting the greatest number of quality characteristics 'to a major extent' were better utilised by teachers, using the measures developed to measure utilisation.

No evidence was found to support the hypothesis that the use of the workbooks is related to the wealth category of the school. The only statistically significant difference between wealth categories was that of category 5 and category 2, with a greater portion of wealth category 5 schools taking up workbook use. This is likely to be related to workbook availability.

## CONCLUSIONS

Nearly all schools are using the workbooks. Workbooks are being utilised in approximately 80 per cent of schools by at least some teachers. The biggest barrier to workbook use was reported as non-delivery of workbooks, suggesting that where the workbooks are available, they are quickly taken up by schools.

While most teachers see the workbooks as effective tools and use them on a daily basis, there are some indications that they are not using them as part of their mainstream teaching activities. Although shortages at the class level do not appear to reduce the frequency of workbook use, shortages may be limiting their full use.

The workbooks and the textbooks were found to be quality workbooks as textbooks as they were assessed to have the characteristics of quality workbooks, as defined by the international literature. Assessors tended to observe the characteristics of quality textbooks linked to learning goals and assessment to a greater extent than in the workbooks. However, the values of South Africa were assessed to be observable to a greater extent in workbooks than in textbooks.

Barriers to full utilisation of the workbooks can be summarised as late or no workbook delivery, lack of communication with schools and parents regarding the aims and objectives of the workbooks, lack of formal assessment and monitoring, and errors or perceived errors in the workbooks.

## RECOMMENDATIONS

On the basis of the available evidence, the following recommendations are made in order to contribute towards the improvement of both the effectiveness and utilisation of workbooks and textbooks in South Africa and provide feedback to guide adjustments to future editions:

1. In terms of what schools can influence, the most important factor is the quality of the teacher in front of the classroom.<sup>8</sup> It is recommended that professional training for teachers related to using the workbooks be undertaken. A professional training pilot program might incorporate and compare teacher perceptions of those completing training and those who had not in order to compare pedagogic differences.
2. Provide training DVDs for teachers showcasing the ways in which the workbooks can be used creatively within classrooms.
3. Develop a communication strategy to inform School Management, teachers, parents and learners about the workbook project, including the aims of the project. It is crucial for parents to understand the aim of the workbooks and have an understanding of how it might help their child. Developing a communication strategy for parents, specifically, is likely to increase utilisation in the home. As part of the communication strategy, it is recommended that the aims and objectives of the workbook project be made explicit to schools and parents. For teachers, this might include explanations regarding the approach to language within the workbooks in order to reduce the perception of errors.
4. Consider the addition of an information sheet for parents with each workbook.
5. Consider making learning goals explicit within the workbooks.<sup>9</sup>
6. Provide templates to monitor learner progress in workbooks.
7. Ensure all workbooks undergo further editing.
8. Provide more space within workbooks for learner responses.

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<sup>8</sup> Hattie, J. 1999. Influences of Student Learning. Inaugural Lecture: Professor of Education. University of Auckland. Accessed at <http://www.education.auckland.ac.nz/webdav/site/education/shared/hattie/docs/influences-on-student-learning.pdf>

<sup>9</sup> Please note, since presentation of this report to the Department of Basic Education, the Evaluation team has been informed that learning outcome worksheets for the 2014 editions are already being developed.

## SECTION 1 – THE WORKBOOK PROJECT AND EDUCATION IN SOUTH AFRICA

While researchers disagree on the extent to which student achievement can be *attributed* to resource inputs, they tend to agree that the *correlation* between increased access to resources and student achievement is strong. Over the past four decades various researchers have sought to explain the link between resource allocation and student performance. The Coleman Report concluded that variation in school resources did not explain the variation in student achievement and that socioeconomic status (SES) was the main determinant of student achievement. In 1979 Heyneman conducted a comparative study within Uganda and the United States and concluded that SES was not as important in Uganda, as in the US when seeking to understand student achievement. In 1995 Heyneman reviewed his research in developing countries and found that the traditional approach to improving student outcomes through increasing inputs is an ineffective policy as he argued that there is no relationship between input of resources and student achievement.<sup>10</sup>

Kremer mostly agreed with Heyneman's findings, but differed in his conclusions regarding low income schooling, arguing that particular resource inputs, such as textbooks and the use of educational media, has been shown to affect student test scores.<sup>11</sup>

In South Africa, as elsewhere, research has failed to find a simple relationship between resource inputs and learner achievement.<sup>12</sup> In South Africa learner achievements appear to be linked to the category to which their school belongs.<sup>13</sup> However, the category classification is constructed, in part using resource levels (as well as broader socio-economic status). Research does indicate that there is a minimum level below which achievement increases with resources.<sup>14</sup> In short, resource input is likely to have a greater effect on student achievement in the poorest schools.

Textbooks and workbooks have long been considered a critical challenge within the South African education system. The Textbook Development Institute notes that:

*Concern about the quality and effectiveness of the textbooks used by educational institutions is the most neglected and underrated factor impacting on the quality of*

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<sup>10</sup> Boissiere 2004. *Determinants of Primary Education Outcomes in Developing Countries*. Background paper for the Evaluation of the World Bank's support to primary Education.

<sup>11</sup> Boissiere 2004. *Determinants of Primary Education Outcomes in Developing Countries*. Background paper for the Evaluation of the World Bank's support to primary Education.

<sup>12</sup> Fleisch, Brahm, 'Does Higher Education Expenditure Generate Higher Learner Achievement? A Study of Historically Disadvantaged Schools in Gauteng' *South African Journal of Education*, vol. 24 (4) 2004 pp. 264-269.

<sup>13</sup> Veriava, Faranaaz, 'The Resourcing of Public Schools: An Analysis of Compliance with and Measurement of the State's Constitutional Obligations,' *Research Paper for the Studies in Poverty and Inequality Institute*, September 2010.

<sup>14</sup> Ibid, p. 36.

*education in South Africa. Teachers are often blamed for the poor standard of education in the country. Little attention is however given to the poor standard or quality of the resources, particularly textbooks, which teachers are required to work with.*<sup>15</sup>

These issues have been identified as a major concern by the Presidency, and the Department of Basic Education was required by a Presidential injunction to develop and provide resources (and specifically workbooks) that would assist learners to improve performance in the critical areas of literacy and numeracy.<sup>16</sup> The DBE has undertaken a major initiative to provide Mathematics and Language workbooks to learners in order to accelerate progress towards Education for All, in terms of *access* to and *quality* of education. The workbook project and the delivery of textbooks address Goal 19 of the Department of Basic Education's Action Plan to 2014:<sup>17</sup>

*'Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.'*

The workbook project is intended to assist teachers and learners directly in the classroom. Specific objectives included:

- the provision of worksheets
- activities to reinforce language and literacy skills
- helping teachers monitor student performance
- provision of easy to use lesson plans,
- assisting teachers to focus on the skills that learners should be acquiring at each grade level as outlined in the curriculum.

In addition to the development of workbooks, the DBE mandated that English as a first additional language (FAL) be introduced from Grade 1 in 2012. The teaching of English FAL alongside the development of the African home languages is seen as facilitating an easier transition of skills from Language 1 (L1) to Language 2 (L2). This process requires a transfer of Cognitive Academic Language Proficiency: that is, moving beyond day-to-day or playground usage to the specific kind of language and vocabulary required for the purposes of learning the curriculum.

The workbooks encompass reading, writing, word work (vocabulary and usage) and fun activities to stimulate interest and support learning. They follow the phonetic approach adopted across the Curriculum and Assessment Policy Statement (CAPS). All workbooks have also been

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<sup>15</sup> Textbook Development Institute, *Submission to Parliamentary Portfolio Committee Basic Education: Quality Education – The Textbook Factor*, December 2009, p iii.

<sup>16</sup> Professor Veronica McKay, *The Development of the South African School Workbooks*, July 2012, p. 3.

<sup>17</sup> DBE Republic of South Africa. Action Plan to 2014. Towards the Realisation of Schooling 2025. October 2011. Page 124.

developed in full colour. Graphics in the workbooks were designed to make any hidden curriculum overt, to reflect South Africa's diversity cultural and racial composition, and to ensure gender balance.

The first delivery of workbooks to schools took place in 2011. The second delivery took place in 2012. The workbooks for Grades 1 to 9 were aligned with the CAPS. The optimal use of the workbooks, the Annual National Assessment (ANA), and the CAPs are seen to be the three priorities that will drive improvements in the Basic Education sector in South Africa.

These workbooks are intended to assist teachers and learners directly in the classroom. Specific objectives include:

- the provision of worksheets
- activities to reinforce language and literacy and mathematics and numeracy skills
- helping teachers monitor student performance
- provision of easy to use lesson plans
- assisting teachers to focus on the skills that learners should be acquiring at each grade level as outlined in the curriculum.

Supplementary textbooks in Mathematics and Physical Science (developed by the Shuttleworth Foundation) for Grades 10 -12 were also delivered. Grade 10 textbooks have also been aligned to the CAPS. The provision of textbooks in Grades 10 – 12 is intended to provide adequate resources for students and to reinforce language and literacy skills.

The DBC, with support from UNICEF, commissioned ACER to undertake an independent formative evaluation of workbooks and textbooks in South Africa in the period April 2012 – February 2013.

### **1.1 THE NEED FOR A FORMATIVE EVALUATION**

The evaluation of the Workbook project is formative. It aims to:

3. Contribute towards the improvement of both the effectiveness (including quality) and utilisation of workbooks and textbooks in schools in South Africa;
4. Provide feedback on the performance of language and mathematics workbooks, to guide adjustments to future editions

### **1.2 RESEARCH QUESTIONS**

The key research questions addressed by the evaluation are:

1. How are the textbooks and workbooks being utilised?
2. What is happening in schools where the workbooks and textbooks are not being utilised?
3. Do the workbooks and textbooks have the characteristics of quality text/workbooks?

Subsidiary questions were developed and are listed in Chapter Two of this report.

## **1.2 SCOPE AND LIMITATIONS OF THE STUDY**

This study assesses the quality and utilisation of workbooks and the quality of textbooks in South African schools. The extent to which, and the ways in which teachers are using the workbooks is examined within this study, however this study does not seek to understand how the workbooks have impacted on the pedagogy of teachers in South Africa.

The number of teachers represented in the sample was sufficient to detect any major difference between the experiences and observations of teachers at different school levels. Comparisons by wealth category were possible at the national level, but not at the provincial level and comparisons for special needs education schools were possible at the national level, but not at the provincial level.

The number of teachers who were in schools that were reported to not have workbooks and who report not using workbooks was 45. This means that there were very few schools available to the study to investigate what is happening in those schools without workbooks.

## **1.3 STRUCTURE OF THE REPORT**

This report presents findings from the investigation, including recommendations for adjustments to the workbook intervention for future editions, with special attention being given to the situation where there are resource poor schools or inexperienced teachers. The evaluation also supplies data on the effectiveness and utilisation of textbooks in Grade 10 to inform policy decisions.

The report is structured as follows:

- A description of the methods used to gather data
- An assessment of the quality of the data along with an indication of the implications this quality has for the strength of the conclusions drawn by the study
- An analysis of the data and reporting of findings for each of the research questions
- A conclusion, which draws the findings together and discusses their implications for the review of workbooks and textbooks.

All data collection tools are listed in an annex to the report.

## **1.4 EVALUATION STANDARDS**

This evaluation was guided by four standards.<sup>18</sup>

- Standard 1: Utility or usefulness – The evaluation must be useful. This covers stakeholder identification, information scope and selection, values identification, report clarity, report timeliness and dissemination.

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<sup>18</sup> These standards are derived from the Center for Disease Control: see the URL: <http://www.cdc.gov/eval/standard.htm>. Viewed July 2008. While the standards were developed for public health contexts, they are equally relevant and applicable in the context of this evaluation.



- Standard 2: Feasibility - The evaluation must be feasible. This covers practical procedures; political viability; and cost effectiveness.
- Standard 3: Propriety - The evaluation must adhere to formal agreements; adhere to the rights of human subjects; be complete and fair; disclose findings; declare any conflict of interest; consider fiscal responsibility.
- Standard 4: Accuracy - The evaluation must be accurate in its findings. This covers program documentation; context analysis; described purposes and procedures; information sources; justified conclusions; impartial reporting.

## SECTION 2 – THEORETICAL FRAMEWORK AND METHODOLOGY

Compared with other facets of school education that are regularly evaluated — curriculum, assessment, pedagogy, school administration and culture — textbooks have been relatively neglected. Yet they can take on the status of a de facto curriculum. They can suggest or even dictate assessment methods. They can exert a powerful influence on pedagogy, and their selection and use can bear the stamp of the school's administration and culture. They can be the point at which the teacher's and the students' experience of the curriculum most directly meet.

The importance of textbooks has been widely acknowledged. They are seen by some authors to be important for system level reform. Anderson, for example wrote:

*If I were sent to inspect a sample of school systems, rating them from “promising” to “sterile”, my basic question would be: What percentage of your elementary pupils have no textbooks? [Quoted in World Bank, 1978]*

Hooghoff (1993) has also argued ‘*broad-scale educational innovation*’ is more likely to be successful if the aims and objectives of the innovation are manifested in textbooks. Textbooks are also seen by some commentators as important for improving pedagogical practice. While there is a view that textbooks can act as constraints on good and innovative teaching, Hutchinson et al. (cited in Litz YEAR) argued:

*... textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own.*

The role and hence the impact of textbooks can thus be seen to touch many facets of curriculum, teaching practice and student learning. Consequently there are a wide range of approaches to the evaluation of workbooks and textbooks, in order to reflect the range of facets.

### **2.1 THEORETICAL APPROACH**

This evaluation is concerned to describe the uptake and patterns in the use of Workbooks. It therefore relies largely upon descriptive statistics and commentary from experts to evidence the arguments being made. Thus its orientation is pragmatic, being concerned to identify what works and for whom, under what conditions. It is not primarily concerned to explain or predict the usage or the quality of usage of the Workbooks.

### **2.2 METHODOLOGY**

In order to address the research questions, the study was separated into three parts; (a) a large-scale study drawing on a representative sample of schools, (b) three school case studies and (c) a desk review of workbooks and textbooks.

1. For the large scale study component of the evaluation, a nationally representative sample of schools was selected. This part of the study was designed to give a global sense of how the intervention is working.
2. For the case studies, three schools were selected. This part of the study was designed to provide insights into the perceptions held by stakeholders in schools about the workbooks, to refine understanding of the performance and utilisation of workbooks, and to guide adjustments for future editions. The case studies used focus group discussions and in-depth interviews to gather data.
3. The desk review evaluated the textbooks and workbooks using criteria, that were developed drawing on information from a literature review on the characteristics of quality workbooks and textbooks.

All three components of the study focused on Grades 3, 6 and 9 for the workbook evaluation. Data related to the Grade 10 textbooks came from classroom observations and the desk review.

The following workbooks and textbooks were identified for the study:

TABLE 1 WORKBOOKS INCLUDED IN THE STUDY

Grade 3	Mathematics – Terms 1 and 2 Home Language – Terms 3 and 4 English as a First Additional Language – Terms 1 and 2
Grade 6	Mathematics – Terms 1 and 2 Home Language – Terms 1 and 2 English as a First Additional Language – Terms 1 and 2
Grade 9	Mathematics – Terms 1 and 2

TABLE 2 TEXTBOOKS INCLUDED IN THE STUDY

Grade 10	Mathematics Physical Science
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These books were chosen in consultation with DBE Curriculum Managers.

Mathematics and Language subjects were chosen due to their roles as 'key gateways subjects', meaning that in order to achieve in other subjects a good foundation knowledge of these subject areas is required. Mathematics and Science textbooks were chosen as the DBE determined these as important measures of the extent to which the DBE had successfully impacted on these two key learning areas. Grade 3 was selected as it marks the end of the foundation phase of schooling and is the last year of Home Language offered as a Language of Teaching and Learning (LOLT). Grade 6 was chosen as it marks the end of the Intermediate phase of schooling in South Africa and Grade 9 was chosen as it marks the end of compulsory schooling.

### **2.3 INSTRUMENTATION**

A set of data collection instruments for the evaluation was produced, including:

- Inventory/Observation tool

- Head of Department questionnaire
- Student questionnaire
- Teacher questionnaire
- School governing body representative questionnaire
- Semi-structured School Leader interview schedule
- Semi-structured student focus group schedule (Grade 9)
- Semi-structured parent focus group schedule
- Semi-structured teacher interview schedule
- A workbook and textbook quality rubric.

Table 3Key Data Sources provides a matrix documenting the relationship between the research questions, the research component and the data collection tools. The first column after each question indicates if the question was applied to workbooks and/or textbooks.

TABLE 3 KEY DATA SOURCES

	Workbooks (W) or Textbooks (T) or both (WT)	Large-scale					Case Studies				Assessment against Quality Rubric
		Inventory/Observation	Head of Department Questionnaire	Student Questionnaire	Teacher Questionnaire	School Governing Body Rep	School Leader Interview	Student Focus Group	Parent Focus Groups	Teacher Interview	
1. How are the books being utilised?											
How are workbooks used in homes and classrooms?	W	X	X	X	X	X	X		X	X	
What curriculum is being covered in class – and at what rate?	W	X			X			X		X	
Are topics being covered in sequence?	W	X			X			X		X	
Are the standard (four) exercises per week covered?	W	X		X	X					X	
Are Volume 1 workbooks completed before Volume 2 workbooks are used?	W	X		X	X	X	X	X		X	
Are teachers assessing/correcting work within the workbooks?	W	X	X	X	X	X	X	X	X	X	
Where are the text/workbooks stored?	W	X	X	X	X		X			X	
How are the workbooks being used at home?	W		X	X	X	X		X	X	X	
Do students take workbooks home?	W			X	X	X		X	X	X	
How often do students take workbooks home?	W			X	X	X		X	X	X	
Do parents assist students with workbook completion?	W			X	X	X		X	X	X	
How is the use of the books related to province, teacher’s qualifications, school wealth category (1-5) multilevel classes and language?	W	X	X	X	X	X					
What are the barriers to full utilisation of the workbooks?	W				X		X	X	X	X	X
What books were used prior to the use of the DBE workbooks and textbooks?	WT	X	X	X	X	X					

	Workbooks (W) or Textbooks (T) or both (WT)	Large-scale					Case Studies				Assessment against Quality Rubric
		Inventory/Observation	Head of Department Questionnaire	Student Questionnaire	Teacher Questionnaire	School Governing Body Rep	School Leader Interview	Student Focus Group	Parent Focus Groups	Teacher Interview	
2. What is happening in schools where the work/textbooks are not being utilised?											
How many schools are using the work/textbooks?	WT	X	X	X	X	X					
What work/textbooks are being used in schools, if any?	WT	X	X	X	X	X					
Are the work/textbooks being used DBE approved?	WT	X									
3. Do the work/textbooks have the characteristics of quality text/workbooks?											
Do the workbooks and textbooks reflect the values of South Africa, as enshrined in the constitution?	WT						X	X	X	X	X
What are characteristics of quality textbooks and workbooks?	N/A										X
Which of these characteristics are observable in the textbooks and workbooks?	WT										X
Are the workbook assessment tasks fit for purpose?	W			X	X	X		X	X	X	X
Are the workbooks perceived as quality books by teachers, learners and parents?	W		X	X	X	X	X	X	X	X	

### 2.3.1 *INVENTORY/OBSERVATION TOOL*

The Inventory/Observation Tool prompts the administrator to observe and report on utilisation aspects:

- the presence of workbooks and textbooks
- the storage of workbooks and textbooks
- the presence of other workbooks and textbooks in the classroom.

The tool was administered in collaboration and discussion with the classroom teacher.

The tool also collected subject specific data regarding the curriculum coverage of the workbooks under observation. The depth and volume of curriculum coverage were observed and reported on using this tool. The inventory was Grade and Subject specific.

The data collectors asked to see the best learner's book in order to assess curriculum coverage. It was expected that this learner would have the widest and deepest coverage of the curriculum. This provided a measure of the potential scope of learning that the workbooks offered learners. This approach, however, has limitations, as the best learner is unlikely to be typical of their class. It did avoid other problems, however, such as accounting for the content of a workbook of a child who may have frequent absenteeism.

In order to get a better sense of the scope the books offered learners, the administrator also asked to see the workbook of a learner who needs more support than other children in the class. The data collector also prompted the teacher to reflect on each of the workbooks and consider whether there had been any changes in the learner's work or progress since the workbooks started being used in class.

Curriculum coverage was not undertaken for the Grade 10 textbooks to comply with the standards of *utility (usefulness)* and *accuracy*. As the main outcome of the evaluation is to report on recommendations for adjustments to the books for future editions, this outcome can only be applied to the workbooks, as textbooks are not developed by the DBE.

### 2.3.2 *QUESTIONNAIRES*

Questionnaires were prepared for four teachers in each of the sampled schools. Two teachers were asked to complete the questionnaires from the mathematics perspective and two from the language perspective. Questionnaires were administered by data collectors according to the researchers' guidelines. Questionnaires were also prepared for four students in each of the sampled schools using the same distribution model as for the teachers. Questionnaires were prepared for a Head of Department in each of the sampled schools and a representative from the school's governing body.

### 2.3.3            *STRUCTURED AND SEMI-STRUCTURED INTERVIEW AND FOCUS GROUP SCHEDULES*

#### *Parent Focus Group Schedules*

Parent focus group schedules elicited information regarding:

- parents' background
- the extent to which parents know about the workbooks and the aim of the workbook program
- attitudes towards workbooks
- understandings of how the workbooks might assist their child to learn
- communication about the workbooks
- what children say about the workbooks at home
- parental assistance in completing the workbook
- perceptions of the effectiveness of the workbooks
- perceptions regarding the quality of the workbooks
- any communication, content or logistical problems experienced by the parents
- the values taught through the workbooks.

#### *Students Focus Group Schedules*

Student focus group schedules elicited information regarding:

- students' backgrounds
- learning styles and preferences
- perceptions regarding engagement with the workbooks
- communication with parents regarding the workbooks
- enjoyment in completing the workbooks
- teacher communication regarding the workbooks
- any required improvements
- the values taught through the workbooks.

#### *Teachers Interview Schedules*

Teacher interview schedules elicited information regarding:

- teachers' backgrounds
- how the workbooks are used in the classroom
- perceptions regarding workbook links to the curriculum
- communication regarding the workbooks
- teachers' understandings of and support for the program;
- professional collegiality regarding preparation and planning for the workbook program
- professional preparation for the program



- professional judgments concerning ways in which the workbooks have changed their teaching practice
- communication with parents
- perceived benefits of the program
- established and anecdotal evidence regarding improvements that are attributable to the program
- required improvements and any program challenges.

#### *School Leaders*

School Leader interview schedules elicited information regarding:

- commitment and involvement of the school leadership in the program
- how the workbooks are used by teachers
- links to learning materials and curriculum content
- expectations regarding the program
- preparation and planning for the workbook program
- perceived changes to professional practice
- communication with parents and families
- benefits of the workbooks
- established and anecdotal evidence regarding improvements that are attributable to the program
- any required improvements and program challenges.

#### **2.3.4**      *QUALITY RUBRIC*

A literature review was conducted to establish the characteristics of quality textbooks and workbooks from the international and national literature. A rubric for assessment of the books was developed from the list of characteristics identified by this review.

### **2.4**      *FIELD OPERATIONS AND QUALITY MONITORING*

#### **2.4.1**      *LARGE SCALE STUDY AND CASE STUDIES*

Given the scale of the study and the timeline, ACER subcontracted the South African research company Ask Afrika to collect and record data for the large scale study and the case study components of the research. Ask Afrika is an independent South African research company with a national fieldwork infrastructure. Ask Afrika's established quality assurance mechanisms, national fieldwork infrastructure and familiarity with the context and language of the school sites complied with the evaluation's standards for accuracy and feasibility.

ACER collaborated with the University of Pretoria's Centre for Evaluation and Assessment (CEA) to develop the data collection tools for the large scale study. ACER designed the evaluation, designed a 'train the trainer' program for data collectors, analysed all data and drew conclusions from the data. ACER collaborated with Ask Afrika to draw conclusions from the case study data.

All data collectors were experienced in administering questionnaires in the school context. Electronic data collection was undertaken through the use of hand held tablets enabling 'real time' data capture.

#### 2.4.2 *DESK REVIEW*

A review of each of the subject specific workbooks and textbooks listed in Table 4 and Table 5 was undertaken. As the workbooks were developed in English and translated into the 10 other official languages of South Africa, each of the English versions of the workbooks was evaluated. Each of the workbooks translated into other languages was also assessed against the quality rubric in at least one of the other official languages. All languages were represented in the sample of books reviewed. An instruction document developed by ACER accompanied the Quality Rubric, and South African language specialists were recruited by the Key National Researcher, Professor Daniel Matjila. Table 4 Workbooks being assessed through the Quality Rubric details which language workbooks were assessed through the quality rubric. Table 5 Textbooks being assessed through the Quality Rubric details the textbooks that were assessed through the quality rubric.

TABLE 4 WORKBOOKS BEING ASSESSED THROUGH THE QUALITY RUBRIC

Grade	Subject	Languages
Grade 3	Mathematics – Terms 1 + 2	IsiXhosa
		Setswana
		Xitsonga
		English
	Home Language – Terms 3 + 4	Ndebele
		IsiZulu
		Sepedi
		English
English as a First Additional Language – Term 1 - 2	English	
Grade 6	Mathematics – Terms 1 - 2	Afrikaans
		Xitsonga
		English
	Home Language – Terms 1 - 2	Sesotho
		Siswati
		Tshivenda
	English as a First Additional Language – Term 1 - 2	English
Grade 9	Mathematics – Term 1 - 2	English

TABLE 5 TEXTBOOKS BEING ASSESSED THROUGH THE QUALITY RUBRIC

Grade	Subject	Language
Grade 10	Mathematics	English
	Physical Science	English

## SECTION 3 - DATA QUALITY

### **3.1** *SAMPLE*

Oversampling of schools from smaller provinces was undertaken and an equal number of schools was selected from each province. Schools were sampled with probability proportional to size from a list stratified by province, wealth category, and school type. From each sample school five teachers were randomly selected from a list of all teachers from the school who teach at the focus year levels (3, 6 and 9). This approach led to a sample of about 200 teachers being selected per province, in order to provide a reasonable sample size for comparisons between provinces. As approximately 34 per cent of enrolments were in secondary or combined schools (with year 9 students), approximately 34 per cent of such schools were in the sample (about 14 per province).

The number of teachers represented in the sample was sufficient to detect any major differences between the experiences and observations of teachers at the different school levels at the national level, but not at the province level. The sample drawn was large enough for comparisons by wealth category at the national level, but not by wealth category within the province. About 12 per cent of enrolment is in special needs education school and about 20 per cent of schools are from the lowest wealth category. They were represented in these proportions in the sample. This provided sufficient statistical power for national estimates of these subpopulations, but not at the province level.

The Eastern Cape province did not have any wealth category information. To reduce the 4989 missing cases, schools with missing categories were assigned averaged wealth category scores across the smallest area unit with schools with wealth category information.

TABLE 6 NUMBER OF SCHOOLS SAMPLED BY PROVINCE X WEALTH CATEGORY

Province	Quintile/Category	Sampled Schools
Eastern Cape	1	12
	2	8
	3	7
	4	5
	5	4
Free State	1	13
	2	12
	3	11
Gauteng	1	5
	2	11
	3	16
	4	3
	5	1
KwaZulu-Natal	1	8
	2	12
	3	16
Limpopo	1	13
	2	15
	3	8
Mpumalanga	1	14
	2	18
	3	4
Northern Cape	1	9
	2	17
	3	10
North West	1	11
	2	12
	3	13
Western Cape	1	6
	2	12
	3	18
Grand Total		324

TABLE 7 NUMBER OF SCHOOLS BY TYPE

Row Labels	Sampled Schools
COMBINED SCHOOL	36
INTERMEDIATE SCHOOL	24
PRIMARY SCHOOL	165
SECONDARY SCHOOL	64
SPECIAL NEEDS EDUCATION SCHOOL	35
Grand Total	324

TABLE 8 NUMBER OF SCHOOLS BY PROVINCE AND TYPE

Province	Phase_DoE	Sampled Schools
Eastern Cape	COMBINED SCHOOL	17
	INTERMEDIATE SCHOOL	1
	PRIMARY SCHOOL	11
	SPECIAL NEEDS EDUCATION SCHOOL	7
Free State	COMBINED SCHOOL	3
	INTERMEDIATE SCHOOL	6
	PRIMARY SCHOOL	16
	SECONDARY SCHOOL	11
Gauteng	COMBINED SCHOOL	2
	PRIMARY SCHOOL	20
	SECONDARY SCHOOL	7
	SPECIAL NEEDS EDUCATION SCHOOL	7
KwaZulu-Natal	COMBINED SCHOOL	4
	PRIMARY SCHOOL	20
	SECONDARY SCHOOL	8
	SPECIAL NEEDS EDUCATION SCHOOL	4
Limpopo	PRIMARY SCHOOL	22
	SECONDARY SCHOOL	13
	SPECIAL NEEDS EDUCATION SCHOOL	1
Mpumalanga	COMBINED SCHOOL	4
	INTERMEDIATE SCHOOL	2
	PRIMARY SCHOOL	17
	SECONDARY SCHOOL	10
	SPECIAL NEEDS EDUCATION SCHOOL	3
<i>Table continued over page ...</i>		

Province	Phase_DoE	Sampled Schools
Northern Cape	COMBINED SCHOOL	2
	INTERMEDIATE SCHOOL	8
	PRIMARY SCHOOL	18
	SECONDARY SCHOOL	5
	SPECIAL NEEDS EDUCATION SCHOOL	3
North West	COMBINED SCHOOL	3
	INTERMEDIATE SCHOOL	4
	PRIMARY SCHOOL	21
	SECONDARY SCHOOL	6
	SPECIAL NEEDS EDUCATION SCHOOL	2
Western Cape	COMBINED SCHOOL	1
	INTERMEDIATE SCHOOL	3
	PRIMARY SCHOOL	20
	SECONDARY SCHOOL	4
	SPECIAL NEEDS EDUCATION SCHOOL	8
Grand Total		324

### **3.2 ACHIEVED SAMPLE**

A total of 327 schools were selected to be approached to participate in the evaluation. Of these, 233 (representing around 70 per cent) were available to the study. For schools which could not participate – usually because they could not be contacted – replacement schools were selected. For every one school sampled, two schools were identified as replacement schools in the event of the sampled school not being able to participate. The first replacement school was selected 58 times, and the second replacement school was selected 36 times. Therefore the study achieved a sample of 327 schools, as required by the sampling frame.

### **3.3 WEIGHTING**

As discussed above, when designing the sample for the SA textbook evaluation study, it was agreed to approach the same number of schools (36) from each province so that enough data could be collected from each province to allow for some provincial comparisons as part of the analysis. As the provinces vary quite considerably in population size, it was necessary to calculate weights to ensure that when the data from the different provinces were aggregated for the purposes of national level analyses, the contribution of the survey respondents from each province reflected the proportion of the national population of students and teachers from that province.

Several different populations were surveyed for this study, namely Teachers, Learners, Heads of Departments and School Governing Body representatives. In addition, observations were recorded in classrooms. In general, the approach to weighting was to form subpopulations, or weighting classes, based on important survey variables such as province and school type, and to weight the sample data so that the weighted proportion of respondents across these defined weighting classes broadly matched the estimated population distribution. Estimates of the population distribution

were drawn from the schools database used for the selection of the school sample. It was important that weighting classes did not become too small, as this would lead to large variations in the size of the weights. This is undesirable as it may place too much reliance on a small number of cases. .

### *3.3.1 TEACHERS*

A total of 969 teachers responded to the teacher component of the survey. The respondent data were weighted so that the distribution of teachers broadly corresponded with the population of teachers across weighting classes defined by three variables: region; a wealth variable (labelled 'quin' on the school sampling frame); and school type (recorded as 'Phase\_DoE' on the school sampling frame). For example, the weighted proportion of teachers from primary schools in wealth category 1 from EC province (3.89%) was similar to the estimated proportion of teachers in the population from this group (3.48%).

### *3.3.2 LEARNERS*

The Learners component of the survey had 455 respondents. With fewer responses in comparison to the teacher survey, it would not have been appropriate to have as many weighting classes as were used for the teacher survey. Initial weighting classes were formed using province and the wealth variable and a comparison was made of the distribution of learners in the sample compared to the estimated distribution of learners in the population, using the 'SNAP Learners 2012' data from the school sampling frame. Where the numbers of respondents within individual classes were too small, adjacent classes were collapsed into a larger weighting class. For example, in the GT province, the 31 respondents spread across wealth categories 3 to 5 were collapsed to form a single group for weighting purposes.

### *3.3.3 HEADS OF DEPARTMENTS (HODs)*

There were 337 respondent records in the HOD data file with a similar number of respondents from each province. Weights were applied to the HOD data file so that the weighted distribution of HOD's in the sample matched the distribution of schools across the nine SA provinces.

### *3.3.4 SCHOOL GOVERNING BODY REPRESENTATIVES*

There were 269 representatives who responded to the survey. In the majority of cases each record was unique to a school. Accordingly, the data were weighted as for the HODs to match the distribution of schools across the provinces.

### *3.3.5 CLASSROOM OBSERVATIONS*

The data from the classroom observations were not weighted.

FIGURE 1 DISTRIBUTION OF WEIGHTS APPLIED TO THE QUESTIONNAIRE DATA SETS

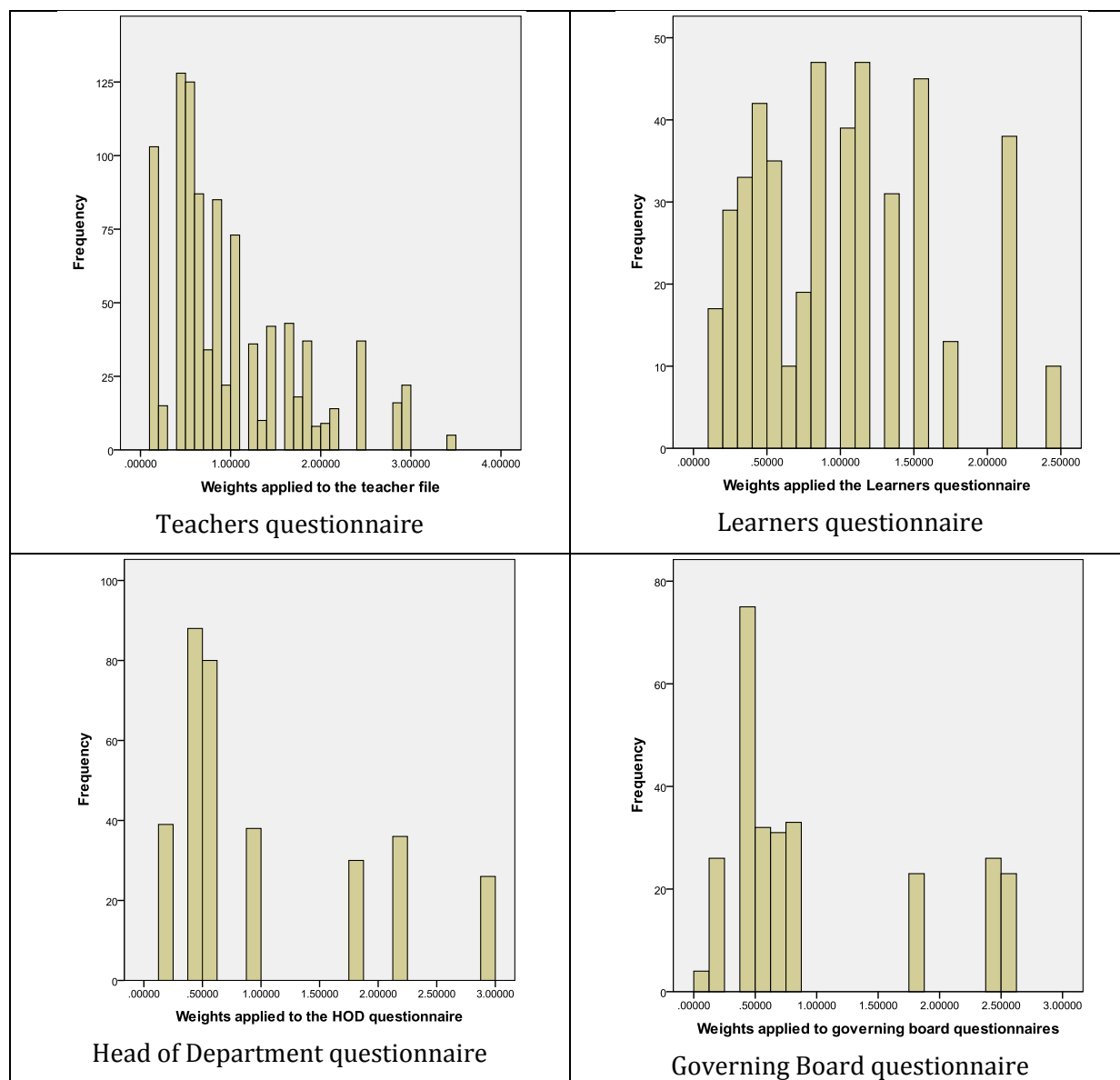


Figure 1 shows the distribution of weights for each of the sets of data. It shows that most weights that were applied were small, which is the preferred outcome when weighting data.



## SECTION 4 - UTILISATION OF WORKBOOKS

Sections Four and Five in this report bring together survey responses of teachers, Heads of Departments, representatives from school governing bodies and learners, the responses of teachers, parents, learners and school leaders in interviews and focus groups and the judgements of language and educational experts regarding the quality of the workbooks and textbooks.

These sections address each of the main research questions and related subsidiary questions investigated by this study

### 4.1 *HOW MANY SCHOOLS ARE USING THE WORKBOOKS?*

An analysis of the number of schools in which all, some or no teachers reported that learners were using their workbooks in the classes taught by the teachers was undertaken. There were 290 schools from which data were available for this question. Of these, 63.5 per cent had all teachers reporting that learners were using workbooks, 22.1 per cent had no teachers reporting the use of workbooks, and in the remaining 15.5 per cent of schools, some teachers did and other teachers did not report the use of workbooks. Thus, in just under 80 per cent of schools, at least some teachers were using the workbooks.<sup>19</sup>

About 80 per cent of teachers reported that learners use their workbooks in class.<sup>20</sup> More teachers indicated that learners use workbooks in class in Western Cape than teachers in Mpumalanga, Limpopo and Free State. All other provincial differences were not significant.

Teachers who indicated that learners do not use the workbooks in class were asked to indicate why. Options provided included '*the workbooks have not arrived at the school yet*', '*the workbooks are in the school but have not been distributed*', '*the workbooks have been distributed to teachers but we are not ready to use them*' and '*other*'. The most common response by teachers (around 15 per cent) was that no workbooks were being used because they had not yet arrived. Nearly 90 per cent of School Governing Body representatives indicated that there are workbooks at their school.<sup>21</sup> This suggests that where the workbooks are available, they are quickly taken up by schools.

In summary nearly all schools are using the workbooks.

### 4.2 *HOW ARE BOOKS USED IN CLASSROOMS?*

Generally, at all case study schools, teachers and school leaders saw the workbooks as an effective tool in teaching and learning. However, most indicated that they use the workbooks to supplement the curriculum and that the workbooks are perceived as an 'add on' to the textbooks that were being used prior to the introduction of the workbooks. At case study schools, workbooks were rarely part of the teaching plan, but were rather used to give learners additional exercises to practice. One teacher stated: *'The workbooks are like the sweet dessert you have after your meal, it is*

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<sup>19</sup> SEE APPENDIX 1.  
TABLE 30

<sup>20</sup> See Appendix 1. **Error! Reference source not found.**

<sup>21</sup> See Appendix 1. Table 31

*definitely not the main meal*'. At case study schools teachers and school managers indicated that formalised workbook planning rarely took place and that teachers tend to go through the workbooks before going to class or preselect the exercises learners will be asked to complete in class. This view was supported by learner responses, with about three quarters of learners agreeing that teachers usually teach a new topic before giving exercises on that topic in the workbooks.<sup>22</sup>

Teachers and HODs indicate that learners use the workbooks every day. During classroom observations teachers were asked to indicate how often the workbooks were used in the classroom in the previous week. According to teachers, on average, the workbooks were used 3.6 times in the previous week. The majority of teachers used the workbooks 5 times and a very small percent of teachers used the workbooks more than 5 times in the previous week (about 1 per cent).<sup>23</sup>

The frequency of use may be impacted by the availability of the workbooks to all students in class. There were instances of teachers photocopying the workbooks due to a shortage, learners transferring the content of workbooks into their exercise books and learners writing in pencil so the marks could be erased later. In focus groups, teachers indicated that they were not confident that more workbooks would arrive and these adaptation methods were used to ensure schools were able to get the most use out of each workbook.

In summary, while most teachers see the workbooks as effective tools and use them on a daily basis, there are some indications that they are not using them as part of their mainstream teaching activities. Shortages at the class level may also be limiting their full use.

### **4.3 WHAT CURRICULUM IS BEING COVERED IN CLASS – AND AT WHAT RATE?**

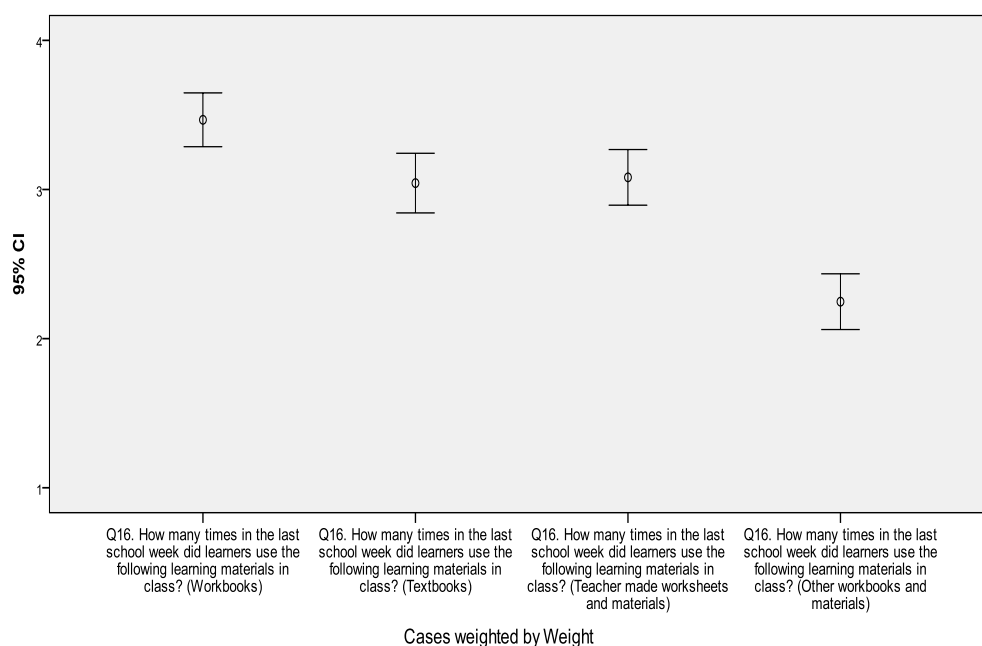
Figure 2 Teachers: Use of Learning materials in class indicates, teachers reported using workbooks more often in the last week than 1) Textbooks, 2) Teacher made worksheets and materials or 3) other worksheets and materials. These differences between the workbooks and other materials are statistically significant.

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<sup>22</sup> See Appendix 1. Figure 47

<sup>23</sup> See Appendix 1. Figure 45

FIGURE 2 TEACHERS: USE OF LEARNING MATERIALS IN CLASS



However, these findings need to be viewed in the context of some findings from the case studies which indicate that some teachers perceive the workbooks as a supplement to the curriculum and therefore other textbooks are probably being used in conjunction with the workbooks.

Questions about curriculum coverage were asked of teachers. Teachers indicated that the workbooks cater to a wide range of learner abilities. Teachers expressed some concern about the rate at which students are expected to progress through the books. About 40 per cent of teachers agreed that their learners find the pace of the workbook too fast (while around 35 per cent disagreed).<sup>24</sup>

About three quarters of teachers either agreed, or agreed 'a little' that the learners usually finish work they start in the workbook. Around half agreed that the amount of time the learners have to spend to complete the work in the workbook is about right and a further quarter agreed 'a little'. About two thirds of teachers agree or agree 'a little' that they teach all of the content of the workbooks within the intended time.<sup>25</sup>

A further analysis was conducted in order to investigate provincial differences and differences between wealth categories.

As can be seen in Figure 3, teachers in Gauteng, Limpopo agreed that you can teach all the content of the workbooks within the intended time more than teachers in KwaZulu-Natal. In Eastern Cape,

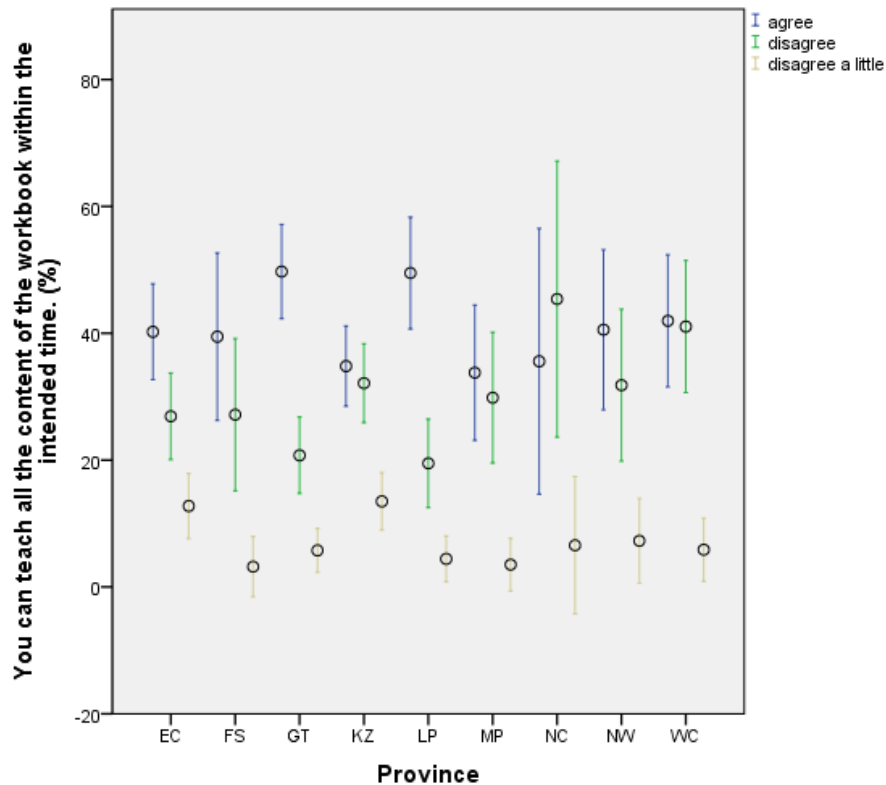
<sup>24</sup> See Appendix 1.

Figure 62

<sup>25</sup> See Appendix 1.

Free State, KwaZulu-Natal, Mpumalanga, Northern Cape, North West and Western Cape, there were no significant differences in the percentage of teachers agreeing that you can teach all the content of the workbook within the intended time, and the percentage of teachers disagreeing.

FIGURE 3 TEACHERS: YOU CAN TEACH ALL THE CONTENT OF THW WORKBOOKS WITHIN THE INTENDED TIME (%), BY PROVINCE

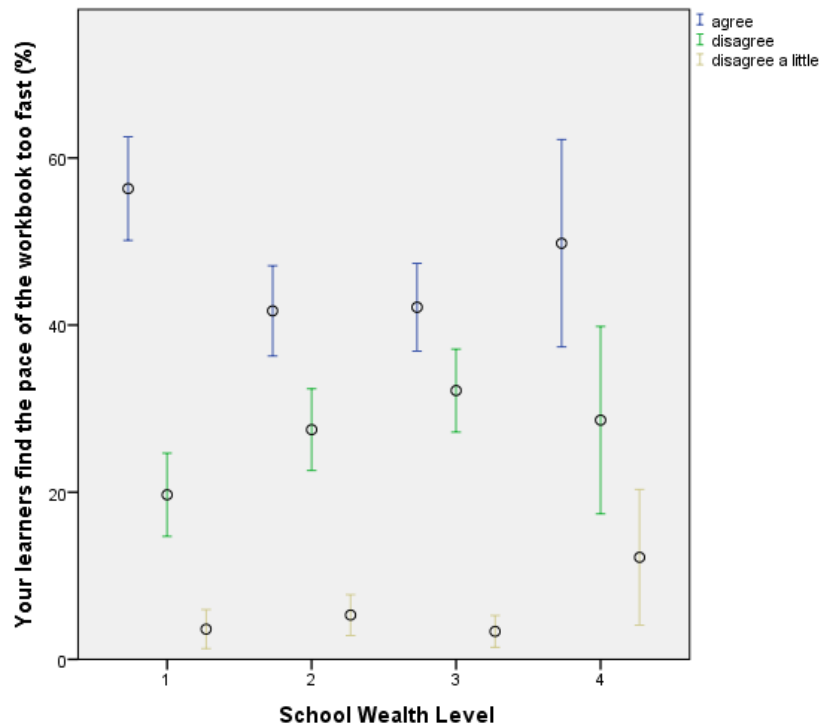


Teacher's perceptions of the pace of the workbooks were investigated by wealth category and province. Given the small numbers of schools in wealth category 4 and wealth category 5, these two categories were combined.

As

Figure 4 demonstrates, teachers from wealth category 1 schools were more likely to agree that their learners find the pace of the workbooks too fast than teachers from wealth categories 2 and 3. However, there is no statistical significance between the percentage of teachers agreeing with the statement from wealth category 1 and wealth category 4 (and5) schools.

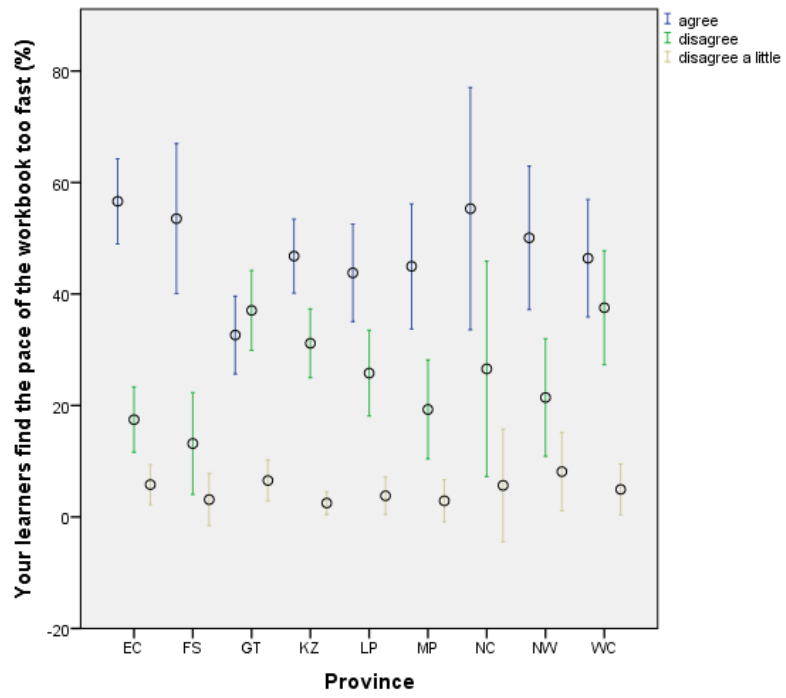
FIGURE 4 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOKS TOO FAST, BY WEALTH CATEGORY



Provincial differences were more clearly identifiable.

Figure 5 shows that teachers in Gauteng were much less likely to report that learners find the pace of the workbooks too fast than any other province and any wealth category.

FIGURE 5 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOKS TOO FAST, BY PROVINCE



Teachers were also asked to indicate the extent to which they agree with the statement '*Your learners find the pace of the workbook too slow*'. As can be seen from Figure 6 and

Figure 7, with the exception of Free State and Limpopo, teachers from all provinces and all wealth categories were more likely to disagree than agree that their learners find the workbooks too slow.

FIGURE 6 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOK TOO SLOW, BY PROVINCE

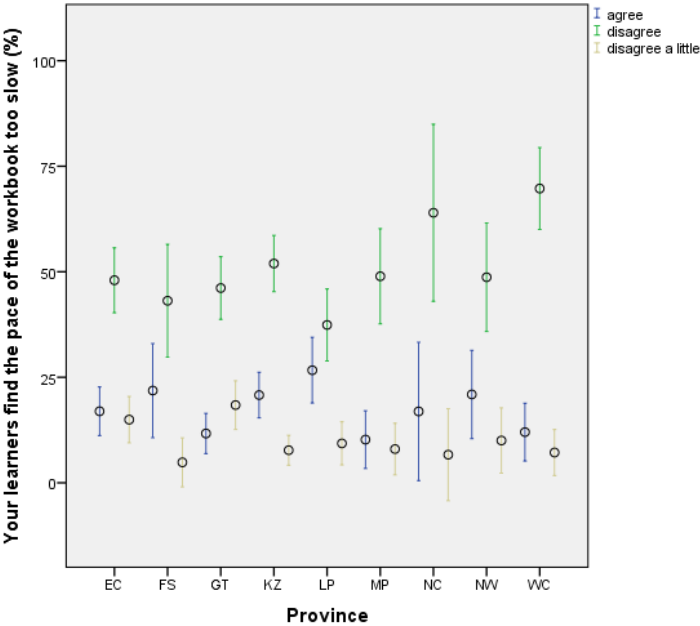
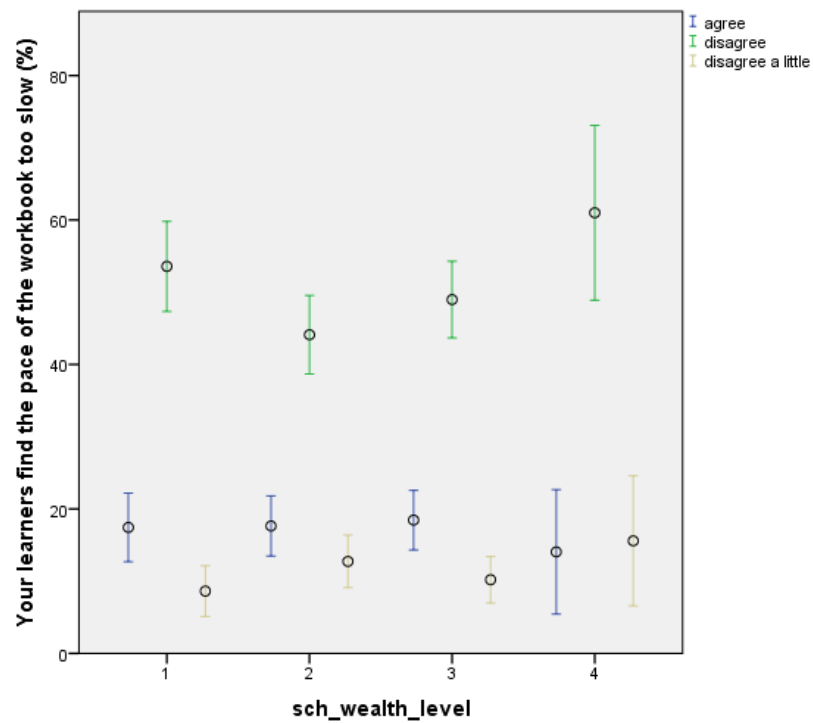




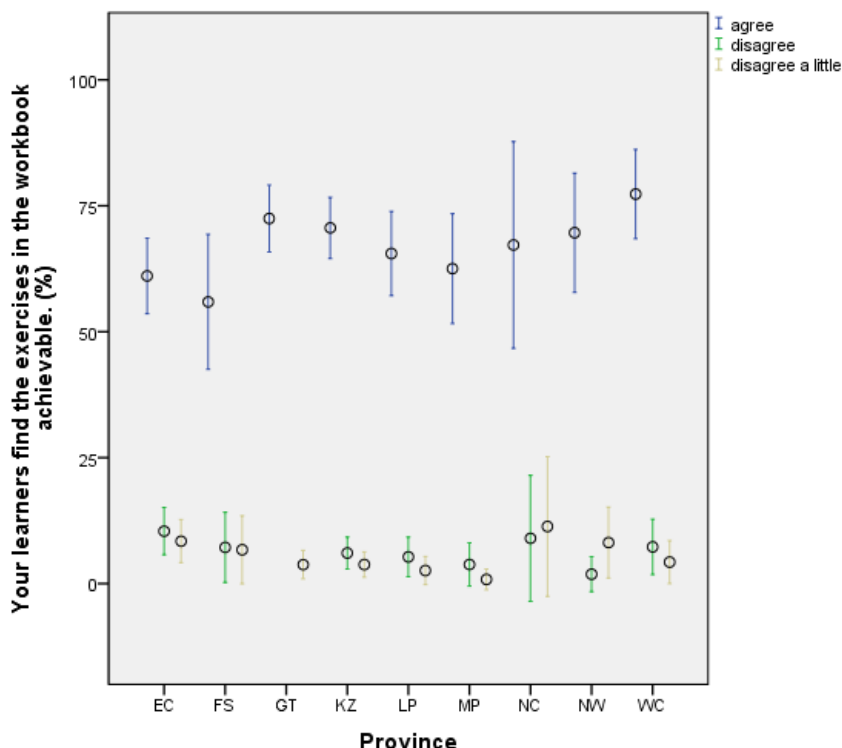
FIGURE 7 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOK TOO SLOW, BY WEALTH CATEGORY



Despite between approximately 32 per cent (Gauteng) and 57 per cent (Eastern Cape) of teachers reporting that their learners find the pace of the workbook too fast, the majority of teachers in all provinces agree that their learners find the exercises in the workbook achievable (

Figure 8).

FIGURE 8 TEACHERS: YOUR LEARNERS FIND THE EXERCISES IN THE WORKBOOK ACHIEVABLE, BY PROVINCE



In summary, the teachers report that the workbooks provide wide coverage of the curriculum, and while some of the evidence is conflicting, teachers report that the pace set for the completion of the work is about right for most students. Differences by wealth category were observed less than differences by province. The majority of teachers across all provinces agree that their learners find the exercises in the workbook achievable.

#### 4.4 ARE TOPICS BEING COVERED IN SEQUENCE?

Topics are typically being covered in sequence in classrooms where the workbooks are used. HODs and learners also reported that the sequencing of topics within the workbooks allows for knowledge and skills development.<sup>26</sup>

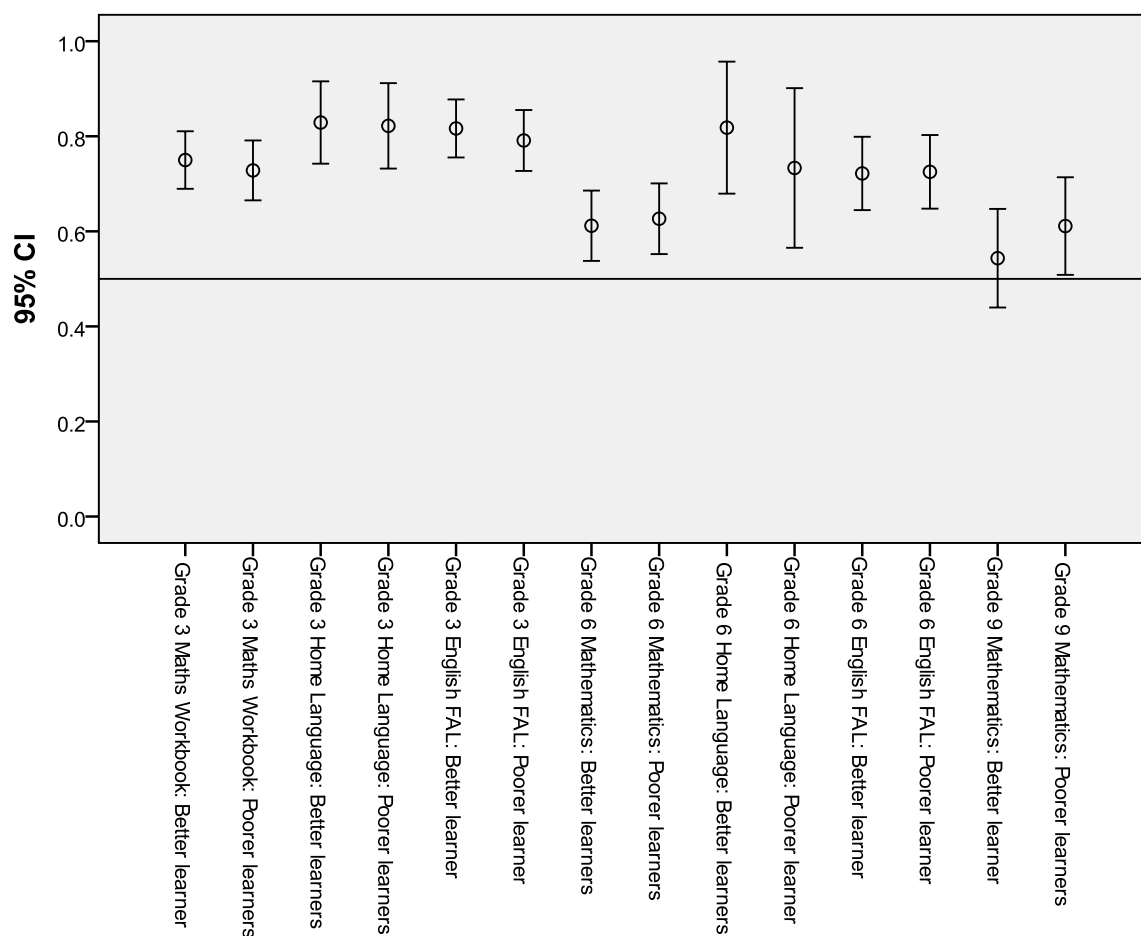
User perceptions of the extent to which the workbooks cover topics in an order that allows for knowledge and skill development are important. Topics are more likely to be covered if teachers and students see them as well sequenced. Figure 9 Classrooms observations: Is there evidence that the teacher is covering topics in sequence? shows the likelihood of a teacher covering topics in sequence based upon the observations made by the classroom observer examining workbooks of the best student and a poorer student from each class. (On this scale a score of zero indicates there

<sup>26</sup> See Appendix 1. Figure 47 and Figure 48

is no probability and a score of 1 that there is absolute certainty that the material is taught in sequence.) For all groups of students the probability of the work being undertaken in sequence is greater than 50% and most times much higher. An alternative way to read this graph is to see the horizontal line in Figure 9 as indicating where 50 per cent, on average, of respondents report workbooks being completed in sequence..

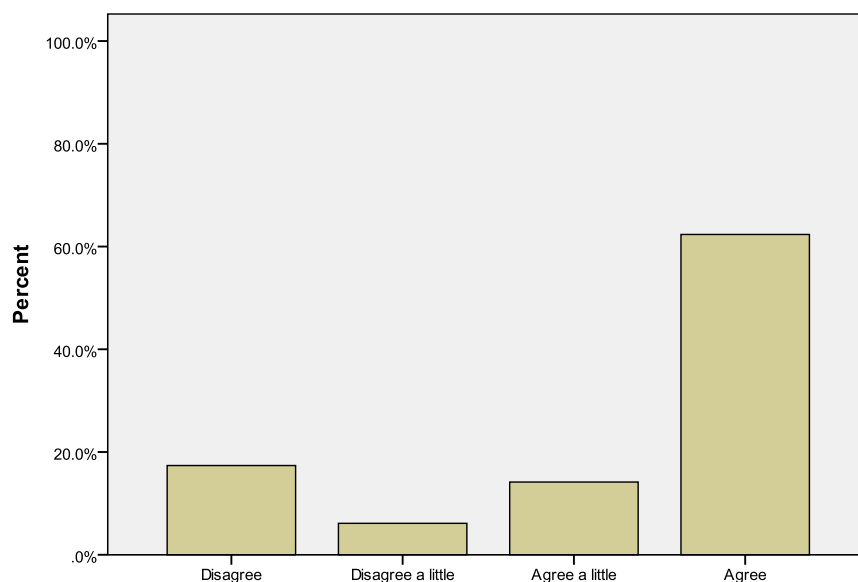
Looking in more detail, Figure 9 Classrooms observations: Is there evidence that the teacher is covering topics in sequence? indicates, there was no significant difference between pairs of best learners and poorer learners regarding sequence. There is some evidence to suggest that topics were less likely to be covered in sequence in Grade 6 and Grade 9 Mathematics compared with other areas.

FIGURE 9 CLASSROOMS OBSERVATIONS: IS THERE EVIDENCE THAT THE TEACHER IS COVERING TOPICS IN SEQUENCE?



When asked to indicate the extent to which they agree that *doing the exercises in the beginning of the workbook makes it easier to do the later exercises*, over three-quarters of learners agreed or agreed 'a little'.

FIGURE 10 LEARNERS: DOING THE EXERCISES IN THE BEGINNING OF THE WORKBOOK MAKES IT EASIER TO DO THE LATER EXERCISES



Q10. How much do you agree with the following ... (Doing the exercises in the beginning of the workbook makes it easier to do the later exercises.)

Cases weighted by Weight

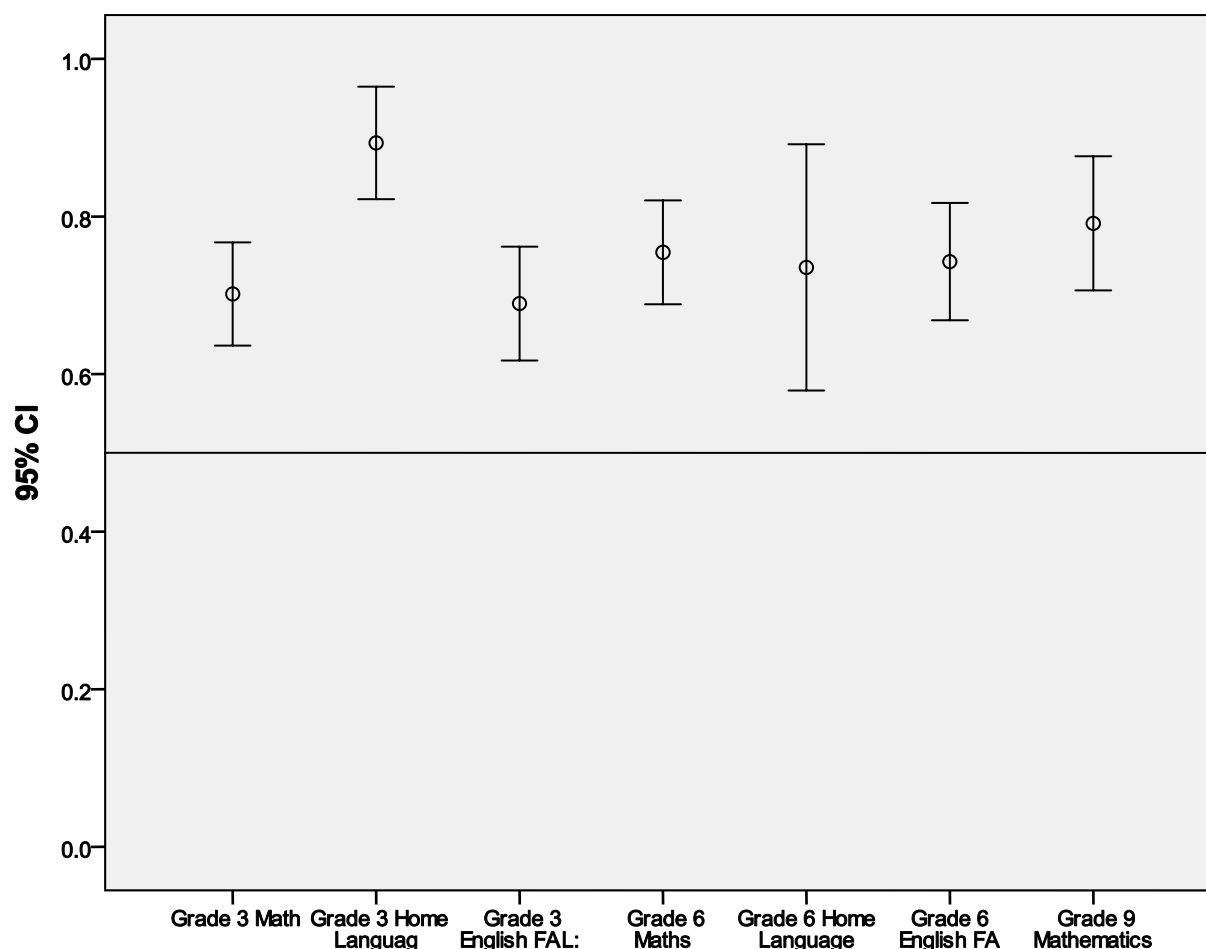
In summary, it appears that all topics are being covered in sequence by most teachers. This is confirmed by reports from learners.

#### 4.5 ARE THE STANDARD (FOUR) EXERCISES PER WEEK COVERED?

Typically, the standard four exercises are being covered per week. This was most often observed for Grade 3 Home Language workbooks.

During workbook observations, data collectors asked classroom teachers to respond 'yes' or 'no' to the question 'Is the class working through the standard (four) exercises per week?' The horizontal line in Figure 11 Teachers: Is the class working through the standard (four) exercises per week? indicates where 50 per cent, on average, of respondents report completing the standard four exercises per week. As the figure shows, all the averages are above this line, indicating that typically the standard (four) exercises are being covered per week. The only difference of significance between the workbooks was that of Grade 3 Home Language, where this activity was reported as being engaged in to a greater extent than other Grade 3 workbooks and Grade 6 Mathematics and English FAL workbooks.

FIGURE 11 TEACHERS: IS THE CLASS WORKING THROUGH THE STANDARD (FOUR) EXERCISES PER WEEK?



It is of note that the Grade 3 English FAL workbooks are designed to only require 2 activities per week due to the limited time allocated to the First Additional Language in the early years.

The extent to which exercises are completed by learners was also examined. Approximately half of teachers report that learners finish the work they start and just under 40 per cent of learners agreed that the class finishes all the work in the workbook.<sup>27</sup> Almost half of learners reported that they finish all the work in the workbook and a quarter reported that they do not.<sup>28</sup> About two-thirds of teachers reported that the learners find the exercises in the book challenging and a further quarter agreed a little.<sup>29</sup>

<sup>27</sup> See Appendix 1.

Figure 63

<sup>28</sup> See Appendix 1. Figure 50

<sup>29</sup> See Appendix 1. Figure 53

Teachers were asked to indicate the extent to which they agree that ‘*The amount of time the learners have to spend to complete the work in the workbooks is about right*’. Teachers across all provinces and wealth categories were more likely to agree than disagree or disagree ‘a little’.

FIGURE 12 TEACHERS: THE AMOUNT OF TIME THE LEARNERS HAVE TO SPEND TO COMPLETE THE WORK IN THE WORKBOOK IS ABOUT RIGHT, BY PROVINCE

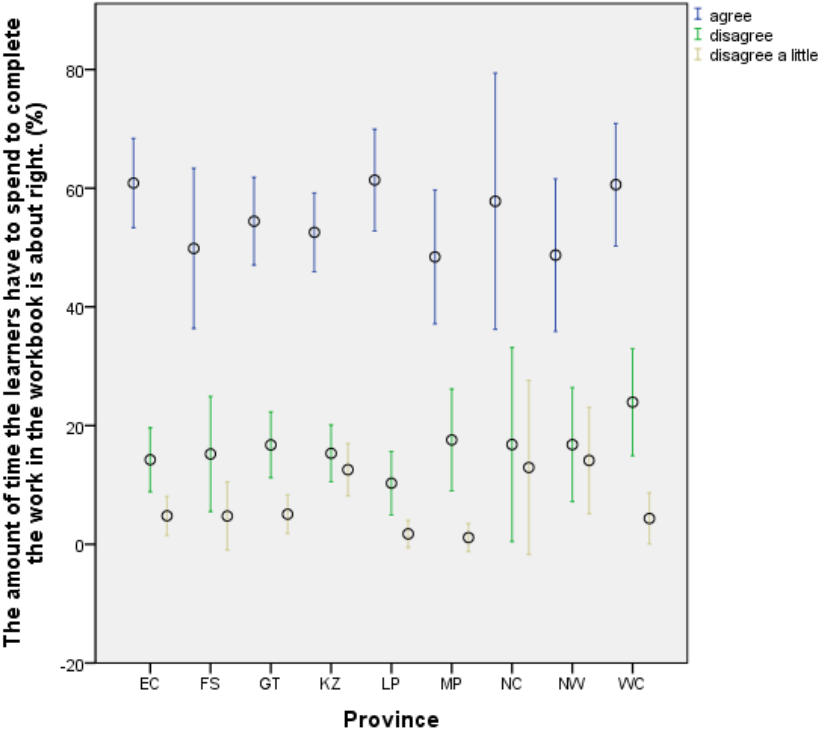
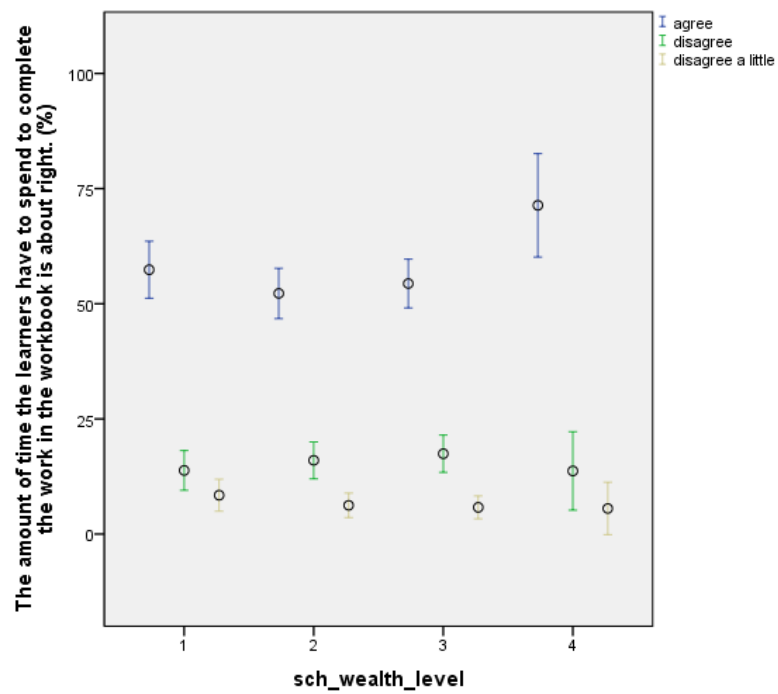


FIGURE 13 TEACHERS: THE AMOUNT OF TIME THE LEARNERS HAVE TO SPEND TO COMPLETE THE WORK IN THE WORKBOOK IS ABOUT RIGHT, BY WEALTH CATEGORY

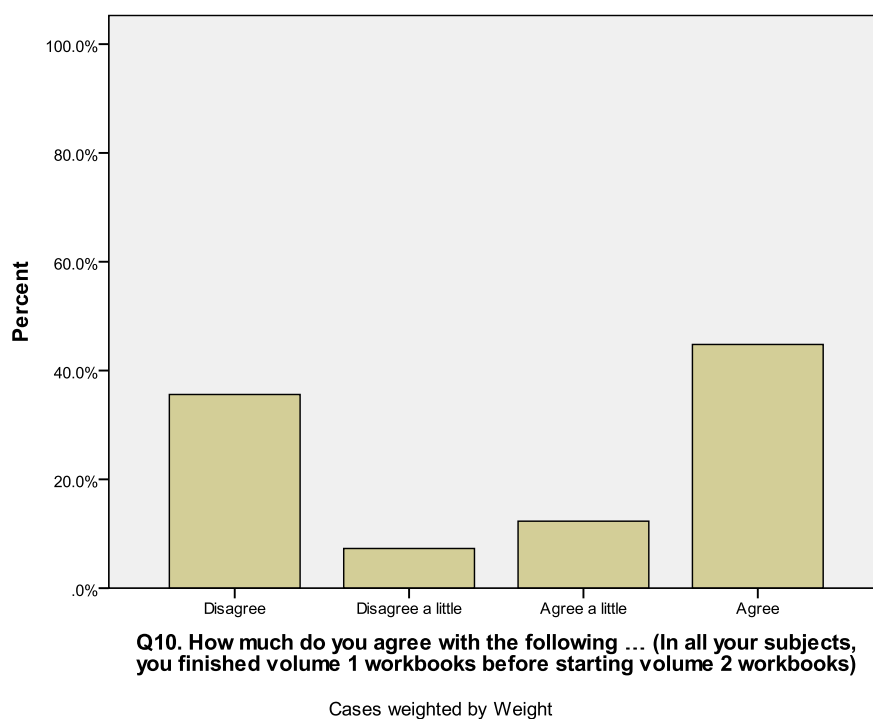




#### 4.6 ARE VOLUME 1 WORKBOOKS COMPLETED BEFORE VOLUME 2 WORKBOOKS ARE USED?

Teacher and learner responses and classroom observations indicate that Volume 1 workbooks are completed before Volume 2 more than half of the time. Between-book differences were not observed, with the exception of Grade 3 Home Language, where Volume 1 was completed before Volume 2 more often than some other workbooks. Just under half of the learners agreed that they complete Volume 1 before starting Volume 2 workbooks and a further 12 per cent agreed 'a little'. Just over a third of the learners disagreed. With the exception of Northern Cape, teachers were more likely to agree, than disagree that you complete Volume 1 workbooks before starting Volume 2.<sup>30</sup> Teachers from wealth category 4 (and 5) schools were more likely to agree that you complete Volume 1 workbooks before completing Volume 2 than teachers from wealth category 2 schools.

Figure 14 Learners: In all your subjects, you complete volume 1 workbooks before starting volume 2 workbooks



#### 4.7 ARE TEACHERS ASSESSING/CORRECTING WORK WITHIN THE WORKBOOKS?

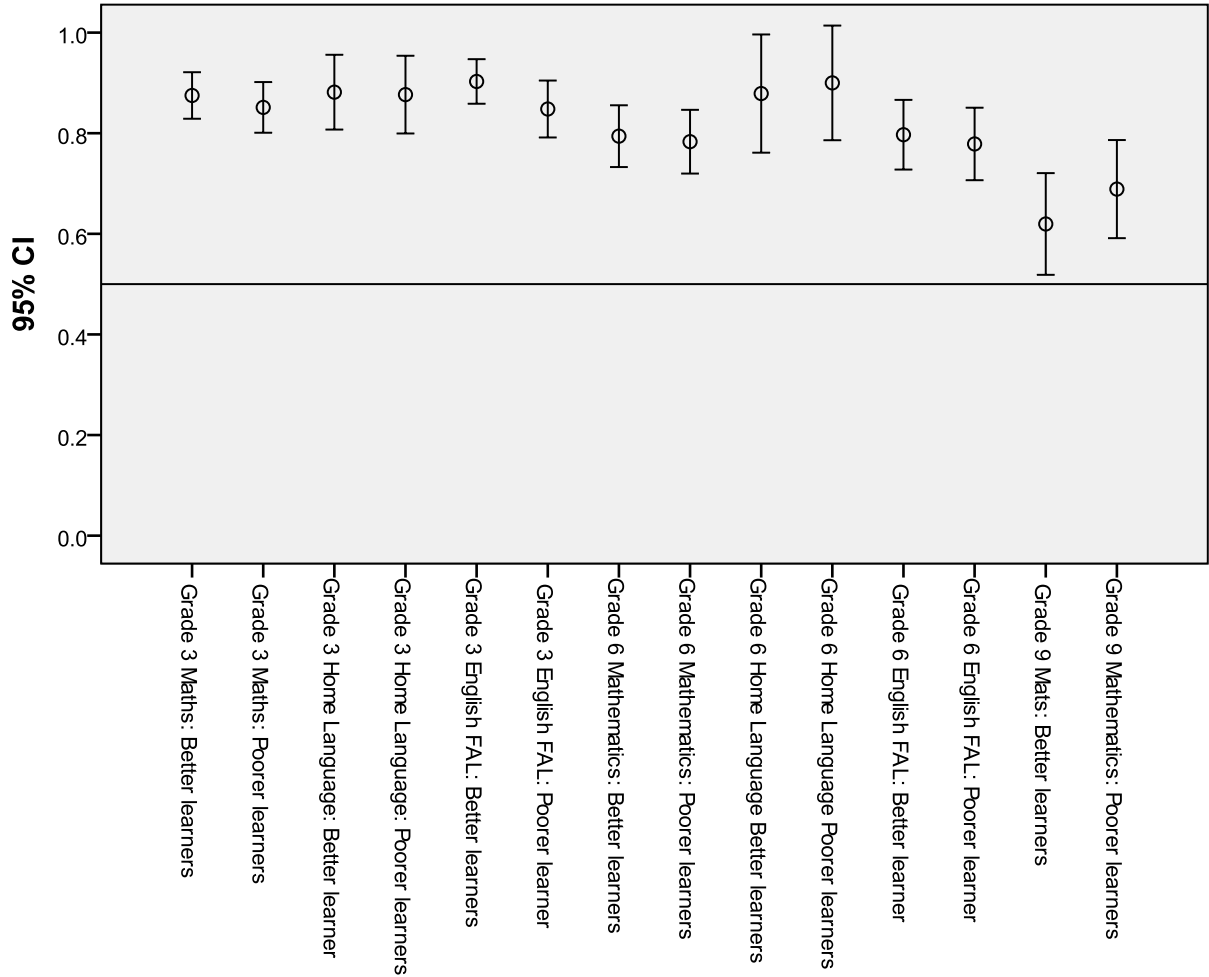
Classroom observations and responses from teachers and School Governing Body representatives provide evidence that, typically, teachers are assessing and correcting work within the workbooks. However, qualitative data collected in teacher interviews and focus group indicate that while some teachers are assessing and correcting work within the workbooks, they may not be monitoring

<sup>30</sup> See Appendix 1,

learner progress over time. Due to teacher perception that the workbooks are an ‘add-on’ to the formal curriculum, teachers reported marking and correcting student work but not tracking and monitoring progress.

Figure 15 indicates that there is evidence that teachers are correcting or assessing work in all workbooks, for those learners identified by the teacher as the best learners and those identified as poorer learners. There was less evidence that the Grade 9 Mathematics workbooks were being corrected or assessed than most other workbooks.

Figure 15 Classroom Observations: Is there evidence the teacher is correcting or assessing Learners work?



At the provincial level, though the assessing and correcting of workbooks was typically taking place, there were some provincial differences. Teachers from Free State were less likely to report that they correct or assess learners Grade 3 Mathematics workbooks. Teachers from Gauteng were less likely to report they correct or assess Grade 3 English FAL and Grade 3 Home Language workbooks. Grade 6 English FAL was less likely to be reported as being corrected and assessed by

teachers in Free State and Northern Cape and Grade 6 Mathematics was less likely to be reported as being corrected and assessed by teachers in Northern Cape, Mpumalanga and Gauteng. The assessment and correction of Grade 9 Mathematics workbooks was typically not taking place in Western Cape (42 per cent), Limpopo (40 per cent), Northern Cape (37 per cent) and Mpumalanga (33 per cent).

There were few patterns regarding the correction and assessment of workbooks by wealth category with the exception of Grade 6 Home Language and Grade 9 Mathematics. Teachers in wealth category 4 (and 5) schools were much less likely to correct and assess Grade 6 Home Language workbooks at 50 per cent. Similarly, the correcting and assessing of Grade 9 Mathematics workbooks was typically not taking place in wealth category 2 schools and was only taking place in half of wealth category 4 (and 5) classrooms.

Figure 16 illustrates, the majority of teachers agree with the statement that '*you assess the work of all learners in their workbooks*'. Over three-quarters of School Governing Body representatives agree that teachers assess the work of learner in their workbooks (

Figure 17).

FIGURE 16TEACHERS: YOU ASSESS THE WORK OF ALL YOUR LEARNERS IN THEIR WORKBOOKS

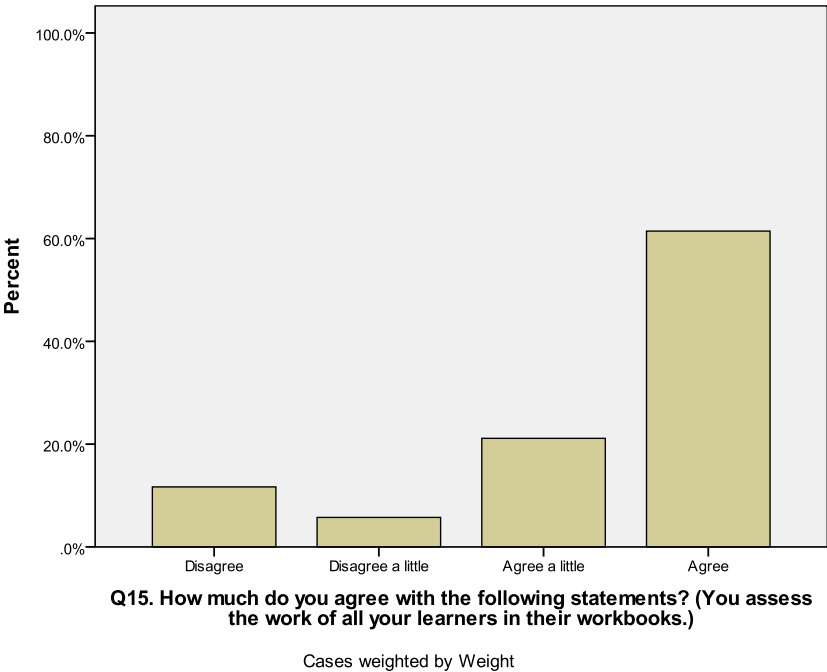
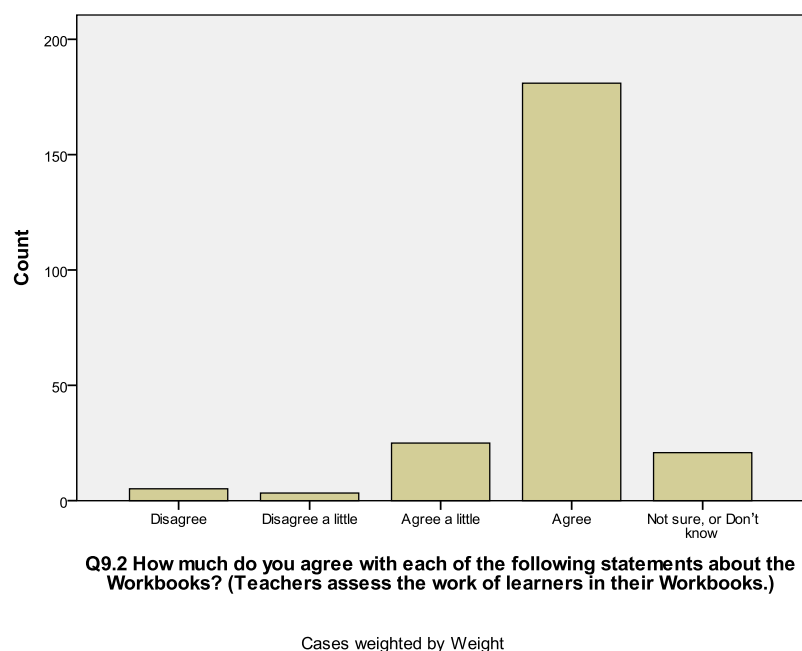


FIGURE 17 SCHOOL GOVERNING BODY REPRESENTATIVES: TEACHERS ASSESS THE WORK OF LEARNERS IN THEIR WORKBOOKS



#### 4.8 WHERE ARE THE TEXT/WORKBOOKS STORED?

Teachers and HODs were asked to indicate where the workbooks are stored most of the time. About half of teachers and HODs indicated that workbooks are not stored in the staffroom, the principals' office, the storeroom or the classroom. Open text responses indicated that 'other places' for workbooks storage included in the children's possession, children's bags, in children's desks and in the library.

Teacher and HOD responses were very similar with about 40 per cent of HODs and teachers indicating that workbooks are stored in the classroom.

FIGURE 18 TEACHERS: WHERE ARE THE WORKBOOKS STORED MOST OF THE TIME?

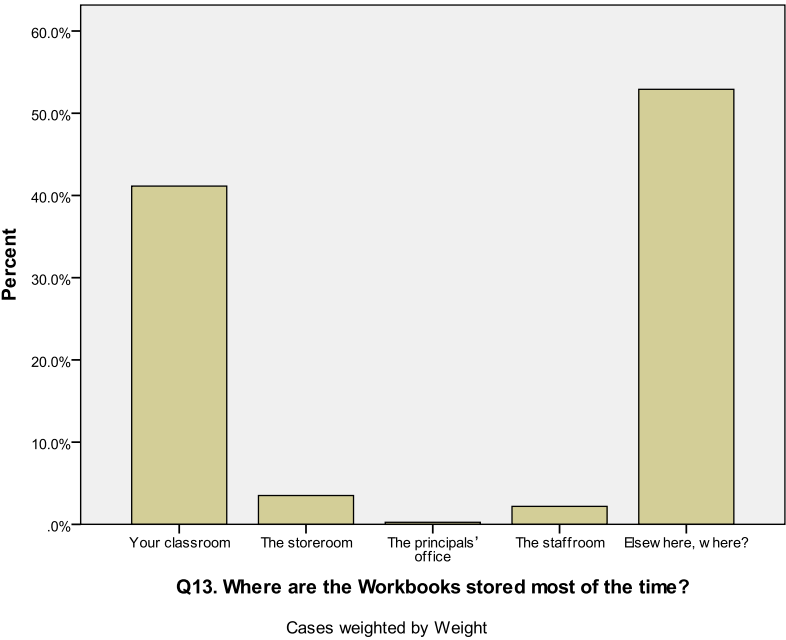
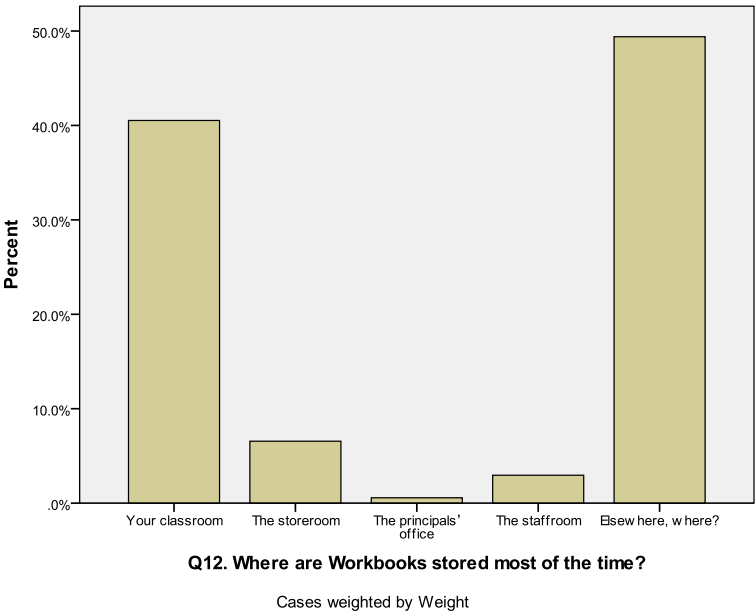


FIGURE 19 HODS: WHERE ARE THE WORKBOOKS STORED MOST OF THE TIME?



#### **4.9 HOW ARE THE WORKBOOKS BEING USED AT HOME?**

The available evidence suggests that the vast majority of learners take their workbooks home most days and that they complete work within their workbooks for homework between 2.5 – 4 times per week. Data sourced from a variety of stakeholders indicates that approximately 65 – 70 per cent of learners are assisted by parents with completing work in the workbook for homework. In focus groups parents discussed the advantages of the workbooks, which included children being able to complete exercises in the workbooks with friends, children seeking out assistance from family and community members to complete exercises in their workbooks, parents knowing more and understanding what their children are learning and parents using the workbooks to learn themselves.

#### **4.10 DO LEARNERS TAKE WORKBOOKS HOME?**

The majority of learners do take their workbooks home. Approximately three-quarters of the learners report being able to take some of their workbooks home, and almost the same proportion of learners indicate being able to take all of their workbooks home.<sup>31</sup> Almost 90 per cent of both teachers and HODs report that learners take the workbooks home.<sup>32</sup>

This data is supported by qualitative data collected during case study visits. In the majority of instances it was reported that children are allowed to take their workbooks home. At two case study schools, teachers reported that the introduction of the workbooks has increased homework completion by learners.

At the provincial level, learners were less likely to do homework using their workbooks in Northern Cape, Eastern Cape, Mpumalanga and Western Cape. However approximately one quarter of learners in Western Cape and North West reported doing homework using their workbooks five times the previous week. Almost 20 percent of teachers from wealth category 4 (and 5) schools reported that learners did not use their workbooks for homework at all the previous week, whereas approximately 10 per cent of teachers from all other wealth categories reported learners did not use their workbooks for homework at all the previous week.

#### **4.11 HOW OFTEN DO STUDENTS TAKE WORKBOOKS HOME?**

The available evidence suggests that learners take their workbooks home every day and do homework in the workbooks between 2.5 -4 times a week. Teacher responses seem to indicate that learners are not necessarily doing homework in the workbooks every time they take them home. Responses at case study schools also indicated that learners are taking their workbooks home and using them on a daily basis.

Teachers were asked *'In the last school week, how many times did learners take their workbooks home?'* As

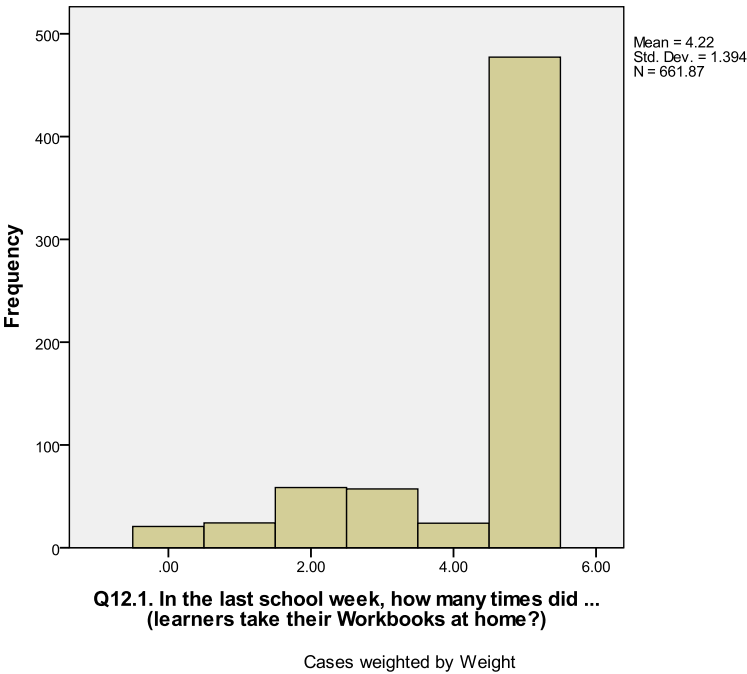
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<sup>31</sup> See Appendix 1. Figure 58 and Figure 59

<sup>32</sup> See Appendix 1. Figure 60 and Figure 61

Figure 20 illustrates, on average, teachers reported that learners took workbooks home more than 4 times in the previous week. Almost three-quarters of teachers indicated that learners took their workbooks home five times and fewer than 5 per cent indicated the learners had not taken their workbooks home in the previous week.

FIGURE 20 TEACHERS: IN THE LAST SCHOOL WEEK HOW MANY TIMES DID LEARNERS TAKE THEIR WORKBOOKS HOME?

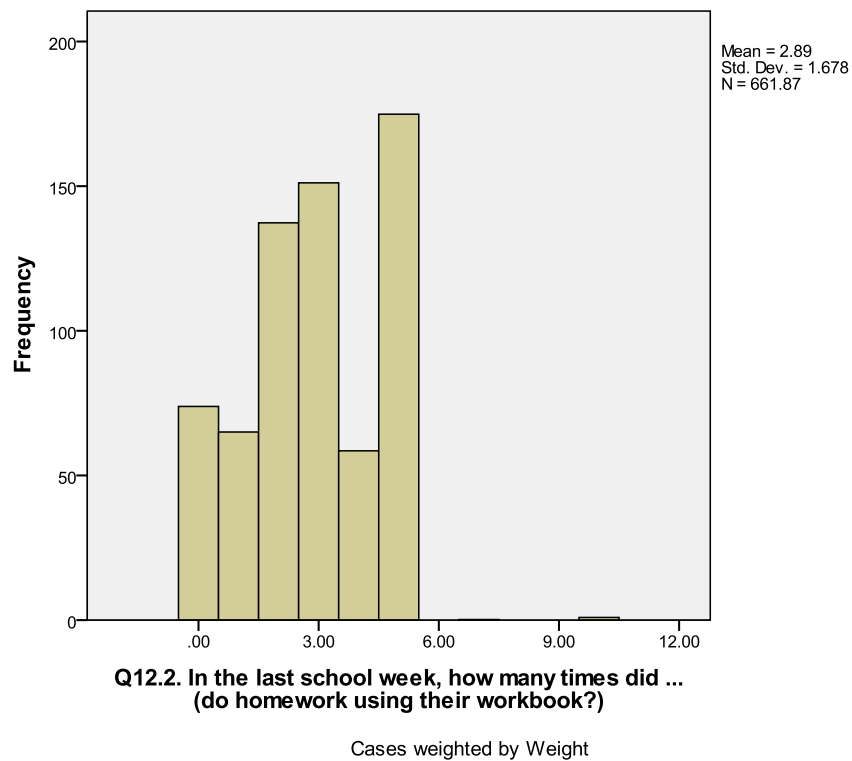


Teachers were asked to indicate how many time learners did homework using their workbooks in the last week. As can be seen in



Figure 21, on average, teachers reported that learners did homework using their workbook just under three times in the previous week. Just over 10 per cent did not use them for homework in the previous week and just over a quarter did homework using their workbook five times or more the previous week.

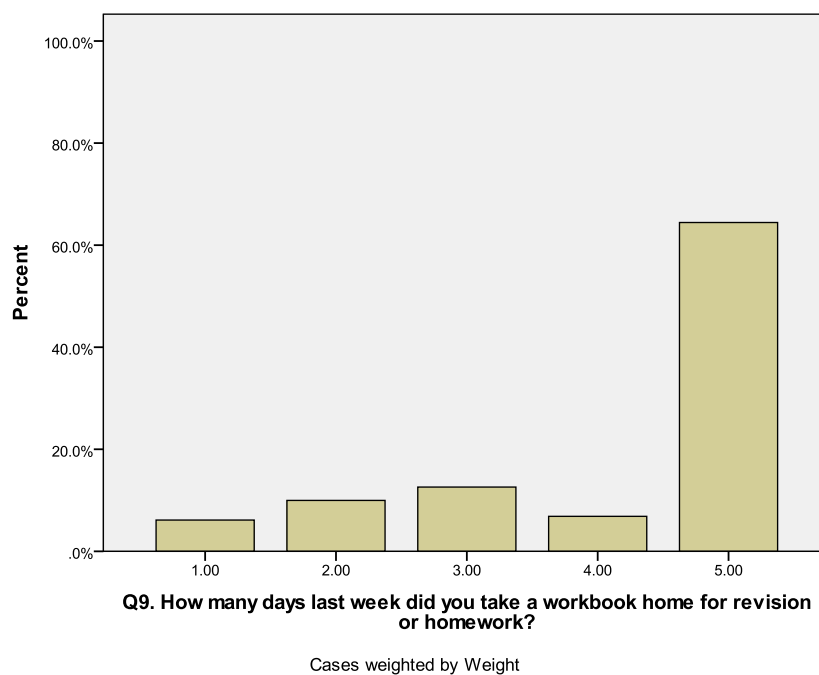
FIGURE 21 TEACHERS: IN THE LAST SCHOOL WEEK HOW MANY TIMES DID LEARNERS DO HOMEWORK USING THEIR WORKBOOK?



Learners were asked '*How many days last week did you take a workbooks home for revision or homework?*' As can be seen in

Figure 22, on average learners reported that workbooks had been used for revision or homework approximately 4 times in the previous week but the majority of learners reported taking a workbook home for revision or homework five days the previous week. All learners reported that workbooks had been used for revision or homework at least once in the previous week, and approximately two-thirds indicated they had taken their workbooks home five times in the previous week.

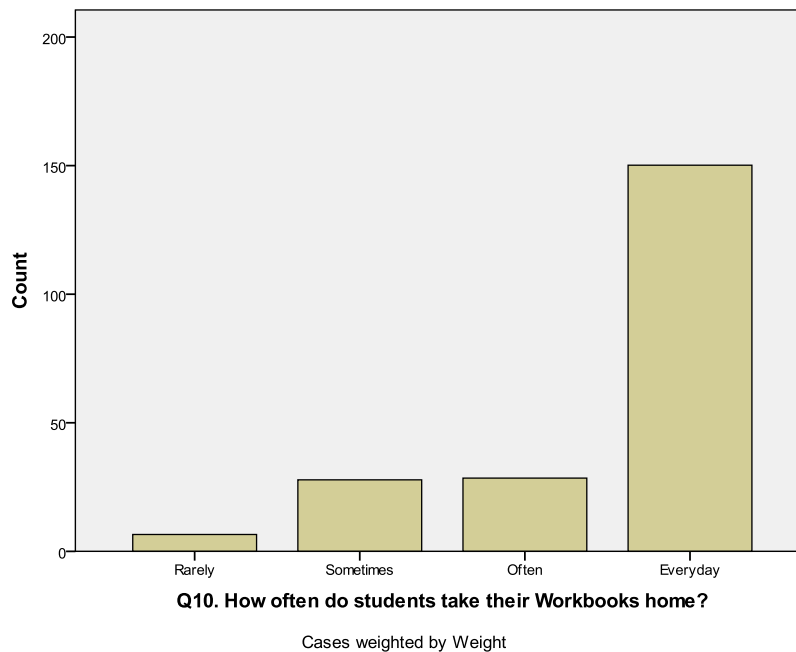
FIGURE 22 LEARNERS: HOW MANY DAYS LAST WEEK DID YOU TAKE A WORKBOOK HOME FOR REVISION OR HOMEWORK?



School Governing Body representatives were asked '*How often do students take their workbooks home*' and were given the response options of 'everyday', 'often', 'sometimes' and 'rarely'. Approximately 70 per cent of respondents indicated that learners take their workbooks home every day (

Figure 23).

FIGURE 23 SCHOOL GOVERNING BODY REPRESENTATIVES: HOW OFTEN DO LEARNERS TAKE THEIR WORKBOOKS HOME?

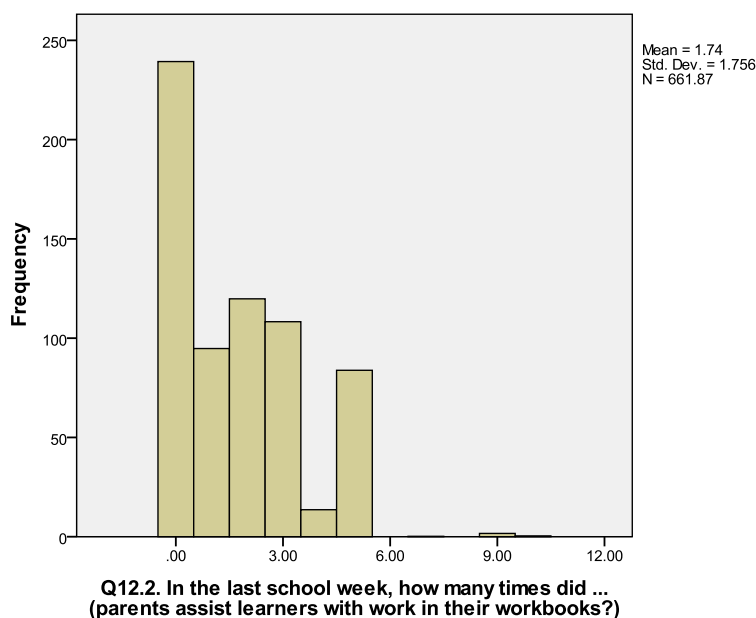


#### 4.12 DO PARENTS ASSIST LEARNERS WITH WORKBOOK COMPLETION?

According to all stakeholders, approximately 65 – 70 per cent of parents assist learners with workbook completion. In-depth data from parent responses in focus groups indicate that while some parents help their children with homework, others struggle with the written language due to their own level of education. In these instances, other family members, neighbours, the parents, or employers assist. However, even parents who could not assist their children felt the workbooks help them understand the curriculum and give them the opportunity to participate in their child's education. One parent commented, *'It helps us parents, it teaches us about what the children are learning in school'*. Parents also indicated that they use the workbooks to learn and teach themselves. Should the workbook program undergo an impact evaluation, any unintended outcomes on parental literacy and numeracy could be explored. Simultaneously, parents and learners also indicated that the workbooks reduce the amount of parental assistance required as they enable learners to work independently, or with friends.

Teachers were asked to indicate how many times parents assisted learners with work in their workbooks. As can be seen in Figure 24, on average, teachers reported that parents assisted learners just under two times in the previous week. Approximately a third of teachers reported that parents had not assisted learners with work in their workbooks the previous week, and approximately 13 per cent of teachers reported parents had assisted learners more than five times in the previous week. About the same percentage of teachers from wealth category 1 schools and wealth category 4 (and 5) schools reported that parents did not assist learners the with workbook completion the previous week, at approximately 40 per cent.

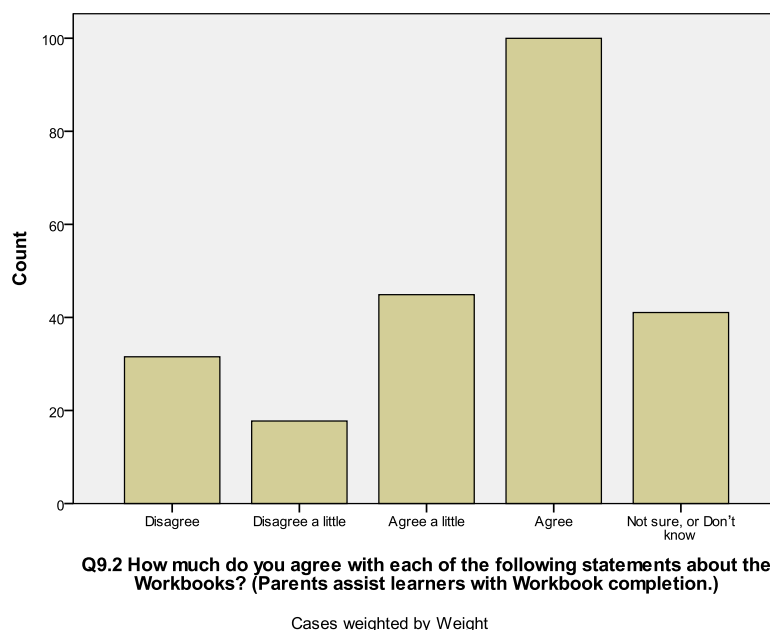
FIGURE 24 TEACHERS: IN THE LAST SCHOOL WEEK HOW MANY TIMES DID PARENTS ASSIST LEARNERS WITH WORK IN THEIR WORKBOOKS?



Cases weighted by Weight

Learners were asked to indicate if parents or guardians help learners to finish their work in the workbooks. Seventy per cent of respondents indicated that their guardians do help them finish homework in the workbooks. School Governing Body representatives were asked to indicate the extent to which they agree with the statement '*Parents assist learners with workbook completion*'. Approximately 20 per cent of respondents disagreed or disagreed 'a little' and just under two thirds of respondents agreed or agreed 'a little'. Seventeen per cent responded that they were unsure or did not know.

FIGURE 25 SCHOOL GOVERNING BODY REPRESENTATIVES: PARENTS ASSIST LEARNERS WITH WORKBOOK COMPLETION



#### 4.13 WHAT ARE THE BARRIERS TO FULL UTILISATION OF THE WORKBOOKS?

Barriers to full utilisation of the workbooks can be summarised as late or no workbook delivery, lack of communication with schools and parents regarding the aims and objectives of the workbooks, lack of formal assessment and monitoring, and errors in the workbooks.

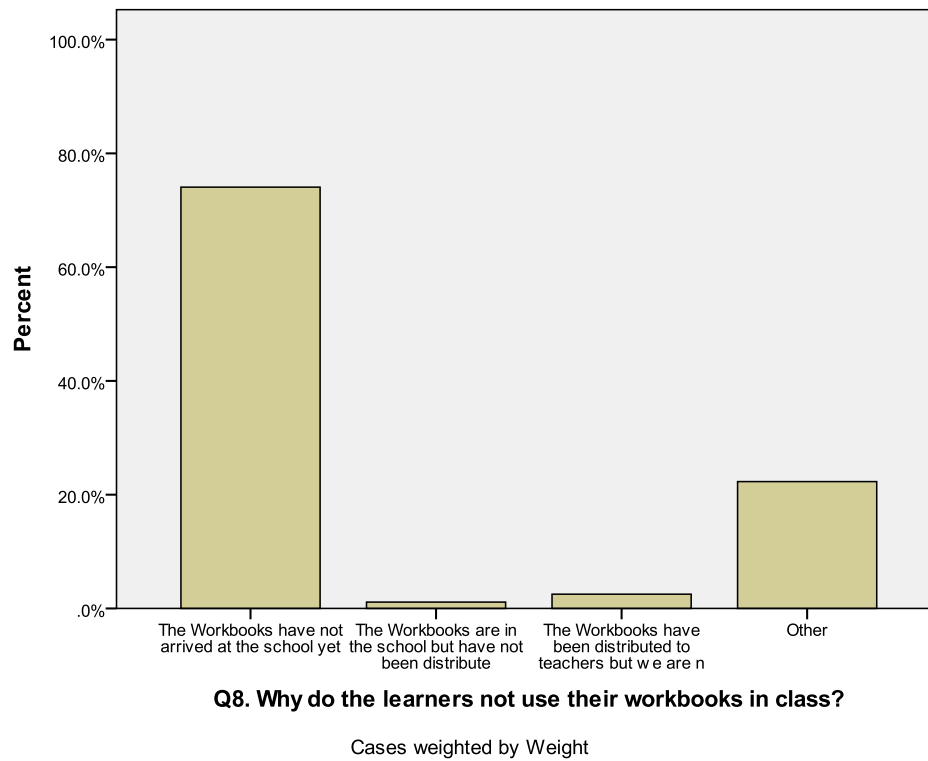
##### 4.13.1 WORKBOOK DELIVERY

The greatest reason cited by classroom teachers as to why the books are not being used in classrooms is no delivery. Within a number of provinces the sharing of workbooks was reported more frequently; however this did not appear to impact on utilisation (see below).

Figure 26 illustrates, sixteen per cent of teachers surveyed indicated that the workbooks had not yet arrived at the school.

Figure 26 Teachers: Why do the learners not use their workbooks in class?

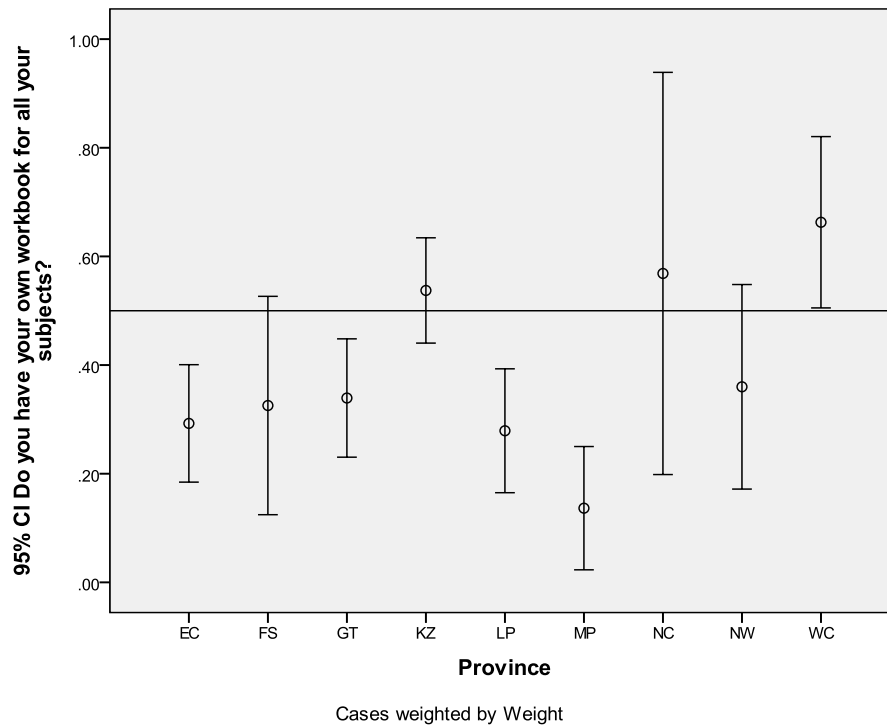




Over 60 per cent of learners indicated that they do not have their own workbook for all of their subjects (

Figure 27). There were some provincial differences, with over 86 per cent of learners in Mpumalanga indicating they do not have their own workbook for all subjects and over 70 per cent of learners in Eastern Cape and Limpopo. Conversely, the majority of students in Northern Cape and Western Cape indicated they have workbooks for each of their subjects.

FIGURE 27 LEARNERS: DO YOU HAVE WORKBOOKS FOR ALL OF YOUR SUBJECTS?



An analysis was undertaken to test the hypothesis that in schools where learners share workbooks in class, the utilisation of workbooks decreases. The analysis found that there is no evidence of this effect in the data. The effect size was found to be small (Cohen's  $d=0.2$ ), with the difference not being statistically significant.

TABLE 9 IN DO LEARNERS SHARE COPIES OF WORKBOOKS IN CLASS

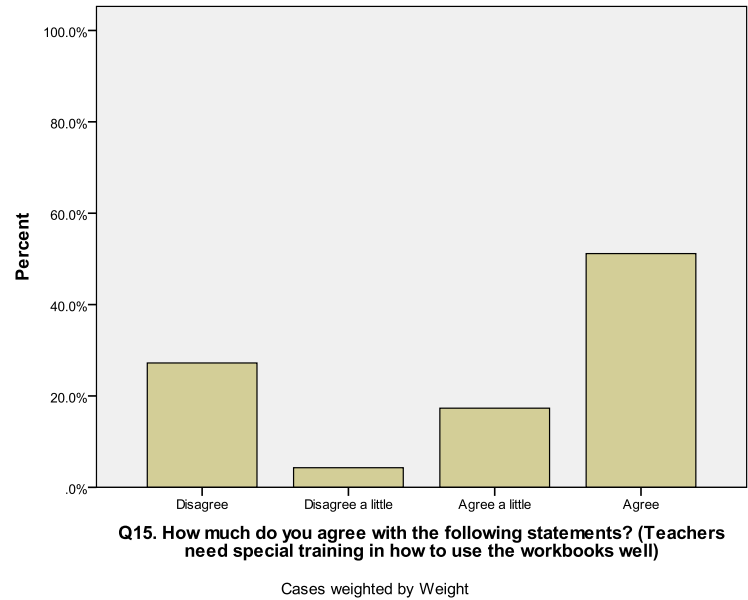
Q9. Do learners share copies of workbooks in class?	Mean	N	Std. Deviation
Yes	4.0131	224	4.31069
No	3.3860	531	2.05785
Total	3.5718	755	2.92399

#### 4.13.2 LACK OF COMMUNICATION

Qualitative data from case study interviews and focus groups indicate that schools, teachers and parents were not notified of the program or informed about how to use the workbooks. Teachers and school leaders also indicated that prior consultation, introduction and involvement from schools and teachers could improve the quality of teaching and lead to better learner outcomes. The issue of teacher readiness was also raised by teachers, who stated that no professional preparation was done prior to delivery of the workbooks. This results in teachers being unable to

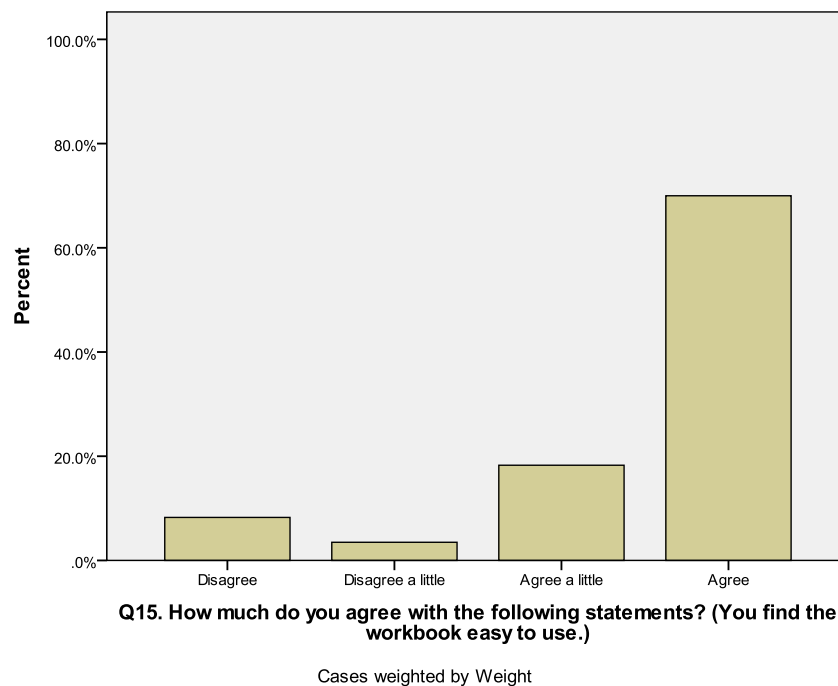
plan for workbook use and may reduce utilisation. Parents indicated in focus groups that they are still not sure how the workbooks are being used.

Just over a quarter of teachers disagreed that teachers need special training in how to use the workbooks well, and over half agreed that they do need special training.



Almost 90 per cent of teachers agreed or agreed a little that they find the workbooks easy to use, with only a little over 10 per cent reporting that they disagree or disagree a little.

FIGURE 28 TEACHERS: YOU FIND THE WORKBOOK EASY TO USE



#### 4.13.3 *LACK OF FORMAL ASSESSMENT AND MONITORING OF LEARNER PERFORMANCE*

In teacher interviews and focus groups teachers expressed difficulty with monitoring learner performance through the workbooks. Teachers perceived the workbooks as allowing for informal assessment, but found the workbooks were not able to support the recording and tracking of learner performance over time.

#### 4.13.4 *ERRORS IN THE WORKBOOKS*

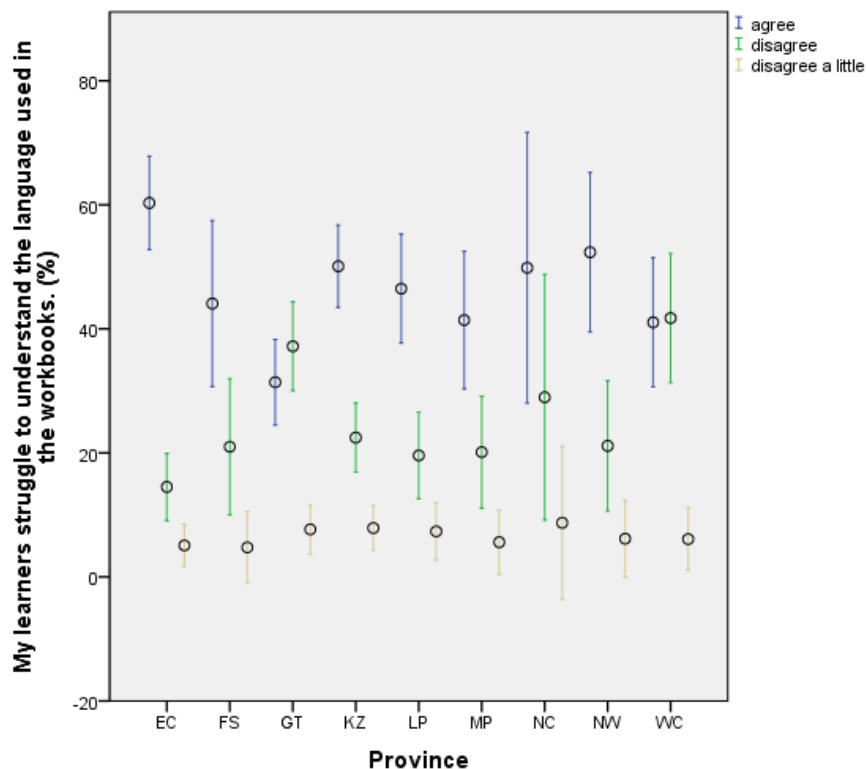
As will be reported in Section 6 of this report, assessments of the quality of workbooks indicate there is a need for further editing. In interviews and focus groups teachers also expressed concern with a number of errors within the workbooks.

#### 4.13.5 *PERCEIVED ERRORS IN THE WORKBOOKS*

As will be discussed in Section Five of this report, qualitative data from case study interviews indicate that teachers perceive errors in language within the workbooks due to the introduction of academic English. Teachers reported that the language used within workbooks is difficult to comprehend and requested that 'playground' language use be used. However, one of the specific aims of the workbooks is to facilitate the transfer of Cognitive Academic Language Proficiency, to move beyond day-to-day or playground usage to the specific kind of language and vocabulary required for the purposes of learning the curriculum.

As can be seen in Figure 29, teachers in Eastern Cape, KwaZulu-Natal, Limpopo, Mpumalanga and North West were much more likely to agree that Learners struggle to understand the language used in the workbooks, than disagree or disagree 'a little'.

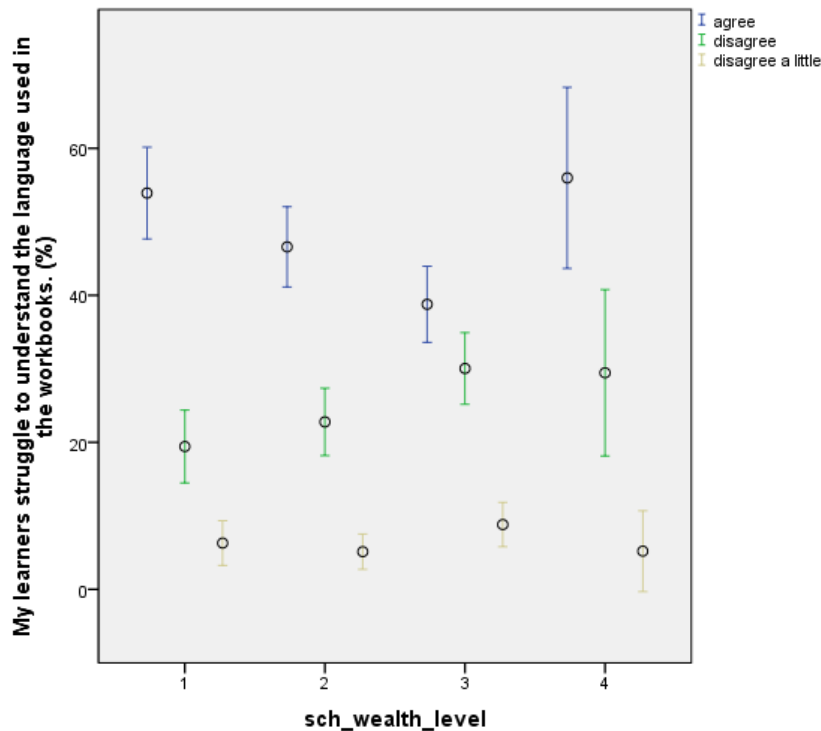
FIGURE 29 TEACHERS: MY LEARNERS STRUGGLE TO UNDERSTAND THE LANGUAGE USED IN THE WORKBOOKS, BY PROVINCE



This was also investigated by wealth category.

Figure 30 shows that teachers were more likely to agree that learners struggle to understand the language used in the workbooks for all wealth categories, with the exception of teachers from wealth category 3 schools.

FIGURE 30 TEACHERS: MY LEARNERS STRUGGLE TO UNDERSTAND THE LANGUAGE USED IN THE WORKBOOKS, BY WEALTH CATEGORY



#### 4.13 WHAT BOOKS WERE USED PRIOR TO THE INTRODUCTION OF THE DBE WORK/TEXTBOOKS?

Qualitative and open text responses from teachers indicate that the same books that were used prior to the introduction of the workbooks are still being used within classrooms. As has been discussed in this report, teacher responses indicate that workbooks are used regularly to supplement other teaching and learning materials. This may indicate that professional learning with regard to use of the workbooks would be beneficial, in particular prior professional learning.

#### 4.14 WHAT IS HAPPENING IN SCHOOLS WHERE THE WORKBOOKS ARE NOT BEING UTILISED?

There were only 21 schools in the sample which were reported to not have workbooks by the School Governing Board representative. Therefore, there were very few schools available to the study to investigate what is happening in those schools without workbooks. A further investigation revealed that at two schools there were two representatives from the Governing Board who provided data and who reported differently on the presence of Workbooks at the school. For these two schools, the school was treated as having the workbooks, so there was a total of 19 schools available. Data from the teacher questionnaire was then examined to see to what extent the schools that were reported not to be using the Workbooks by the School Governing Body representative were or were not actually using them in the classroom. Of the 66 teachers in schools which were identified as not using Workbooks, 21 were in fact using workbooks. This left a pool of 45 teachers who were in schools that were reported to not have workbooks and who were not using Workbooks (see Table 10 below).

TABLE 10 CROSS TABULATION: DO LEARNERS USE THEIR WORKBOOKS IN CLASS BY ARE THERE WORKBOOK AT THIS SCHOOL

Count

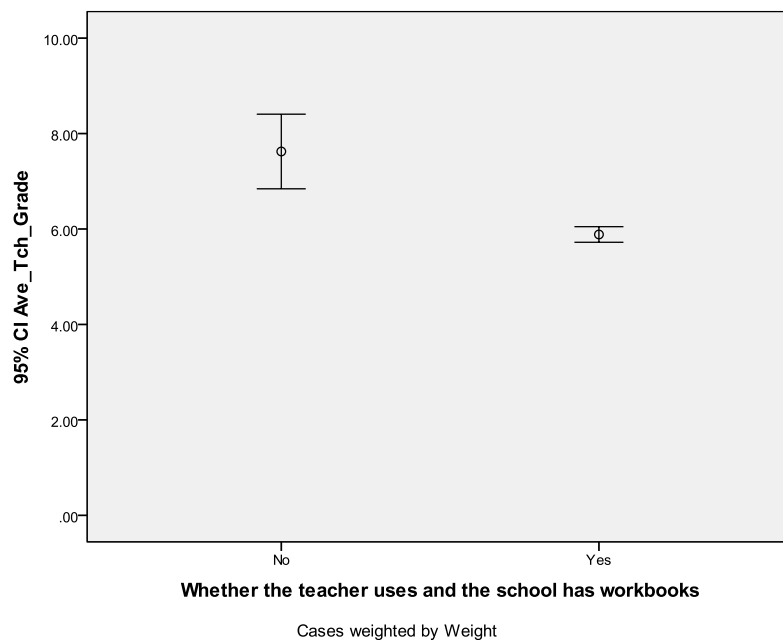
	Whether there are Workbooks at the school		Total
	No	Yes	
Do learners use their workbooks in class?Yes	21	733	754
No	45	169	214
Total	66	902	968

This is, therefore insufficient information to try and generalise to the whole of South Africa. However, information regarding what is happening within these schools may be indicative of what is happening in South African schools where the workbooks are not being used.



As can be seen in Figure 31, Workbooks not being in schools is associated with the grade level of the teacher. On average Workbooks are less likely to be used by teachers of higher grades.

FIGURE 31 WHETHER THE TEACHER USES AND THE SCHOOL HAS WORKBOOKS BY GRADE LEVEL OF TEACHER



Open text responses from teachers regarding what books are currently being used by the class in those schools which are not using the workbooks are listed below (Table 11).

TABLE 11 WHAT BOOKS BEING USED IN SCHOOLS WHERE THE WORKBOOKS ARE NOT BEING UTILISED

		Frequency	Per cent	Valid Per cent	Cumulative Percent
Valid	BCVO	1	2.6	2.6	2.6
	BCVO	1	1.3	1.3	3.8
	CAPS	2	3.7	3.7	7.5
	Classroom Mathematics By Johanscheiber Et Al	1	2.4	2.4	9.9
	Classroom Mathematics Everything Maths	1	1.4	1.4	11.3
	Classroom Mathematics And Exploring Mathematics And Study Master Mathematics	0	.9	.9	12.3
	Classroom Mathematics The Author H Banners And A Jawurek Any Many More	2	5.4	5.4	17.7
	Classroom Maths	2	3.7	3.7	21.4
	English Matters	2	3.7	3.7	25.1
	Exercise Books	0	.9	.9	26.0
	Focus On English Grade 9 By Maskew Miller Longman	1	1.4	1.4	27.4
	For English Is Platinum English First Language And Maths Is Platinum Mathematics Caps. Author: Is A. Baines And English Is: V.Francis	1	2.4	2.4	29.8
	Isizulu Esicebile	3	6.6	6.6	36.4
	Keys To English	0	.9	.9	37.4
	Modern Graded, Bridge To English And Platinum	0	.9	.9	38.3

	New Horizon And English Guide	3	6.6	6.6	44.9
	Ox	2	4.0	4.0	48.9
	Oxford Successful Textbook	2	3.7	3.7	52.6
	Oxford Successful In English	0	.9	.9	53.5
	Oxford Successful In English And Platinum	0	.9	.9	54.4
	Oxford Successful In Mathematics And Kagiso Mathematics	0	.9	.9	55.3
	Platinum ,Maskwew Miller.	0	.7	.7	56.0
	Platinum English	1	3.1	3.1	59.1
	Platinum English First Language By Maskew Miller Longman	1	3.3	3.3	62.4
	Prac Maths	1	3.1	3.1	65.5
	Siyavula Grade 10 Mathematics Version 1 CAPS	2	4.7	4.7	70.2
	Spot On ,English Made Easy	1	1.3	1.3	71.5
	Spot On And English Sample Copy	0	1.0	1.0	72.5
	Spot On,New Eenglish	2	4.0	4.0	76.4
	STUDY AND MASTER ENGLISH By Karen Morrison	1	2.4	2.4	78.9
	Textbooks	1	1.4	1.4	80.3
	Textbooks Own Material Cep Eic	1	1.1	1.1	81.4
	Textbooks	2	3.7	3.7	85.1
	We Only Use Sample Books	2	4.3	4.3	89.4
	We Only Use Samples Books	2	4.3	4.3	93.7
	Wiskunde Gr 10	1	3.1	3.1	96.9

	World Class Gr. 9	1	3.1	3.1	100.0
	<b>Total</b>	<b>45</b>	<b>100.0</b>	<b>100.0</b>	

The majority of schools where there are no workbooks and workbooks are not being used are following the National Curriculum Statement (21) and CAPS (14). Other responses included 'BCVO', 'OBE', 'Oxford Spot on' and 'Departmental Curriculum'.

#### ***4.15 WHAT WORK/TEXTBOOKS ARE BEING USED IN SCHOOLS, IF ANY?***

Teachers were asked which workbooks and textbooks are being used in the school and their responses were entered by the data collectors as open field text responses.

#### ***4.16 ARE THE WORK/TEXTBOOKS BEING USED DBE APPROVED?***

The open text field responses that included sufficient information, were reconciled against the DBE database of DBE approved workbooks and textbooks. The following table provides a list of DBE approved workbooks and textbooks observed in classrooms in Grade 3 Mathematics classrooms.

TABLE 12 DBE APPROVED WORKBOOKS AND TEXTBOOKS OBSERVED IN MATHEMATICS CLASSROOMS

<b><i>Subject</i></b>	<b><i>Language</i></b>	<b><i>Component</i></b>	<b><i>Publisher Name</i></b>
Language	English	Graded Reader Series	Macmillan UK
Mathematics	Afrikaans	Workbook / Learner Book / Teacher Guide	Oxford University Press
Mathematics	SiSwati	Learner Workbook/ Teacher Guide	Heinemann Publishers (Pty) Ltd
Language	Sesotho	Graded Reader Series	Maskew Miller Longman (Pty) Ltd
Life Skills	English	Workbook / Learner Book; Teacher Guide	Modlin Elearning SA (Pty) Ltd
Mathematics	Setswana	Workbook / Learner Book	Avusa Media Limited
Mathematics	English	Workbook / Learner Book	Shuter and Shooter Publishers (Pty) Ltd
Mathematics	Sepedi	Workbook / Learner Book	Cambridge University Press
Mathematics	English	Workbook / Learner Book	Vivlia Publishers & Booksellers (Pty) Ltd
Mathematics	Xitsonga	Learner Book / Teacher Guide	Maskew Miller Longman (Pty) Ltd
Mathematics	SiSwati	Learner Workbook/ Teacher Guide	Heinemann Publishers (Pty) Ltd
Mathematics	English	Workbook / Learner Book	Pearson
Mathematics	SiSwati	Workbook / Learner Book	Shuter and Shooter Publishers (Pty) Ltd
Mathematics	English	Workbook / Learner Book	Shuter and Shooter Publishers (Pty) Ltd

TABLE 13 DBE APPROVED WORKBOOKS AND TEXTBOOKS OBSERVED IN HOME LANGUAGE CLASSROOMS

<b><i>Subject</i></b>	<b><i>Langu age</i></b>	<b><i>Title</i></b>	<b><i>Author</i></b>	<b><i>Component</i></b>	<b><i>Publisher Name</i></b>
Home Language	Xitson ga	Platinum A Hi Peleni Nambu	ZD. Shilenge; TC. Rikhotso; L. Sambo; D. Mthombeni	Core reader, teacher guide, textbook	Maskew Miller Longman (Pty) Ltd
Home Language	Xitson ga	Platinum A Hi Peleni Nambu Giredi 10 Learner's Book	R Khumalo, T Sono, M Usinga, G Mtebule.	Learner book and teacher guide	Maskew Miller Longman (Pty) Ltd
Home Language	Afrika ans	Platinum Afrikaans Huistaal	J. van Lill; A. Engelbrecht; C. Henning; W. Louw; M. Mihai; L. Hofmeyr; J. Biesenbach; R. van Rooy; R van Oort	Core reader, teacher guide, textbook	Maskew Miller Longman (Pty) Ltd
Home Language	Afrika ans	Platinum Afrikaans Huistaal Graad 10	J. Anker, A. Botha, J. Fouche, R. Gouws, J. Hugo, C. Janse van Rensburg, I. Jansen van Nieuwenhui zen, A. Vermaak, G. Julies	Learner book and teacher guide	Maskew Miller Longman (Pty) Ltd
Life Skills	Englis h	Day-by- Day Life Skills	Brennan, P; Dada, F; Gough, B; Holgate, S; Lorimer, P; Minkley, C	Teacher guide and textbook	Maskew Miller Longman (Pty) Ltd
Social Sciences	Englis h	Day-by- Day Social Sciences	Clacherty G, Cohen S, Joannides A, Ludlow H, Dada F	Teacher guide and textbook	Maskew Miller Longman (Pty) Ltd

Home Language	Setswana	ditharabol o tsa botlhe Setswana Kereiti 4-6	E Mafifi, F Setshogoe, L Rapoo, C Mooa, M Mokoka, E Tefu, M Molawa	Core reader, teacher guide and textbook	Macmillan South Africa (Pty) Ltd
Home language	English	English in Context Grade 10 Learner's Book	J.O. Hendry, H.M. Gardyne, S.E.G.Hale	Learner book and teacher guide	Maskew Miller Longman (Pty) Ltd
Home Language	English	English for Success Grade 10 Learner's Book	I. Barnsley, E. Pilbeam, F. Rumboll with K. Nortje	Learner book and teacher guide	Oxford University Press
Home Language	English	English for Success Grade 6	S. Burt, D. Ridgard with K. Nortje	Core reader, teacher guide and textbook	Oxford University Press
Home Language	isiXhosa	Study & Master Incindi Yolwimi LwesiXhosa Incwadi Yomfundi Ibanga le-10	Jacqueline Nondumiso Mdekazi, Tommy Ndzima Kabanyane	Learner book and teacher guide	Cambridge University Press
Home Language	isiXhosa	Isixhosa Ngumdiliya Sifunda Sibhala Izandi	Bokoloshe N, Tiso Nosisa	Phonics programmes and teacher guide	Shuter and Shooter Publishers (Pty)Ltd
Home Language	isiZulu	Isizulu Esicwengenkile Gr 10	TM Zungu; TEM Ngonini; SS Gamede	Textbook and teacher guide	New Generation Publishing Enterprises CC
Home Language	isiZulu	IsiZulu Sethu Ibanga 10 Incwadi Yolimi	Zanele Hadebe, Noluntu Thobela, Ntombi Mbambo, Mfanafuthi	Textbook and teacher guide	Shuter and Shooter Publishers (Pty) Ltd

Home Language	isiZulu	isiZulu Soqobo Grade 6	Madlala Mahlangu Amos, Mbhele Niclaus, Zulu Sabelo	Core reader, teacher guide and textbook	Shuter and Shooter Publishers (Pty)Ltd
Home Language	isiZulu	IsiZulu Soqobo Ibanga 10 Incwadi Kathisha	Niclaus Funginkosi Mbhele, Amos Bee Mahlangu, Sabelo Enoch Zulu	Learner textbook and teacher guide	Shuter and Shooter Publishers (Pty) Ltd
Home Language	Sesotho	Oxford Kganya Kreiti ya 10 Buka ya Moithuti Platinum	M. E. Mofokeng, E. M. Skosana, M. D. Ntjoboko, S. Lechela	Learner book and teacher guide	Oxford University Press
Home Language	Siswati	Letfwese Libanga 10	RT Maminza, SP Maseko, V Magagula, J Mabila Qwabe T, Hlangu Duduzile, Mngadi Mzi (Core reader)	Learner book and teacher guide	Maskew Miller Longman (Pty) Ltd
Home Language	isiZulu	Masihambisane Grade 6	Ngcamu Lindiwe, Vilakazi Petros, Zungu Cynthia (Teacher guide and textbook)	Core reader, teacher guide and textbook	Shuter and Shooter Publishers (Pty)Ltd
Home Language	isiXhosa	Platinum Masikhan yise	NM Bam; NG Minya; KL Tena; N Hashe; NE Maxhwane; T Mambalu; NJ Mdekazi; CN Boo; CN	Core reader, teacher guide and textbook	Maskew Miller Longman (Pty) Ltd



Home Language	Sepedi	Montshep etš'a boš'ego ke mo leboga bosele	Mdekazi Nkgaruba N et al	Textbook and teacher guide	Actua Press
Home Language	Setswana	Study & Master Nkgo ya Puo ya Setswana Grade 6	Bulela Nondu/Kamogelo Ogodiseng/Elias Motsheodi/Pauline Motlhodi	Core reader, teacher guide and textbook	Cambridge University Press
Home Language	Setswana	Study & Master Nkgo ya Puo ya Setswana Buka ya Morutwana Mophato wa 10	Gladys Maphiri Mahlabe, Fransina Ntomp Moikanyane	Learner book and teacher guide	Cambridge University Press
Home Language	Sesotho	Via Afrika Sesotho Puo ya Lapeng Grade 6	M.R. Mahlasela, M.E. Mokhatle, G.D. Pheto, M.E. Ti	Core reader, teacher guide and textbook	Via Afrika
Home Language	Sesotho	Via Afrika Sesotho Puo ya Lapeng Kereiti 10 Buka ya moithuti	T.P. Kumeke, R.R. Mokolopo, M.M. Seane, P.M. Thinane, S.S. Zengele Mokua Sello (Core reader)	Learner book and teacher guide	Via Afrika
Home Language	Setswana	Setswana Tota	Khunou M Eva, Diphoko Ethel (Teacher guide and textbook)	Core reader, teacher guide and textbook	Shuter and Shooter Publishers (Pty)Ltd
Home Language	isiZulu	Sinothile Grade 6	T. Ngwenya: P. Khawula; B. Ngcobo;	Core reader, teacher guide and textbook	Heinemann Publishers

Home Language	Siswati	Siswati Setfu Libanga 10 Incwadi Yemfundzi	M. Makhanya (Core reader) N. Gazi; N. Mekuto; H. Sondlo; T. Mgengo (Teacher guide and textbook)	Learner book and teacher guide	Shuter and Shooter Publishers (Pty) Ltd
Home Language	isiXhosa	Oxford Ukhanyo	Solomon Sithole, Ntombifuthi Nkuna  L. Caga, N. Magwaxaza, Z. Matshingana, P. Mpengesi, N. Mqotyana, X. Taleni, N. Tshona	Core reader, teacher guide and textbook	Oxford University Press
Home Language	Afrikaans	Viva Afrikaans	PW Scholtz & ME Vorster T.B. Baloyi, T.H. Maswanganyane, H.M. Ndlovu, M.M. N	Textbook and teacher guide	Vivlia Publishers & Booksellers (Pty) Ltd
Home Language	Xitsonga	Via Afrika Xitsonga Ririmi rale Kaya		Core reader, teacher guide and textbook	Via Afrika

TABLE 14 DBE APPROVED WORKBOOKS AND TEXTBOOKS OBSERVED IN ENGLISH FAL CLASSROOMS

<b><i>Subject</i></b>	<b><i>Title</i></b>	<b><i>Author</i></b>	<b><i>Component</i></b>	<b><i>Publisher Name</i></b>
English FAL	Viva English	M Higgs & J Botha	Textbook and teacher guide	Vivlia Publishers & Booksellers (Pty) Ltd
English FAL	Spot On English Grade 10 Learner Book	Sonja Burger; Rolien Buhrmann	Learner book and teacher guide	Heinemann Publishers
English FAL	Shuters Top Class English Grade 6	Anderson David, Bloc Joanne, Krone Bridget (Core Reader) Mottram Vanessa, John Presheena Jackson Colleen (Teacher guide and textbook)	Core reader, teacher guide and textbook	Shuter and Shooter Publishers (Pty)Ltd
English FAL	Shuters Top Class English Gr 10 Learner Book	Kerri-Lyn Bisschoff,Gail Lombard, Linda Filmer,Janine Knoetze,Cathy Harris, Margaret Leal, Ann Mclouglin, Debbie Martin	Learner textbook and teacher guide	Shuter and Shooter Publishers (Pty)Ltd
English FAL	Platinum English First Additional Language Grade 6	De Vos, J; Swanepoel, G; Edwards, M; Getz, L; Brennan, P (Core reader) Baker, P; De Vos, J (Learner book) Swanepoel, G; De Vos, J; Brennan, P; Edwards, M; Getz, L; Advisors: Ralenala, F; Cummins, J (Textbook)	Core reader, learner book and textbook	Maskew Miller Longman (Pty) Ltd
English FAL	Platinum English First Additional Language Grade 10 Learner's Book	D. Awerbuck, D. Dyer, N. Nonkwelo, J. Norton, N. Pillay, M. Ralenala	Learner book and teacher guide	Maskew Miller Longman (Pty) Ltd
English FAL	English for Success Grade 6	S. Burt, D. Ridgard with K. Nortje	Core reader, teacher guide and textbook	Oxford University Press
English FAL	English for Success Grade 10 Learner's Book	I. Barnsley, E. Pilbeam, F. Rumboll with K. Nortje	Learner book and teacher guide	Oxford University Press
English FAL	S.M.I.L.E Interactive English Grade 10	J.Tilbury	Learner textbook and teacher guide	St Mary's Interactive Learning

	Learner's Book			Experience
English FAL	Headstart English Grade 6	F. Dowling (Core reader) P. Aston (Teacher guide) P. Aston, L. Botha, J. Bloch, S. Heese, B. Hutton (Textbook)	Core reader, teacher guide and textbook	Oxford University Press
English FAL	Oxford Successful English	G. Lloyd, L. Taitz with T. Ben	Core reader, teacher guide and textbook	Oxford University Press
English FAL	Study & Master English First Additional Language Learner's Book Grade 10	Peter Lague	Learner book and teacher guide	Cambridge University Press
English FAL	The Yellow Chicken/The Music Machine	Joy Cowley	Graded Reader Series	Sunshine Graded Readers

#### **4.17 HOW IS THE USE OF THE BOOKS RELATED TO PROVINCE, TEACHER'S QUALIFICATIONS, SCHOOL CATEGORY (1-5) AND MULTILEVEL CLASSES?**

##### **4.17.1 PROVINCE**

The evidence suggests that there are few provincial differences in the number of teachers using workbooks in class. Learners in Western Cape, KwaZulu Natal, Gauteng and Eastern Cape were more likely to have been using workbooks since the beginning of the year as compared with Limpopo and Mpumalanga.

There were reasonably few differences between provinces regarding how many teachers use the workbooks in class. A greater percentage of teachers in Western Cape appear to use their workbooks in class than those in Gauteng, Mpumalanga and Limpopo.<sup>33</sup>

Learners were asked to indicate '*Have you been using your workbooks since the beginning of the year?*' Responses were cross-tabulated by Province. As

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<sup>33</sup> See Appendix 1.

Table 15 indicates, 81.6 per cent of learners in Western Cape responded 'yes' as compared with 36.5 per cent of learners in Limpopo.

TABLE 15 LEARNER: HAVE YOU BEEN USING YOUR WORKBOOKS SINCE THE BEGINNING OF THE YEAR? BY PROVINCE

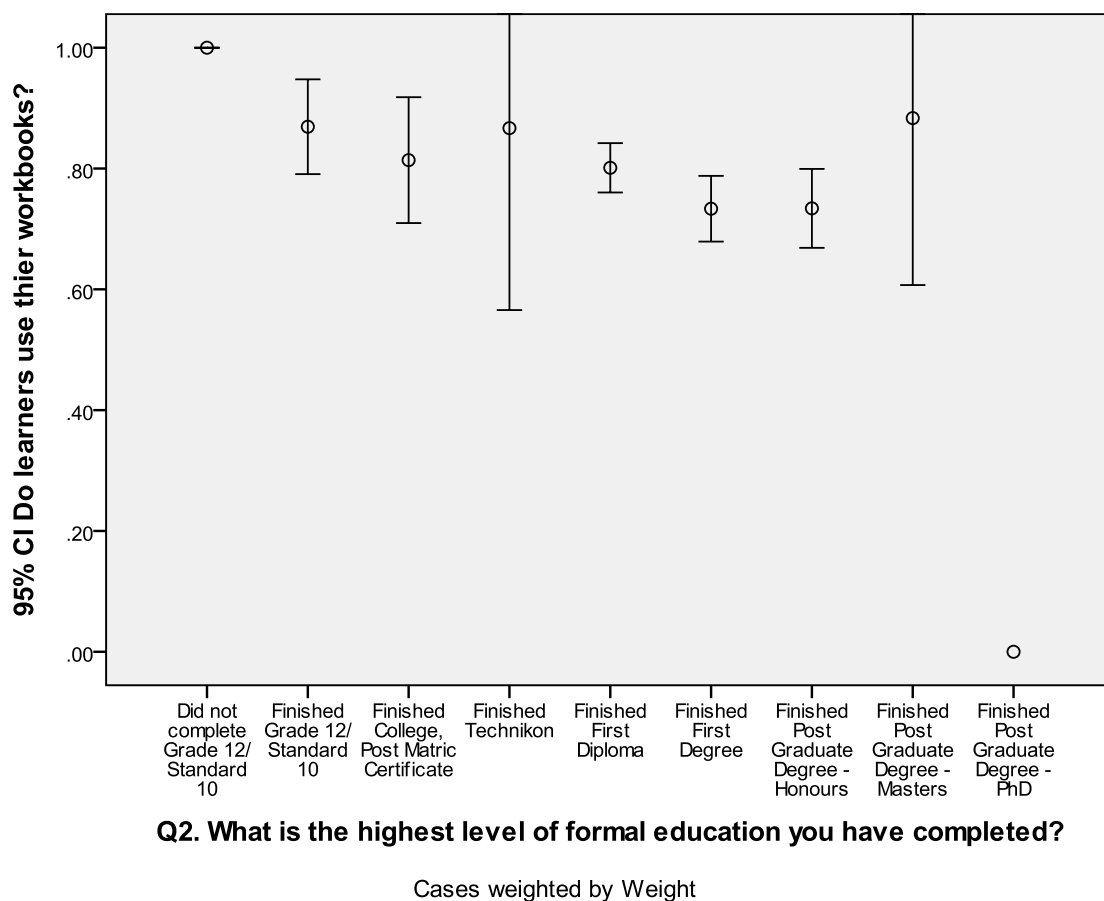
			Q5. Have you been using your workbooks since the beginning of the year?		Total
			Yes	No	
Province	EC	Count	48	24	72
		% within Province	66.7%	33.3%	100.0%
	FS	Count	14	10	24
		% within Province	58.3%	41.7%	100.0%
	GT	Count	53	23	76
		% within Province	69.7%	30.3%	100.0%
	KZ	Count	70	36	106
		% within Province	66.0%	34.0%	100.0%
	LP	Count	23	40	63
		% within Province	36.5%	63.5%	100.0%
	MP	Count	15	24	39
		% within Province	38.5%	61.5%	100.0%
	NC	Count	7	3	10
		% within Province	70.0%	30.0%	100.0%
	NW	Count	17	11	28
		% within Province	60.7%	39.3%	100.0%
	WC	Count	31	7	38
		% within Province	81.6%	18.4%	100.0%
Total		Count	278	178	456
		% within Province	61.0%	39.0%	100.0%

#### 4.17.2 TEACHERS QUALIFICATION

There is no statistically significant difference between the group of teachers that do and the group that do not use the workbooks for whether they have a teaching qualification or the level of qualification. As can be seen in

Figure 32, a greater proportion of teachers who did not complete Grade 10/Standard 12 use the workbooks than those teachers who have finished Grade 10/Standard 12, college, a first diploma, a first degree or a post graduate degree or honours. However, there was no statistically significant difference between those teachers who did not complete Grade 10/Standard 12 and teachers who completed technikon or a Masters degree. Therefore, overall workbook use is not associated with the level of teacher qualification.

FIGURE 32 DO LEARNERS USE THEIR WORKBOOKS BY TEACHER QUALIFICATION

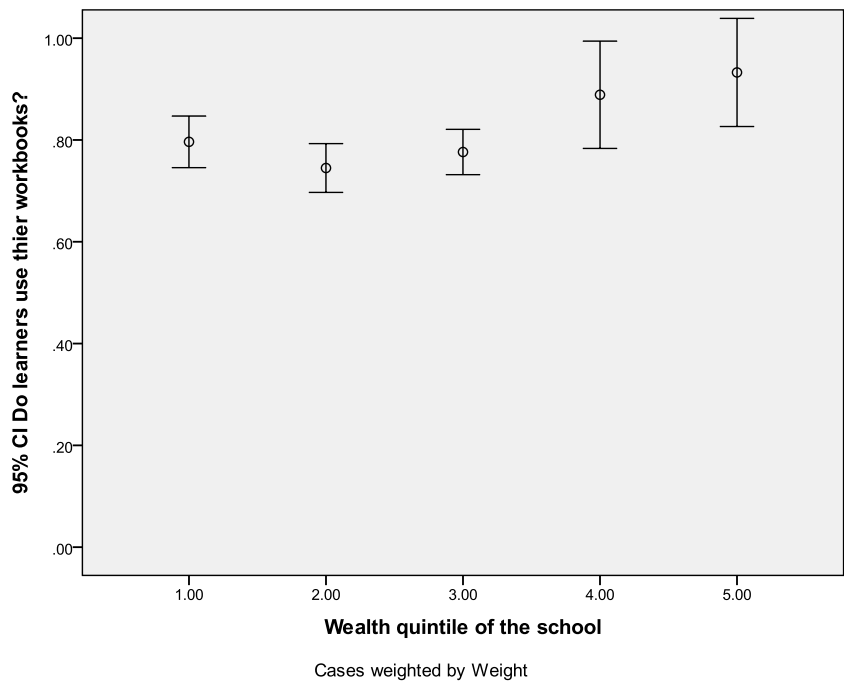


#### 4.17.3 WEALTH CATEGORY

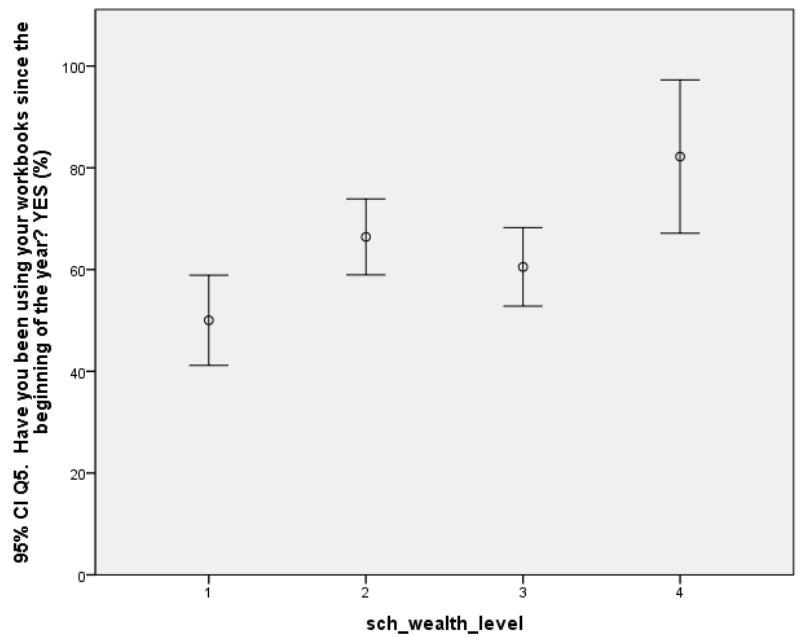
As can be seen in Figure 33, a global assessment of the number of teachers reporting workbook use in class indicates that there is no evidence that the use of the workbooks is related to the wealth category of the school.



FIGURE 33 WEALTH QUNITILE OF THE SCHOOL BY USE OF WORKBOOKS



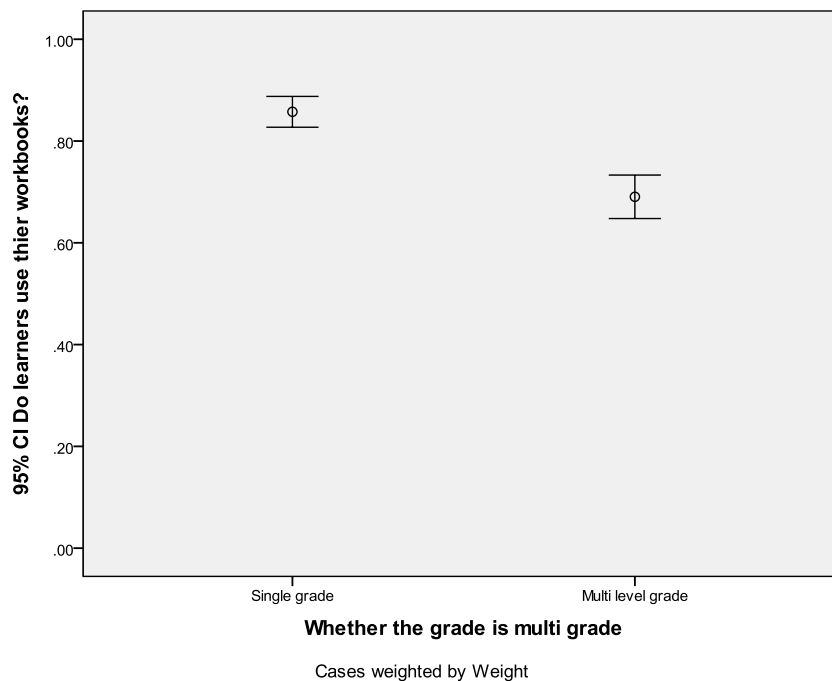
However, wealth category 4 (and 5) schools were more likely than wealth category 1 schools to have been using the workbooks since the beginning of the year.



#### 4.17.4 MULTIGRADE CLASSROOMS

The evidence suggests that workbooks are somewhat more likely to be used in single grades rather than in multi-level grades. As Figure 34 shows, 85.7 per cent of single grade teachers reported using the workbooks compared with 69.1 per cent of teachers of multi level grade classes.

FIGURE 34 MULTIGRADE CLASSROOMS VERSES SINGLE GRADE CLASSROOMS AND UTILISATION OF WORKBOOKS IN CLASS



## SECTION 5- QUALITY OF WORKBOOKS

This chapter provides an assessment of the quality of the workbooks from both the desk review of workbooks and Grade 10 textbooks and teachers, parent and learner perceptions regarding the quality of workbooks. Answers to the research questions are answered as a global assessment of the workbooks. Utilisation and quality regarding each specific Workbook and Textbook focused on in this study will be reported on in Chapter 6.

### **5.1 DO THE BOOKS HAVE THE CHARACTERISTICS OF QUALITY TEXTBOOKS AND WORKBOOKS, AS DEFINED BY NATIONAL AND INTERNATIONAL STANDARDS?**

A literature review was undertaken in order to identify the characteristics of quality textbooks/workbooks. Evaluation tools developed across international and national settings were also reviewed. A quality rubric was developed on the basis of the national and international reviews and each of the focus workbooks and textbooks were reviewed against the criteria.

### **5.2 WHAT ARE THE CHARACTERISTICS OF QUALITY TEXTBOOKS AND WORKBOOKS?**

#### *Presentation of book and of contents*

Visual presentation appears as a quality indicator across a majority of developed checklist evaluations.<sup>34</sup> Texts, illustrations, spaces and densities, colours and printing papers are considered key characteristics of textbook formats,<sup>35</sup> and each is established as potentially having a powerful positive effect on student learning,<sup>36</sup> not least because they increase interest and engagement.

#### *Can be used effectively in classrooms*

While the characteristics of quality workbooks and textbooks, need to be kept in mind, fundamentally learning resources must embody context specific characteristics that enable appropriate teaching and learning in the environment in which they function. Limage argues that in most countries in the developing world, the textbook is the only medium of instruction and must often function within contexts where there may not be electricity or a formal sedentary classroom. Furthermore, many teachers within the system may be under-qualified.<sup>37</sup> Therefore, ease of use within the context is important.

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<sup>34</sup> See, for example, Ansary, H., and Babaii, E. 'Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation,' *The Internet TESL Journal* (2002) Mukundan, J., Hajimohammed, R., and Nimechisalem, V. 'Developing an English Language Textbook Evaluation Checklist,' *Contemporary Issues in Education Research* (2011) 4 (6) pp. 21-27 and Mukundan, J. and Ahour, T. 'A Review of Textbook Evaluation Checklists Across Four Decades (1970-2008).

<sup>35</sup> Ibid, p. 6.

<sup>36</sup> Ibid, pp. 8, 15, 16, 17 and 20.

<sup>37</sup> Limage, L. 2005. *Political Economy of Textbooks and Literacy*. UNESCO. Page 16.

### *Writing quality and design*

Quality writing refers to the need for the contents to be clearly written and engage learners. Although limited empirical evidence is available on the impacts of textbook visual formats and designs on learning outcomes,<sup>38</sup> there is evidence that poorly designed books have been found to contribute to early drop out in a number of countries.<sup>39</sup>

### *Alignment with Learning Goals*

Textbooks and/or workbooks designed to support quality teaching in pursuit of Education for All should be based on formal or centrally approved development processes, aligned with curriculum and '*pertain to an instructional sequence*'.<sup>40</sup> Quality textbooks should exhibit a clear relationship between sections of the book and the related learning goals.

### *Age and grade appropriateness of assessment tasks*

Studies on textbook quality have repeatedly found poor progression in increasing difficulty to be a major weakness.<sup>41</sup> As discussed above, pacing instruction appropriately is a key element in meeting students' needs,<sup>42</sup> and therefore assessment tasks appropriate to the age and grade of the learner are a characteristic of quality textbooks and workbooks.

### *Pedagogic Approach – Allows for the different ways students learn*

It is well-established across a vast body of literature that individuals learn differently to one another, and naturally adopt a preferred learning style.<sup>43</sup> Therefore, a wider range of instructional methods from which to choose more effectively meets the needs of more students, resulting in better learning.<sup>44</sup> In addition to an awareness of learning styles, an awareness of the need to differentiate materials is vital.<sup>45</sup> Instructional materials (here, workbooks or textbooks) which are capable of supporting a diversity of learning styles are therefore considered to be of higher quality.<sup>46</sup>

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<sup>38</sup> Praphamontipong, P. 'Textbook Formats and Visual Effects on Learning for Beginning Readers: Literature Review and Recommendations for the World Bank's Education for All Fast Track Initiative Project,' (2010) p. ii.

<sup>39</sup> Montagne 2000, cited in Limage, L. 2005. *Political Economy of Textbooks and Literacy*. UNESCO. Page 20.

<sup>40</sup> Limage, L. 2005. *Political Economy of Textbooks and Literacy*. UNESCO. Page 28.

<sup>41</sup> Limage, L. 2005. *Political Economy of Textbooks and Literacy*. UNESCO. Page 28.

<sup>42</sup> Rajagopal, K., 'Create Success! Unlocking the Potential of Urban Students,' *ASCD* (2011) p. 69.

<sup>43</sup> Pritchard, A., 'Ways of Learning' *Routledge* (2009) p. 41-2.

<sup>44</sup> See, for example, Riding, R., and Grimley, M., 'Cognitive Style, Gender and Learning from Multimedia Materials in 11-year-old Children,' *British Journal of Educational Technology* (1999) 30 (1) p. 55.

<sup>45</sup> Pritchard, A., 'Ways of Learning' *Routledge* (2009) p. 42.

<sup>46</sup> See McLoughlin, C., 'The Implications of the Research Literature on Learning Styles for the Design of Instructional Material,' *Australian Journal of Educational Technology* (1999) 15 (3) pp. 222-241.

*Pedagogic Approach – Allows for the different paces at which students learn*

Allowance for different paces within the textbook design comprises a key element of textbook quality. As Tomlinson *et al* note, 'no two students learn at the same pace, with the same support, in the same modes.'<sup>47</sup> Single-paced lessons delivered through a single instructional approach therefore 'disregard the different learning styles and interests present in all classrooms.'<sup>48</sup>

*Pedagogic Approach – Encourages different ways to teach*

Like learning styles, allowance should be made for diverse ways of teaching. Methods need to be varied in order to encourage balanced development of cognitive abilities.<sup>49</sup> As Anderson and Adams note, 'there are significant instructional incentives to include learning strategies from each of the...aspects, both to match the preferred style for students of each type...and to ensure student exposure to each of the...essential ingredients of an inclusive learning process.'<sup>50</sup>

*Pedagogic Approach – Encourages critical thinking – students*

Workbooks and textbooks should encourage critical thinking. The term 'critical thinking' is defined by a significant body of literature as reasonable, reflective thinking, focusing on a task, people or belief.<sup>51</sup> As such, it can be distinguished from creative thinking.<sup>52</sup> Central elements of critical thinking include drawing inferences, applying inductive and deductive logic, analysing, identifying, focusing and clarifying problems and judging the validity or reliability of sources.<sup>53</sup> There is substantial research to support both embedded and explicit methods of instruction of critical thinking.<sup>54</sup>

*Pedagogic Approach – Encourages teachers to share new ideas and approaches in their teaching*

If teachers are working collegially, there will be major benefits for student learning. Experienced teachers will be able to assist less experienced teachers in developing approaches and techniques, while newer teachers may have different approaches to some of the units. Ways of encouraging students to work cooperatively where possible and meeting the needs of all students through adaptation or extension of tasks would be examples of skills teachers could share.

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<sup>47</sup> Tomlinson, C., Brimijoin, K. and Narvaez, L., 'The Differentiated School: Making Revolutionary Changes in Teaching and Learning,' *ASCD* (2008) p. 30.

<sup>48</sup> See Subban, P., 'Differentiated Instruction: A Research Basis,' *International Education Journal* (2006) 7 (7) pp. 935-947, p. 938.

<sup>49</sup> Kang, S., 'Learning Styles: Implications for EFL/ESL Instruction,' *English Teaching Forum* (December 1999) 37 (4) p. 6.

<sup>50</sup> Anderson, A. and Adams, M., 'Acknowledging the Learning Styles of Diverse Student Populations: Implications for Instructional Design,' *New Directions for Teaching and Learning* (Spring 1992) 49, p. 26.

<sup>51</sup> Pithers, T. and Soden, R., 'Critical Thinking in Education: A Review,' *Educational Research* (2000) 42 (3) pp. 237-249, p. 239.

<sup>52</sup> Ibid.

<sup>53</sup> Ibid.

<sup>54</sup> Marin, L. and Halpern, D., 'Pedagogy for Developing Critical Thinking in Adolescents: Explicit Instruction Produces Greatest Gains,' *Thinking Skills and Creativity* (2011) 6, pp. 1-13, p. 3.

*Reflect societal values, in this case, the values enshrined in the Constitution of the Republic of South Africa*

Reflection of societal values also features frequently as a textbook quality indicator internationally.<sup>55</sup> In the context of this formative evaluation, this element has also been requested specifically by the Department of Basic Education. Fundamental societal values such as inclusion, equity and diversity, while broadly reflected as a component of all high quality textbooks internationally, are particularly critical in a post-conflict and/or post-colonial setting. Promotion of positive social/cultural values, environmental diversity and gender responsiveness have all been emphasised as aspects of quality in the Kenyan context.<sup>56</sup> Gender has been included as a quality indicator in Tanzania.<sup>57</sup> The Constitution of the Republic of South Africa enshrines the fundamental values of human dignity, equality, human rights and freedoms, non-racialism, non-sexism, the rule of law and democracy in its founding provisions.<sup>58</sup> Human rights are extensively detailed and protected by Chapter 2.<sup>59</sup> The Manifesto on Values, Education and Democracy identifies democracy, social justice and equity, non-racism and non-sexism, ubuntu (human dignity), an open society, accountability (responsibility), respect, the rule of law and reconciliation as the fundamental values of the South African Constitution.<sup>60</sup> The Revised National Curriculum Statement (RCNS) of 2002 acknowledges particularly the important role that education and the curriculum have to play in realising these aims.<sup>61</sup> The workbook intervention project has also been expressly tasked with reinforcing these fundamental values. The values enshrined in the Constitution of South Africa were listed as:

- 1 Democracy;
- 2 Social justice and equity;
- 3 Inclusion;
- 4 Accountability and responsibility;
- 5 Respect for the rule of law;
- 6 Ubuntu; and
- 7 Reconciliation.

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<sup>55</sup> See, for example, Sheldon, L., 'Evaluating ELT Textbooks and Materials,' *ELT Journal* (October 1988) 42 (4) pp. 237-246, p. 244, Mukundan, J. and Ahour, T., 'A Review of Textbook Evaluation Checklists Across Four Decades (1970-2008)' in Tomlinson, B. and Hitomi, M., 'Research for Materials Development in Language Learning: Evidence for Best Practice,' *Continuum* (2010) and Gough, J., 'Do-It-Yourself Textbook Review Report Card (Checklist)' *Vinculum* (2009) 46 (3) p. 12.

<sup>56</sup> McCall, James, 'Textbook Evaluation in East Africa: Some Practical Experiences,' in Bruillard *et al*, *Caught in the Web or Lost in the Textbook*, International Conference on Learning and Educational Media, 2005 p. 398.

<sup>57</sup> Grahm *et al*, 'Textbooks for all PPP – The First Step on a Long Journey: Evaluation of the Pilot Project for Publishing in Tanzania' *Swedish International Development Cooperation Agency*, 2004, p. x.

<sup>58</sup> *Constitution of the Republic of South Africa*, 1996, Chapter 1.

<sup>59</sup> *Ibid*, Chapter 2, ss. 7-39.

<sup>60</sup> Department of Education of the Republic of South Africa, *Manifesto On Values, Education and Democracy*, 2001, pp. 12-16.

<sup>61</sup> Department of Education of the Republic of South Africa, *Revised National Curriculum Statement Grades R-9*, April 2002.

### **5.3 WHICH OF THESE CHARACTERISTICS ARE OBSERVABLE IN THE TEXT/WORKBOOKS?**

A quality rubric was developed, designed to elicit the judgments of assessors about various facets of the textbooks and workbooks. Assessors were asked to assess each characteristic using the categories: '*not at all*'; '*to a minor extent*'; '*to a moderate extent*'; or '*to a major extent*'. For societal values, a response category '*Not applicable*' was added as while there is no reason why a mathematics book, for example, cannot include at least some societal values, some assessors may have felt that some values are not applicable to certain aspects of the curriculum under review.

Assessors were asked to provide examples for each response and where possible, include a page reference. Table 4 and Table 5 document the Grade and Subjects of workbooks and textbooks reviewed and also list the workbooks languages under assessment. In order to make a global assessment of which characteristics of quality are found in the workbooks and textbooks, expert judgments regarding each specific workbook and/or textbook were coded. The mean results per characteristic for workbooks and textbooks are reported separately in Table 16 and Table 17.

### 5.3.1 WORKBOOKS

As can be seen in the table below, assessors found that the workbooks have all of the characteristics of quality workbooks to a moderate or major extent. The majority of characteristics of quality workbooks/textbooks were observed by assessors 'to a major extent'.

TABLE 16 CHARACTERISTICS OF QUALITY PRESENT IN WORKBOOKS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals			X	
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X



### 5.3.2 TEXTBOOKS

As can be seen in Table 17, all of the characteristics of quality textbooks were also found in the textbooks. Over half of the characteristics were observable 'to a major extent' and all other characteristics were observable 'to a moderate extent'.

Assessors tended to observe the characteristics of quality textbooks linked to learning goals and assessment to a greater extent than other characteristics.

TABLE 17 CHARACTERISTICS OF QUALITY PRESENT IN TEXTBOOKS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents			X	
Can be used effectively in classrooms				X
Writing Quality			X	
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn			X	
Encourages different ways to teach			X	
Encourages critical thinking - students			X	
Encourages teachers to share new ideas				X

#### 5.4 *DO THE WORKBOOKS AND TEXTBOOKS REFLECT THE VALUES OF SOUTH AFRICA, AS ENSHRINED IN THE CONSTITUTION?*

Expert judgments, teacher responses and focus groups with learners were used to assess if the workbooks reflect the values of South Africa, as enshrined in the constitution. Expert judgments only were used to assess if the textbooks reflect the values of South Africa.

##### 5.4.1 *EXPERT JUDGMENTS*

Assessors were asked to list the extent to which the values of South Africa, as enshrined in the Constitution are observable in the workbooks and textbooks. As can be seen in Table 18, all of the values of South Africa, as enshrined in the Constitution are observable in the workbooks.

TABLE 18 VALUES OF SOUTH AFRICA PRESENT IN WORKBOOKS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Democracy		X		
Social justice and equity			X	
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law			X	
Ubuntu				X
Reconciliation			X	

As can be seen in Table 19, the values of South Africa were observed by assessors in textbooks only to a minor extent, or not at all, with the exception of accountability and responsibility which was observed to a moderate extent.

TABLE 19 VALUES OF SOUTH AFRICA PRESENT IN TEXTBOOKS

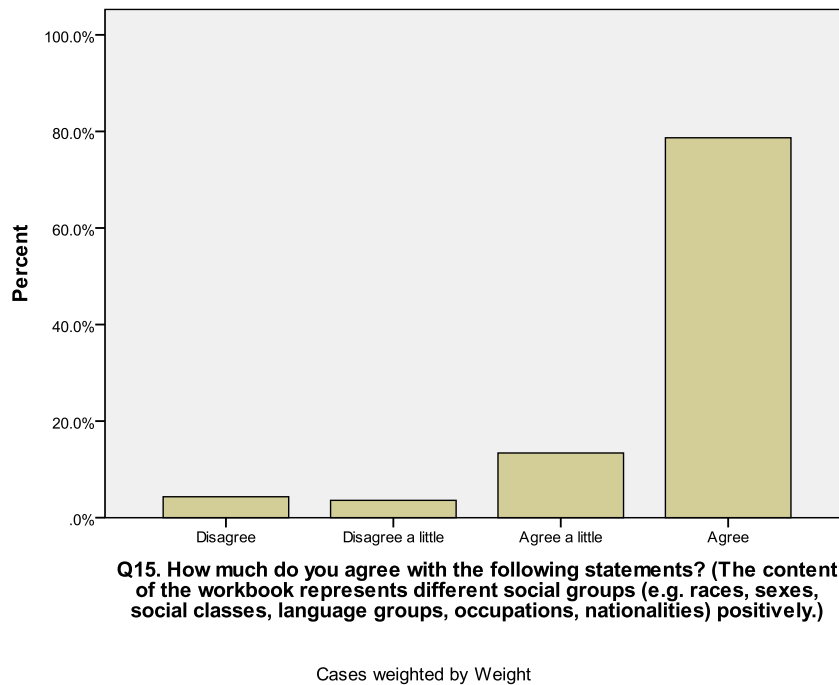
	Not at All	To a minor extent	To a moderate extent	To a major extent
Democracy	X			
Social justice and equity		X		
Inclusion		X		
Accountability and responsibility			X	
Respect for the rule of law	X			
Ubuntu	X			
Reconciliation	X			

#### 5.4.2 TEACHERS

Teachers were asked to indicate the extent to which they agree with the statement '*The content of the workbook represent different social groups (eg races, sexes, social classes, language groups, occupations, nationalities) positively*'. As can be seen in

Figure 35, almost 80 per cent of responding teachers agreed, and a further 13 per cent agreed 'a little'.

FIGURE 35 TEACHERS THE CONTENT OF THE WORKBOOK REPRESENT DIFFERENT SOCIAL GROUPS (EG RACES, SEXES, SOCIAL CLASSES, LANGUAGE GROUPS, OCCUPATIONS, NATIONALITIES) POSITIVELY



### 5.4.3 LEARNERS

In focus groups Grade 6 and Grade 9 learners were unable to name the values of South Africa. The learners did not see how the values of South Africa are related to the workbooks, except that the government decision to provide the workbooks promotes the culture of learning. However, learners indicated that they enjoy the stories about the Struggle Icons and would like to see more modern history in the workbooks.

The inability of the learners to name the values of South Africa points to the nature of the 'hidden curriculum', despite workbook developers' specific aim to make any hidden curriculum overt. This does not imply the impact of the representations South African values hidden in the curriculum is diluted. Zeigler argues that portrayals of issues of morality, social class, sex, marriage and nationalism within school readers impact on the normative aspirations of learners. Therefore, evidence suggests that even if learners are not able to identify portrayals of diversity, they still impact normative behaviour.

### 5.5 ARE THE WORKBOOK ASSESSMENT TASKS FIT FOR PURPOSE?

Assessors assessing the workbooks tended to agree that the workbook assessment tasks are fit for purpose. That is, each section of the book is clearly related to its learning goals, each assessment task is clearly aligned to the goals of the lesson and assessment tasks are age and grade appropriate. However, many assessors made this judgment with the caveat that this refers to the

implicit learning goals within the workbooks. A number of assessors commented that the assessment tasks within the workbooks tended to be implicit, rather than explicit. For example, an assessor undertaking the review of the Grade 3 Home Language workbook, English edition stated, *'Learning goals are not explicitly stated but can mostly be deduced. For example 'Where I live' includes exercises around addressing an envelope and preparing an invitation etc... [This activity covers] main and subordinate clause and, proper nouns.'*

## **5.6 ARE THE WORKBOOKS PERCEIVED AS QUALITY BOOKS BY TEACHERS, LEARNERS AND PARENTS?**

*'In subjects without the workbooks you have to rely just on the teacher, in subjects with workbooks you can work alone from the book and sometimes I only understand the workbook and not the teacher'*

- Learner

### **Teachers**

Teachers and school leaders discussed positive and negative perceptions of the workbooks within focus groups and interviews at case study schools. Teachers reported that the workbooks are easy to use and make preparation easier and quicker, enables learners to be 'hands on' and allows for interactive class sessions, are excellent resources for additional practice and encourage critical thinking. Teachers discussed the changes to professional practice and pedagogic approach introduced with the workbooks. Teachers reported being able to spend more time with individual learners as the workbooks reduce the amount of time required at the blackboard. The workbooks have build teacher confidence in planning lessons creatively after having gained ideas from the workbooks. The workbooks have reduced the impact of teacher substitution as a new teacher can easily find what subject content has already been covered.

Teachers and school leaders also reported that the workbooks are not in line with the work schedule and require a teacher's guide. It was thought some exercises are not challenging enough for learners, however as discussed earlier in this report, about two-thirds of teachers reported the exercises as challenging the learners. Almost 80 per cent of teachers also agreed that the workbooks require learners to apply their skills in contexts that are new, challenging or creative. In focus groups, teachers felt strongly that the workbooks are only able to supplement the curriculum and cannot be used to substitute textbooks.

In interviews teachers stated that the English language in the workbooks is difficult to comprehend and that the language used in workbooks is different to what they are taught in school. Interviews with the workbook developers indicate one of the aims of the workbook project is to introduce learners to different writing genres. Furthermore, the introduction of English FAL alongside the development of the African home languages is envisaged as facilitating an easier transition from L1 to L2. This supports the kind of language and vocabulary required for the purposes of learning the relevant curriculum. It is likely that teachers are unaware that the use of the language within the workbooks is intentional as teachers have also commented that they received little information on the aims and objectives of the workbook project.

## ***Parents***

Parents reflected a positive attitude to workbooks in focus group discussions. Parents discussed the differences between the workbooks and their children's other school books (textbooks) and commented that they find the workbooks interesting, informative and easy to understand. Parents felt that the workbooks stimulate interest in learning and school work and that they had noticed an improvement in their child's understanding of subject matter (especially mathematics). Parents also spoke of changes in their child's attitude and behaviours towards homework and found children to be more confident, motivated and focused. Parents reported that their children are proud of their workbooks and the work they do in the workbooks.

Parents discussed the workbooks as tools that enable their children to get access to a better education and quality of life, a privilege which many parents felt they were denied.

## ***Learners***

During focus group discussion, learners discussed being more interested in subjects that have workbooks. Learners perceived the workbooks as fun and reported looking forward to using the workbooks at school and also working together with friends to help each other. Some learners experienced difficulty relating to the stories in the workbooks due to differing cultural and socio-economic backgrounds. However, on the whole learners reported that the work covered in class is easier to understand with the help of the workbooks. Learners reported that in many instances they only understand the work when they look at the workbook, even after it has been explained by the teacher. One learner commented: *'I do not understand the maths teacher but I understand the workbook.'*

Learners and teachers provided recommendations in focus groups and interviews. It was felt that the front page is not attractive to learners and that an index should be added. Learners requested more space to write answers in the workbooks, would like separate space to write their reflections of the lesson taught and requested more modern history subject content.

## SECTION 6      QUALITY AND UTILISATION OF EACH FOCUS WORKBOOK AND TEXTBOOK

This chapter reports on the quality and utilisation of each focus workbook and the quality of each focus textbook.

The qualitative responses provided by assessors are summarised and a table is provided that details the extent to which each characteristics of quality workbooks/textbooks were observed in each focus workbook and textbook.

Data collected during classroom observations is also reported on for each focus workbook. During classroom observations teachers were asked if *[specific workbook]* is being used in the classroom. It is important to note that ,in schools where workbooks were not present at the school, classroom observations were not undertaken. Therefore, these figures represent the percent of teachers reporting that they are using each focus workbook in classes, *where workbooks are available*.

Data on the sequencing, pace and assessment and corrections of each focus workbook are presented. Each figure reporting on sequencing, pace and assessment and corrections relies on teacher reports and on the observations of the data collector when observing the workbooks of a learner identified by the teacher as one of the better learners and a learner identified by the teacher as a poorer learner.

The horizontal line on each figure indicates where 50 per cent, on average, of respondents report engaging in each activity. Where the averages and confidence intervals (bars) are above this line it indicates that typically these activities are happening.

Each figure reports the following data

1. Sequence, better learners - When observing the work of one of the better learners in the class, the data collector was asked *'Is there evidence that the teacher is covering topics in sequence?'*
2. Sequence, poorer learners – When observing the work of one of the poorer learners in the class, the data collector was asked *'Is there evidence that the teacher is covering topics in sequence?'*
3. Sequence, whole class - During classroom observations teachers were asked *"Is Volume 1 of the workbook completed before Volume 2?"*
4. Pace, whole class – During classroom observations teachers were asked *'Is the class working through the standard (four) exercises per week?'*
5. Assessment and Correction, better learners - When observing the work of one of the better learners in the class, the data collector was asked *'Is the teacher correcting or assessing student work within the workbook?'*



6. Assessment and Correction, poorer learners - When observing the work of one of the poorer learners in the class, the data collector was asked '*Is the teacher correcting or assessing student work within the workbook?*'

### **6.1 QUALITY: GRADE 3 MATHEMATICS – TERMS 1 AND 2**

Expert judgements of the Grade 3 Mathematics workbooks were recorded through the desk review. The Grade 3 Mathematics workbook was reviewed in three languages; Setswana, isiXhosa and English.

#### ***Grade 3 Mathematics Workbook (Setswana)***

The Setswana Mathematics (Grade 3) book was described as 'appropriate' for use in South African schools, well presented and attractive to learners. The assessor noted that the book needs to be thoroughly edited and proofread, in order to correct both general spelling errors and inconsistencies in the use of concepts. The structure and organisation of material was found to be good, and examples found to be relevant. The assessor commented that a variety of learning methods and paces are reflected in the book.

The book was considered well structured and easy to follow, although in isolated cases the assessor thought instructions were not very clear. The assessor found that the book reflected South African values, represented all groups of society and taught children ethical and moral responsibility.

#### ***Grade 3 Mathematics Workbook (isiXhosa)***

In contrast to the Setswana workbook assessment (above) the review of the isiXhosa Mathematics book for Grade 3 indicated that most of the South African values criteria were not applicable. The assessor did note that certain group activities would encourage the value of *ubuntu*. The book was found to allow for various styles of learning, in addition to different paces.

#### ***Grade 3 Mathematics Workbook (English)***

Although this book was assessed as colourfully and beautifully presented, it was noted that some pages were too 'content heavy.' The assessor also highlighted that although the quality of illustrations is high, some are confusing. In contrast to the language workbooks, it is noteworthy that learning goals are explicitly stated, with brief descriptive statements at the beginning of each section. Provision for different learning styles and paces was considered moderate. Also in contrast to the language workbooks, many of the fundamental values of South Africa were found to be not reflected at all, or only to a minor extent. The book is also recommended for further editing in order to correct grammar and typographical errors.

Collectively, assessors found all of the characteristics of quality workbooks to be observable in the Setswana, isiXhosa and English Grade 3 Mathematics workbooks. As with all of the Mathematics workbooks, assessors observed the values of South Africa to a lesser extent than the Grade 3 language books.

TABLE 20 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 3 MATHEMATICS

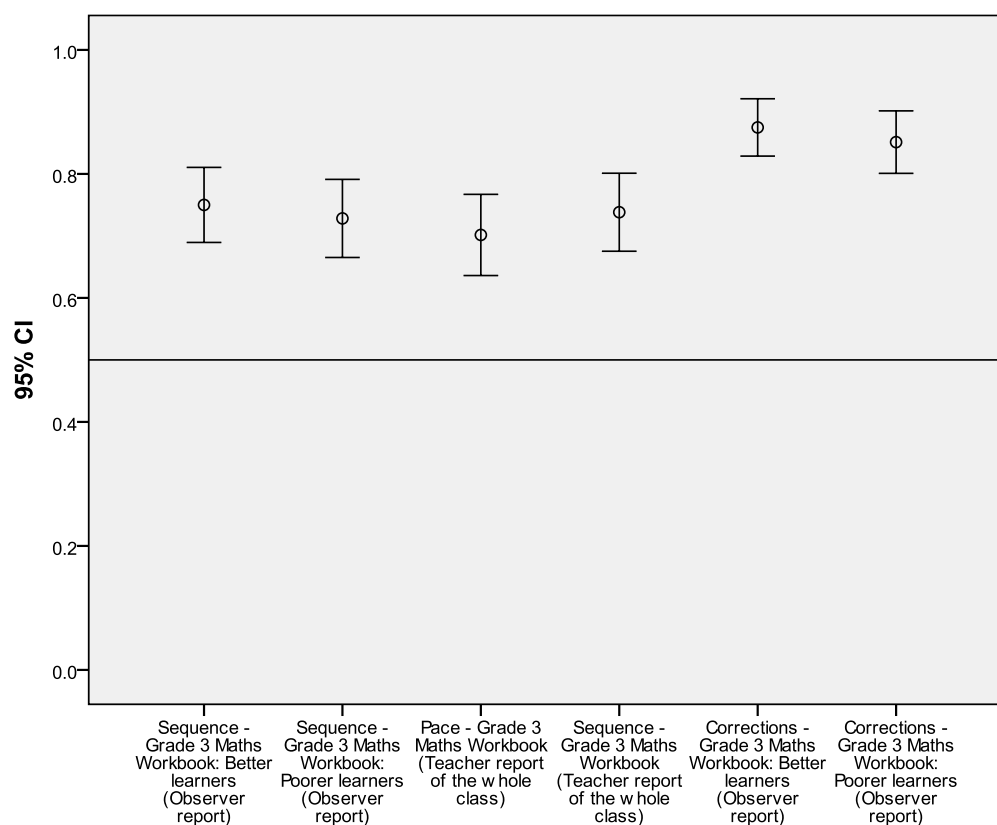
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents			X	
Can be used effectively in classrooms				X
Writing Quality			X	
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn			X	
Allow for different paces at which students learn				X
Encourages different ways to teach			X	
Encourages critical thinking - students			X	
Encourages teachers to share new ideas			X	
Democracy		X		
Social justice and equity			X	
Inclusion			X	
Accountability and responsibility			X	
Respect for the rule of law		X		
Ubuntu		X		
Reconciliation			X	

## 6.2 UTILISATION: GRADE 3 MATHEMATICS

During classroom observations ninety-five per cent of teachers reported that the Mathematics books are being used.

Teacher reports and observations of workbooks indicate that, typically, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week by classes, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms.

FIGURE 36: SEQUENCE, PACE AND CORRECTIONS, GRADE 3 MATHEMATICS



### **6.3     *QUALITY: GRADE 3 ENGLISH FIRST ADDITIONAL LANGUAGE***

Expert judgements of the Grade 3 English FAL workbooks were recorded through the desk review. The Grade 3 English FAL workbook was reviewed in English.

The Grade 3 English First Additional Language workbook was assessed as impressive, high quality and fun. Sticker activities were highlighted as particularly appealing for this age group. This book was found to allow for the different ways students learn, including a wide variety of oral, writing and visual tasks. The assessor notes that newer teachers may prefer to follow exercises in the book strictly, whereas more experienced educators may incorporate varied skills in preferences, allowing for different teaching styles. The only improvement suggested is a more explicit statement of learning goals.

The assessor found all of the characteristics of quality workbooks to be observable in the Grade 3 English FAL workbook. All characteristics of quality workbooks were observed to a major extent, with the exception of the clear learning goals and some aspects of social values.

TABLE 21 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 3 ENGLISH FAL

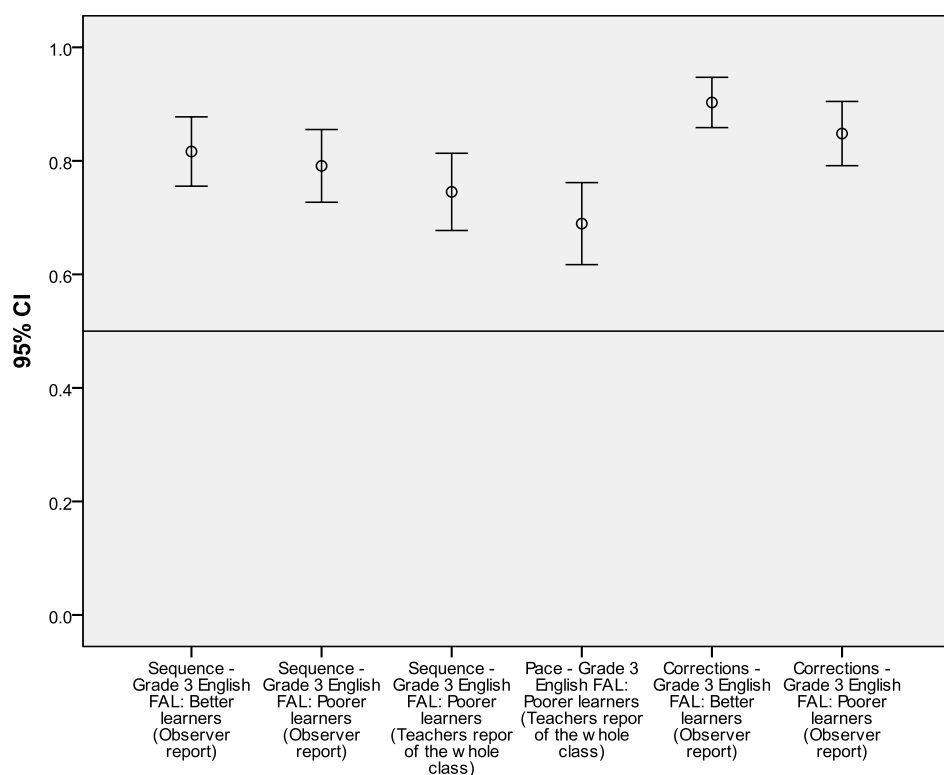
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals		X		
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X
Democracy		X		
Social justice and equity			X	
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law			X	
Ubuntu				X
Reconciliation				X

## 6.4 UTILISATION: GRADE 3 ENGLISH FAL

In Grade 3 classrooms where workbooks are available for use, 92 per cent of teachers report using the Grade 3 English FAL workbooks.

Teacher reports and observations of workbooks indicate that, typically, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week by classes, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms.

FIGURE 37 SEQUENCE, PACE AND CORRECTIONS, GRADE 3 ENGLISH FAL



### **6.5 QUALITY: GRADE 3 HOME LANGUAGE – TERMS 3 AND 4**

Expert judgements of the Grade 3 Home Language workbooks were recorded through the desk review. The Grade 3 Home Language workbooks were reviewed in four languages; isiZulu, Ndebele, Sepedi and English.

#### ***Grade 3 Home Language Workbook (isiZulu)***

Although the contents of the isiZulu Home Language book for Grade 3 were generally assessed as excellent, there were concerns raised regarding a lack of engagement with rural learners. The assessor commented that rural life is not seen at all, and that there are not enough aspects of 'African' culture included. Despite this, the book was found to broadly reflect the fundamental values of South Africa. Varied learning methods were considered to be integrated throughout the book, although it was noted that there was no allowance for different paces. The material was described as well presented and eye-catching.

#### ***Grade 3 Home Language Workbook (Ndebele)***

The Home Language Ndebele (Grade 3) book was considered to be well-presented, colourful and generally very good. Content was found to be relevant and clearly written, and the pedagogic approach was found to allow for varied paces and learning styles, as well as critical thinking. The major criticism in this assessment was of the concentration on children from an urban setting. The assessor noted that the book does not really reflect the lives and norms of 'African' children (for example, through folk tales and game songs which would mirror their culture and values). The review provided examples of the inclusion of various South African constitutional values, and notes that diversity and reconciliation as themes are integrated throughout the book.

#### ***Grade 3 Home Language Workbook (Sepedi)***

Active engagement of learners and strong curriculum coverage were both identified as strengths of the Home Language Sepedi book. As with some other assessments (above) writing quality was a concern in the sense of typographical and/or spelling errors. While a wide range of learning styles has been provided for, the assessor noted that listening skills have not been included. Examples are given of opportunities to develop critical thinking skills. Topics were considered age and gender appropriate. Although the assessor found that the learning goals of the book were not clearly stated, there is good alignment of tasks to topics (which are assumed to be the learning goal).

#### ***Grade 3 Home Language Workbook (English)***

This book was assessed as outstanding, with high quality ratings across the range of criteria. It is described as 'beautifully presented, very appealing for this age group, clearly written, clearly structured and an excellent teaching tool for both new and experienced teachers.' The values of the South African Constitution were found to be broadly reflected in a major way throughout the book. Critical thinking and new ideas were both highlighted as being encouraged. In accordance with the comments of a number of other assessors, it was noted that learning goals are not explicitly stated but can be deduced. The review recommended the inclusion of stated learning goals at the

beginning of each new section of material for any future editions (e.g. *At the end of this unit, I will understand...*).

Collectively, assessors found all of the characteristics of quality workbooks to be observable in the isiZulu, Ndebele, Sepedi and English Grade 3 Home Language workbooks, with the majority observable to a major extent. The extent to which the characteristics of quality are observable in the Grade 3 Home Language workbooks is particularly high, both in absolute and relative terms. Both the isiZulu and Ndebele workbook reviewers commented on the urban setting within the workbook. It is of note that the Grade 3 Home Language *Terms 1 and 2* workbooks focus on the rural/township setting and the this second book portrays the main character moving from the rural areas to Johannesburg.

Exposing children to multiple lifeworlds through the curriculum and utilising diverse lived experiences to inform pedagogy is advocated by many education experts focusing on social justice within the classroom.<sup>62</sup> The rich cultural and cognitive resources accumulated and developed through household or individual functioning<sup>63</sup> can be used by teachers as resources particularly in schools with students from low socioeconomic backgrounds. However, limiting learners to educational experiences that only draw on their own life experiences can deny social justice outcomes by reducing exposure to other ways of living. For learners from low wealth backgrounds this can limit cultural capital and life outcomes. Therefore, the portrayal of the diverse ways of living within South Africa draws on the literature regarding pedagogy for social justice outcomes.

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<sup>62</sup> See the work of Luis Moll, Cathy Amanti, Deborah Neff, Norma Gonzalez, Lew Zipin and Marie Brennan.

<sup>63</sup> Moll et al 2001, p 133.



TABLE 22 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 3 HOME LANGUAGE

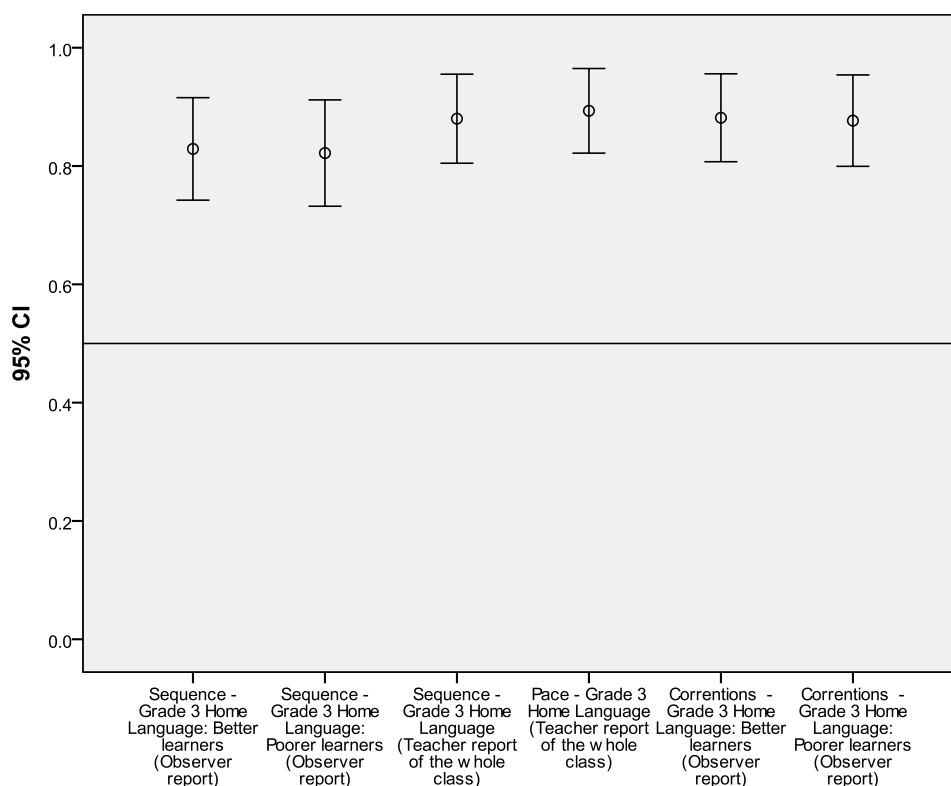
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals			X	
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn			X	
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X
Democracy				X
Social justice and equity				X
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law				X
Ubuntu				X
Reconciliation				X

## 6.6 UTILISATION: GRADE 3 HOME LANGUAGE

During Grade 3 classroom observations 88 per cent of teachers reported that the Home Language books are being used.

Teacher reports and observations of workbooks indicate that, in the majority of classrooms where workbooks are being used, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week by classes, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms. The utilisation of the Grade 3 workbooks is particularly high.

FIGURE 38 SEQUENCE, PACE AND CORRECTIONS, GRADE 3 HOME LANGUAGE



## 6.7 QUALITY: GRADE 6 MATHEMATICS– TERMS 1 AND 2

Expert judgements of the Grade 6 Mathematics workbooks were recorded through the desk review. The Grade 6 Mathematics workbooks were reviewed in three languages; Afrikaans, Xitsonga and English.

### ***Grade 6 Mathematics Workbook (Afrikaans)***

The Grade 6 Afrikaans Mathematics book was described as easy to use and very well presented. The main learning goals were assessed as being integrated throughout the book, and examples were provided of inclusion of each of the fundamental values reflected in the South African Constitution. Explanatory speech bubbles and the incorporation of games were highlighted as particularly age appropriate for this level. The reviewer noted that diverse methods of teaching are provided for, including examples of instruction outside the classroom.

### ***Grade 6 Mathematics Workbook (Xitsonga)***

The overall assessment of this book was very good, although various possible revisions were identified. The book was rated as representing South African core values well overall, however it was felt that improvements could be made in this area. The assessor noted that people with disabilities have not been included. Further inclusion of 'African' culture and attire was recommended. Some spelling and orthography errors were noted in the book. Finally, some themes were considered likely to be foreign to particular learners (for example, students in Limpopo may not be familiar with sea animals).

### ***Grade 6 Mathematics Workbook (English)***

Although the Grade 6 English Mathematics book was found to broadly reflect the fundamental values of South Africa, it was noted particularly that opportunities to reflect these themes in the mathematics context could be increased. For example, incorporation of activities encompassing voting would tie in with democracy, and tasks related to how much people have to spend could relate to social justice and equity. The book was rated as attractively presented, although it was noted that some pages were too dense. The assessor highlighted particularly that the different types of tasks would allow learners to shine in different areas, allowing for varied learning styles. The book was considered adaptable to different teaching styles, and likely to encourage the sharing of new teaching ideas.

Collectively, assessors found all of the characteristics of quality workbooks to be observable in the Afrikaans, Xitsonga and English Grade 6 Mathematics workbooks. As with all of the Mathematics workbooks, assessors observed the values of South Africa to a lesser extent than the Grade 6 Home language workbooks.

TABLE 23 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 6 MATHEMATICS WORKBOOKS

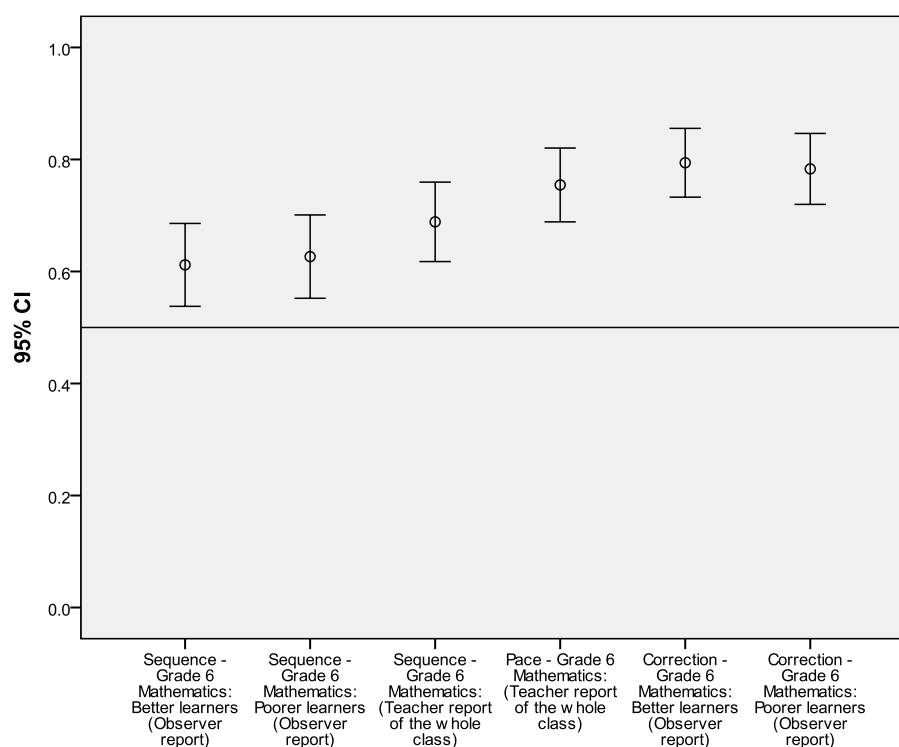
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X
Democracy		X		
Social justice and equity			X	X
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law				X
Ubuntu				X
Reconciliation				X

## 6.8 UTILISATION: GRADE 6 MATHEMATICS

During classroom observations just over 97 per cent of teachers reported that the Mathematics books are being used in Grade 6 classrooms.

Teacher reports and observations of workbooks indicate that, typically, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week by classes, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms. However, as can be seen in Figure 39, the observations of workbooks indicate that there is more evidence that teachers are correcting learners' work than there is that the workbooks are being worked through in sequence. This can be seen in both the workbooks of the better learners and the workbooks of poorer learners.

FIGURE 39 SEQUENCE, PACE AND CORRECTIONS, GRADE 6 MATHEMATICS



## 6.9 QUALITY: GRADE 6 ENGLISH FAL – TERMS 1 AND 2

Grade 6 English FAL workbooks were reviewed and assessors' expert judgements were recorded through the desk review. The Grade 6 English FAL workbooks were reviewed in English, by two assessors. One assessor was based in Australia and one assessor was based in South Africa.

### ***Grade 6 English FAL Workbook (English)***

The Grade 6 English FAL Workbook was assessed as an outstanding book overall, and was characterised by colourful visuals and simple, effective instructions. The material was considered interesting, relevant and enjoyable for students at this level. The values of the South African Constitution were described as both implicit and explicit throughout the book. One of the assessors found that, despite these obvious efforts to be inclusive, the result was somewhat superficial. It was recommended that more themes be integrated which reflect township realities of many learners. However the same assessor found that as the workbook is almost self-contained, poorly resourced classrooms should be able to use it effectively. Indian culture was highlighted as underrepresented or omitted. Structure and clarity were found to be particular strengths. The book does not include learning goals for each unit, although these were able to be deduced.

Both assessors found all of the characteristics of quality workbooks to be observable in the Grade 6 English FAL workbooks, with the exception of the relationship between each section of the workbook and the learning goals. All other characteristics of quality were observed to a moderate or major extent.

TABLE 24 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 6 ENGLISH FAL WORKBOOKS

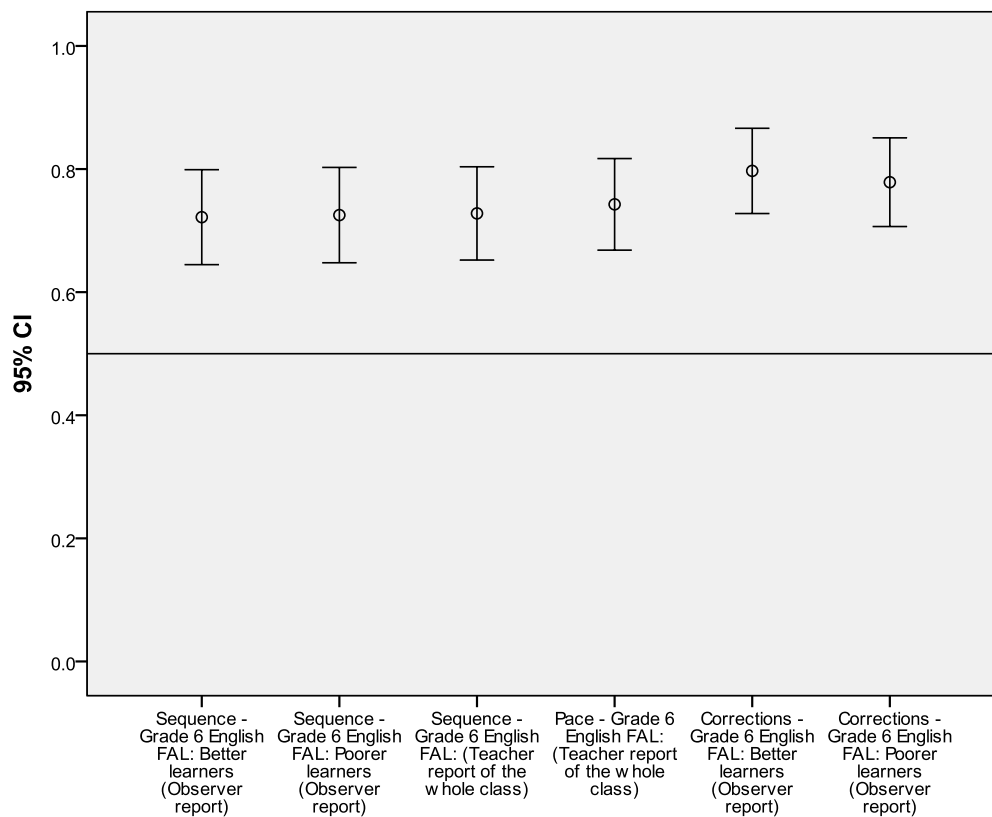
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals	X			
Each assessment task is clearly aligned to the goals of the lesson		X		
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas		X		
Democracy		X		
Social justice and equity				X
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law				X
Ubuntu				X
Reconciliation		X		

### 6.10 UTILISATION: GRADE 6 ENGLISH FAL

The same percentage of teachers reported using the Grade English FAL workbooks and the Grade 6 Mathematics books during classroom observations (at just over 97 per cent). However, there is evidence that suggests it is not necessarily the same classrooms using both books.

Teacher reports and observations of workbooks indicate that in most classrooms where the workbooks are used, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms.

FIGURE 40 SEQUENCE, PACE AND CORRECTIONS, GRADE 6 ENGLISH FAL





### **6.11 QUALITY: GRADE 6 HOME LANGUAGE – TERMS 1 AND 2**

The Grade 6 Home Language workbooks were reviewed in three languages; Tshivenda, Sesotho and English.

#### ***Grade 6 Home Language Workbooks (Tshivenda)***

The Grade 6 Tshivenda Home Language book was given a ‘good’ overall rating. The contents were considered well presented and inspiring for learners. The assessor found that the book was well structured, with sections clearly related to learning goals (presumably implicit). It was also noted that the book facilitates learning in many different ways, and encourages critical thinking. The predominant criticism of the book is that it requires further editing in order to correct spelling and diacritic signs.

#### ***Grade 3 Home Language Workbooks (Sesotho)***

This book was rated consistently highly across the various quality criteria. It was assessed as covering a majority of values reflected in the South African Constitution. Workbook assessments tasks were considered fit for purpose, and different ways and paces of learning were found to be integrated into the pedagogic approach. The book was described by the assessor as well presented, and content was noted as simply expressed and clearly structured.

#### ***Grade 3 Home Language Workbooks (English)***

The engaging and colourful presentation of this book was considered a strong feature. The fundamental values of South Africa were found to be observable throughout the book. It was noted that the variety of tasks allows for different learning styles, as well as paces. However, the assessor also highlighted that there are fewer activities for kinaesthetic learners. In line with several other assessments (above) the learning goals of the book were found to be implicit only. The reviewer concluded that teachers should find the book easy to use, and that the book can be used effectively as a ‘stand alone’ resource.

Collectively, assessors found all of the characteristics of quality workbooks observable in the Tshivenda, Sesotho and English Grade 6 Home Language workbooks to a major extent. The Grade 6 Home Language book was found to be the most outstanding workbook, according to the judgements of assessors.

TABLE 25 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 6 HOME LANGUAGE

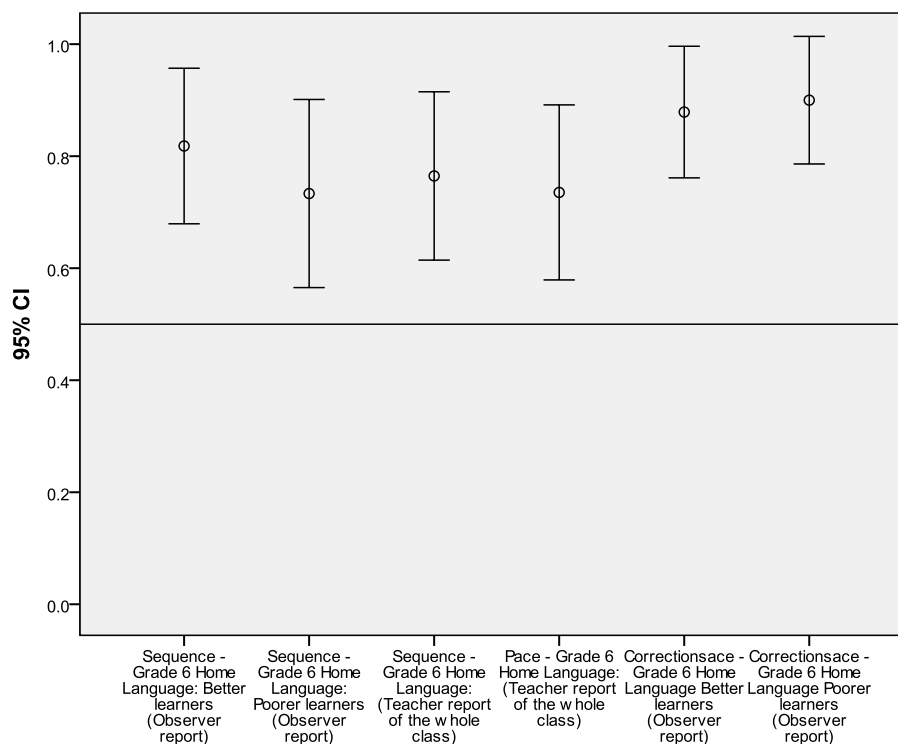
	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X
Democracy				X
Social justice and equity				X
Inclusion				X
Accountability and responsibility				X
Respect for the rule of law				X
Ubuntu				X
Reconciliation				X

## 6.12 UTILISATION: GRADE 6 HOME LANGUAGE

During classroom observations just under 97 per cent of responding teachers reported that the Grade 6 Home Language books are being used in classrooms where the books are available. However, there was a large amount of missing data for this response. As can be seen in Figure 41, the confidence intervals are larger than other Sequence, Pace and Corrections Figures. The large amount of missing data reduces the extent to which the findings can be generalised to all Grade 6 classrooms. With that said, all confidence intervals all sit above the horizontal line, with the averages well above the horizontal line. This indicates that typically, topics are being covered in sequence for better learners, poorer learners and the classes as a whole, four standard exercises are being covered per week by classes, and teachers are assessing and correcting the work of both the better and the poorer learners in classrooms.

While the missing data reduces the extent to which the findings can be applied to all Grade 6 classrooms in South Africa, the averages indicate that within the classrooms observed in this study, topics are being covered in sequence, at an appropriate pace and teachers are correcting work to a moderate to major extent.

FIGURE 41 SEQUENCE, PACE AND CORRECTIONS, GRADE 6 HOME LANGUAGE



### **6.13 QUALITY: GRADE 9 MATHEMATICS – TERMS 1 AND 2**

The Grade 9 Mathematics workbook was reviewed by two assessors. One assessor is based in Australia and the other in South Africa.

#### ***Grade 9 Mathematics Workbooks (English)***

This book was considered to be attractive, and presented in a way that would be engaging to Grade 9 learners. Core South African values were identified as being indirectly integrated, although it would be possible to include more explicit representations in future editions. Proofreading and further editing was also recommended. Activities were found to be clearly structured and the general focus and goal is stated at the beginning of each unit. Varied learning styles including group work are encouraged, and different paces are accommodated by the pedagogic approach.

Both assessors found the majority of the characteristics of quality workbooks to be observable in the Grade 9 Mathematics workbooks. However, democracy and respect for law were not observed values. While there is no Grade 9 Home Language workbook under review, the Grade 3 and Grade 6 reviews indicate that Mathematics workbooks are less likely to reflect the values of South Africa than Home Language workbooks.

TABLE 26 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 9 MATHEMATICS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents			X	
Can be used effectively in classrooms			X	
Writing Quality			X	
Design			X	
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students			X	
Encourages teachers to share new ideas			X	
Democracy	X			
Social justice and equity		X		
Inclusion		X		
Accountability and responsibility		X		
Respect for the rule of law	X			
Ubuntu		X		
Reconciliation		X		

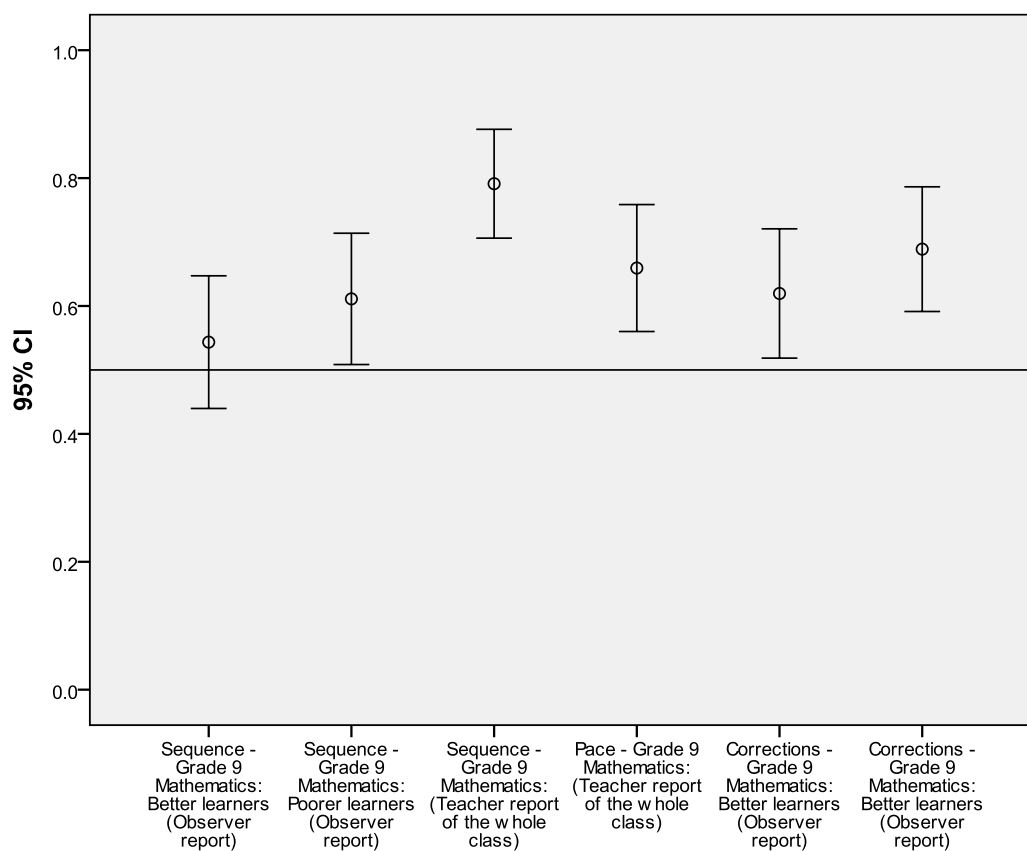
## 6.14 UTILISATION: GRADE 9 MATHEMATICS

During classroom observations 96 per cent of responding teachers reported that the Mathematics books are being used in the class.

Unlike all other workbooks, while teachers report that Volume 1 is completed before Volume 2, observer reports indicate that topics are being covered in sequence less frequently. This was the case for both better and poorer learners. As can be seen in Figure 42, the bottom of the third bar is above the top of the first two bars, indicating that the difference is significant.

While the difference between the topic sequencing for better and poorer learners is not significant, the first bar edging below the horizontal line indicates that sequencing for better learners may not be typically taking place. The utilisation of the Grade 9 Mathematics workbooks (as measured by sequencing, pace and corrections within books) is lower than that of all over workbooks. However, with the exception of topic sequencing for better learners, typically, Volume 1 is finished before Volume 2, four exercises are covered per week and teachers correct the work of learners.

FIGURE 42 SEQUENCE, PACE AND CORRECTIONS, GRADE 9 MATHEMATICS



### **6.15 QUALITY: GRADE 10 PHYSICAL SCIENCE TEXTBOOK**

The Grade 10 Physical Science Textbook assessment was by two assessors. One assessor was based in Australia and one assessor was based in South Africa.

#### ***Grade 10 Physical Science Textbook***

The Grade 10 Physical Science Textbook was assessed as being impressive in many ways. The book is well structured and the content is generally clearly aligned to learning goals. The book is (innovatively) accessible on a mobile phone or computer, but this was recognised as an advantage to some learners and disadvantage to others. Both assessors agreed that fundamental South African values are reflected only to a minor extent. The book was found to cater for different styles and paces of learning. Although the book presentation was considered engaging overall, assessors felt that it would benefit from a more eye-catching layout, as well as use of colour. The textbook was also noted as being quite 'content heavy' and possibly more suitable for publication in two separate volumes.

Both assessors found the characteristics of quality workbooks observable in the Grade 10 Physical Science textbook to a major extent, with the exception of the representation of the values of South Africa.

TABLE 27 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 6 ENGLISH FAL WORKBOOKS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents				X
Can be used effectively in classrooms				X
Writing Quality				X
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn				X
Allow for different paces at which students learn				X
Encourages different ways to teach				X
Encourages critical thinking - students				X
Encourages teachers to share new ideas				X
Democracy	X			
Social justice and equity		X		
Inclusion		X		
Accountability and responsibility				X
Respect for the rule of law	X			
Ubuntu	X			
Reconciliation	X			



#### **6.16 QUALITY: GRADE 10 MATHEMATICS TEXTBOOK**

The Grade 10 Mathematics Textbook was reviewed by one assessor.

##### ***Grade 10 Mathematics Textbook***

Like the Physical Science Textbook, the Grade 10 Mathematics Textbook was considered impressive. It was noted, however, that there is a significant contrast (particularly with regard to presentation and appeal) with the Year 9 Mathematics Workbook, which is printed in colour with many illustrations. The textbook does not use colour (aside from greyscale in the initial pages) and was described as content heavy. Despite plain presentation, it was concluded that this book could be effectively used in classrooms, albeit under the guidance of a teacher who is able to present the material in an exciting and engaging way. As with the Grade 10 Physical Science textbook, fundamental South African values were found to be reflected only to a minor extent.

TABLE 28 CHARACTERISTICS OF QUALITY PRESENT IN GRADE 10 MATHEMATICS

	Not at All	To a minor extent	To a moderate extent	To a major extent
Presentation of books and of contents			X	
Can be used effectively in classrooms				X
Writing Quality			X	
Design				X
Each section of the book is clearly related to its learning goals				X
Each assessment task is clearly aligned to the goals of the lesson				X
Assessment tasks are age and grade appropriate				X
Allows for the different ways that students learn			X	
Allow for different paces at which students learn			X	
Encourages different ways to teach			X	
Encourages critical thinking - students			X	
Encourages teachers to share new ideas				X
Democracy	X			
Social justice and equity		X		
Inclusion		X		
Accountability and responsibility	X			
Respect for the rule of law	X			
Ubuntu	X			
Reconciliation	X			

## SECTION 7 – CONCLUSIONS AND RECOMMENDATIONS

This section of the report tests three hypotheses based on the available evidence, provides a summary of findings from this study and makes recommendations to increase the quality and utilisation of workbooks.

### 7.1 *HYPOTHESES*

Three hypotheses were tested on the basis of the available evidence:

4. Unqualified teachers use the workbooks more often than qualified teachers

There is no evidence to suggest that unqualified teachers use the workbooks more often than qualified teachers.

There is also no clear evidence that workbook use is related to the level of teacher qualification. As discussed in Section 4, a greater proportion of teachers who did not complete Grade 10/Standard 12 use the workbooks than those teachers who have finished Grade 10/Standard 12, college, a first diploma, a first degree or a post graduate degree or honours. However, there was no statistically significant difference between those teachers who did not complete Grade 10/Standard 12 and teachers who completed technikon or a Masters degree. Therefore, overall workbook use is not associated with qualification or level of qualification.

5. The higher the quality of workbooks, the better utilisation by teachers

There is little evidence to suggest that the higher the quality of workbooks, the better utilisation by teachers. The measure of quality was developed by assigning a score of 4 for each quality characteristic observed 'to a major extent', a score of 3 for each quality characteristic observed to 'a minor extent', a score of 2 for each quality characteristic observed 'to a moderate extent' and a score of 1 for each characteristic not observed.

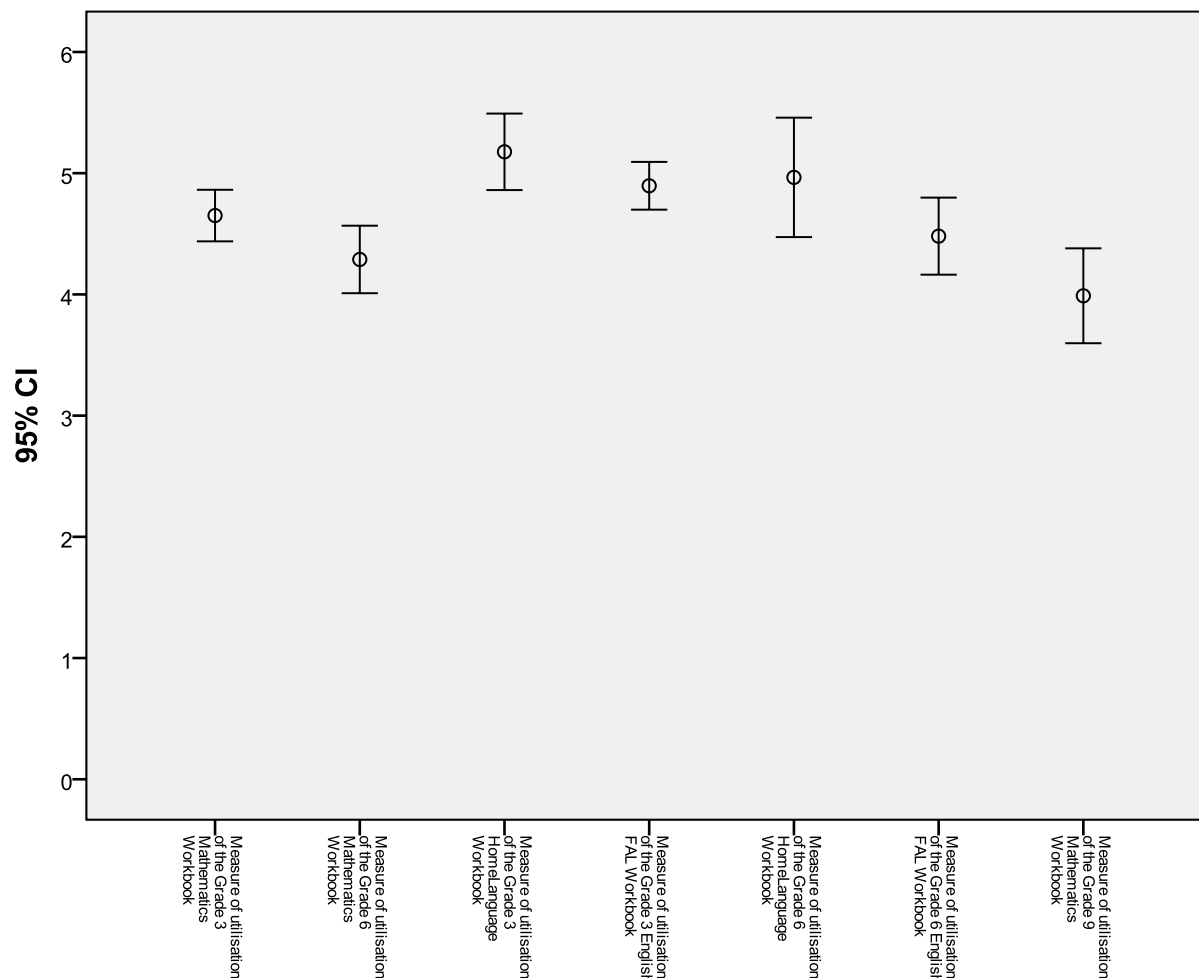
The workbook assessed to be of the highest quality was Grade 6 Home Language, followed by Grade 3 Home Language, Grade 6 Mathematics, Grade 3 English FAL, Grade 6 English FAL, Grade 3 Mathematics and Grade 9 Mathematics.

A utilisation index was developed using the sum of three sequencing measures, a pace measure and two correction measures. As used in Section 6, the index includes the following measures:

- Sequence, better learners
- Sequence, poorer learners
- Sequence, whole class
- Pace, whole class
- Assessment and Correction, better learners
- Assessment and Correction, poorer learners

As Figure 43 shows, using the mean score for each workbook, the most highly utilised workbook was Grade 3 Home Language, and then Grade 6 Home Language, Grade 3 English FAL, Grade 3 Mathematics, Grade 6 English FAL, Grade 6 Mathematics and Grade 9 Mathematics.

FIGURE 43 WORKBOOK UTILISATION BASED ON THREE SEQUENCING, PACE AND CORRECTION MEASURES



This graph should, however, be treated with some caution. An analysis of the scores derived from the teacher's self report and the scores of the observer reports was undertaken, in order to test if the scores were highly correlated. The correlation between the two scores was not highly correlated; however this may be due to the small range (yes and no) on the teacher reports.

As can be seen in Table 29 Utilisation and Quality of Workbooks, there was no evidence that the workbooks with the highest quality score were better utilised by teachers, using the measures described above for utilisation.

TABLE 29 UTILISATION AND QUALITY OF WORKBOOKS

Utilisation	Quality
Grade 6 English FAL	Grade 6 Home Language
Grade 6 Mathematics	Grade 3 Home Language
Grade 3 Home Language	Grade 6 Mathematics
Grade 3 English FAL	Grade 3 English FAL
Grade 6 Home Language	Grade 6 English FAL
Grade 3 Mathematics	Grade 3 Mathematics
Grade 9 Mathematics	Grade 9 Mathematics

### 3. As poverty increases, so does workbook use.

As discussed in Section 4, there is no evidence that the use of the workbooks is related to the wealth category of the school. The only statistically significant difference between wealth categories was that of category 5 and category 2, with a greater portion of wealth category 5 schools taking up workbook use. This is likely to be related to workbook availability.

## 7.2 CONCLUSIONS

Nearly all schools are using the workbooks. Workbooks are being utilised in approximately 80 per cent of schools by at least some teachers. The biggest barrier to workbook use was reported as non-delivery of workbooks, suggesting that where the workbooks are available, they are quickly taken up by schools.

While most teachers see the workbooks as effective tools and use them on a daily basis, there are some indications that they are not using them as part of their mainstream teaching activities. Although shortages at the class level do not appear to reduce the frequency of workbook use, shortages may be limiting their full use.

The workbooks and the textbooks were found to be quality workbooks as textbooks, as they were assessed to have the characteristics of quality workbooks as defined by the international literature. Assessors tended to observe the characteristics of quality textbooks linked to learning goals and assessment to a greater extent than in the workbooks. However, the values of South Africa were assessed to be observable to a greater extent in workbooks than in textbooks.

Barriers to full utilisation of the workbooks can be summarised as late or no workbook delivery, lack of communication with schools and parents regarding the aims and objectives of the workbooks, lack of formal assessment and monitoring, small typographical errors in the workbooks and perceived errors based on users' limited understanding on the purpose of the workbooks.

### 7.3 *RECOMMENDATIONS*

On the basis of the available evidence, the following recommendations are made in order to contribute towards the improvement of both the effectiveness and utilisation of workbooks and textbooks in South Africa and provide feedback to guide adjustments to future editions:

1. In terms of what schools can influence, the most important factor is the quality of the teacher in front of the classroom.<sup>64</sup> It is recommended that professional training for teachers related to using the workbooks be undertaken. A professional training pilot program might incorporate and compare teacher perceptions of those completing training and those who had not in order to compare pedagogic differences.
2. Provide training DVDs for teachers showcasing the ways in which the workbooks can be used creatively within classrooms.
3. Develop a communication strategy to inform School Management, teachers, parents and learners about the workbook project, including the aims of the project. It is crucial for parents to understand the aim of the workbooks and have an understanding of how it might help their child. Developing a communication strategy for parents, specifically, is likely to increase utilisation in the home. As part of the communication strategy, it is recommended that the aims and objectives of the workbook project be made explicit to schools and parents. For teachers, this might include explanations regarding the approach to language within the workbooks.
4. Consider the addition of an information sheet for parents with each workbook.
5. Consider making learning goals explicit within the workbooks.<sup>65</sup>
6. Consider exploring the alignment between CAPS, the workbooks and teacher's work schedule.
7. Provide templates to monitor learner progress in workbooks.
8. Ensure all workbooks undergo further editing. This recommendation refers to the small typographical errors found within the workbook, not perceived errors discussed within this report.
9. Provide more space within workbooks for learner responses.

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<sup>64</sup> Hattie, J. 1999. Influences of Student Learning. Inaugural Lecture: Professor of Education. University of Auckland. Accessed at <http://www.education.auckland.ac.nz/webdav/site/education/shared/hattie/docs/influences-on-student-learning.pdf>

<sup>65</sup> Please note, since presentation of this report to the Department of Basic Education, the Evaluation team has been informed that learning outcome worksheets for the 2014 editions are already being developed.

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# APPENDIX 1

TABLE 30 NUMBER OF SCHOOLS IN WHICH ALL TEACHERS, SOME TEACHERS AND NO TEACHERS REPORTED THAT LEARNERS WERE USING THEIR WORKBOOKS IN CLASS

Number of teachers at school	Number of schools	All 'Yes'	All 'No'	Mixed
1	57	44	13	0
2	67	35	6	26
3	62	43	16	3
4	35	16	17	2
5	17	11	1	5
6	26	14	11	1
7	14	10	0	4
8	1	0	0	1
9	6	3	0	3
10	4	4	0	0
11	1	1	0	0
Missing	31			
total	321	181	64	45

FIGURE 44 TEACHERS: WHY DO THE LEARNERS NOT USE THEIR WORKBOOKS IN CLASS?

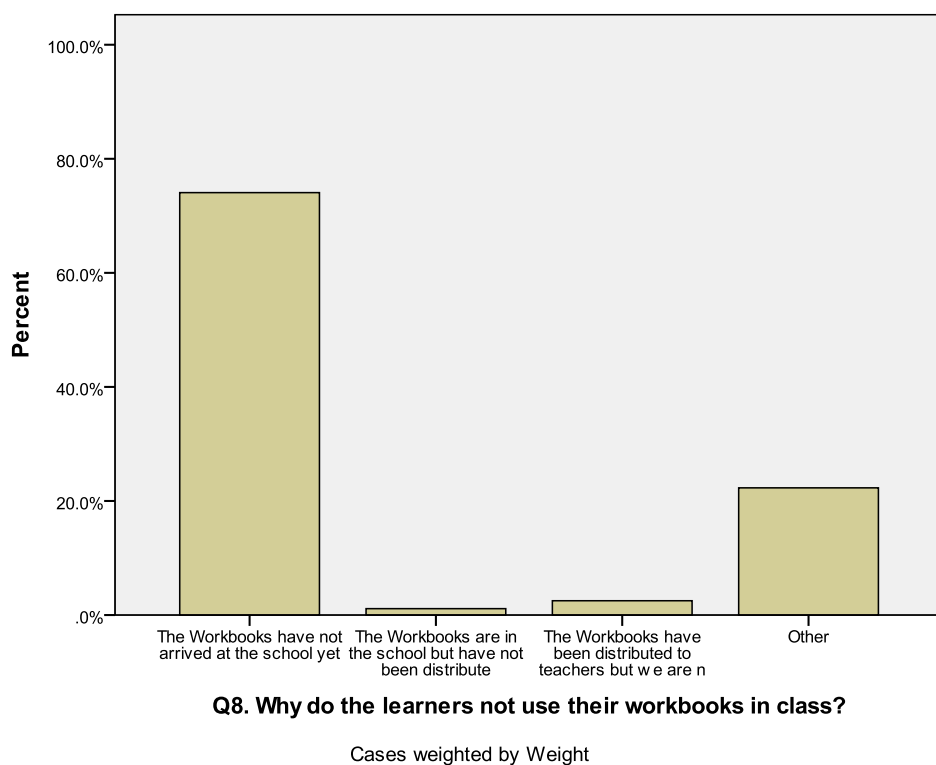


TABLE 31 SCHOOL GOVERNING BODY REPRESENTATIVES: ARE THERE WORKBOOKS AT THIS SCHOOL?

**Are there Workbooks at this school?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	235	87.5	87.5	87.5
No	34	12.5	12.5	100.0
Total	269	100.0	100.0	

FIGURE 45 TEACHERS: IN THE LAST SCHOOL WEEK, HOW MANY TIMES DID LEARNERS USE THEIR WORKBOOKS IN CLASS?

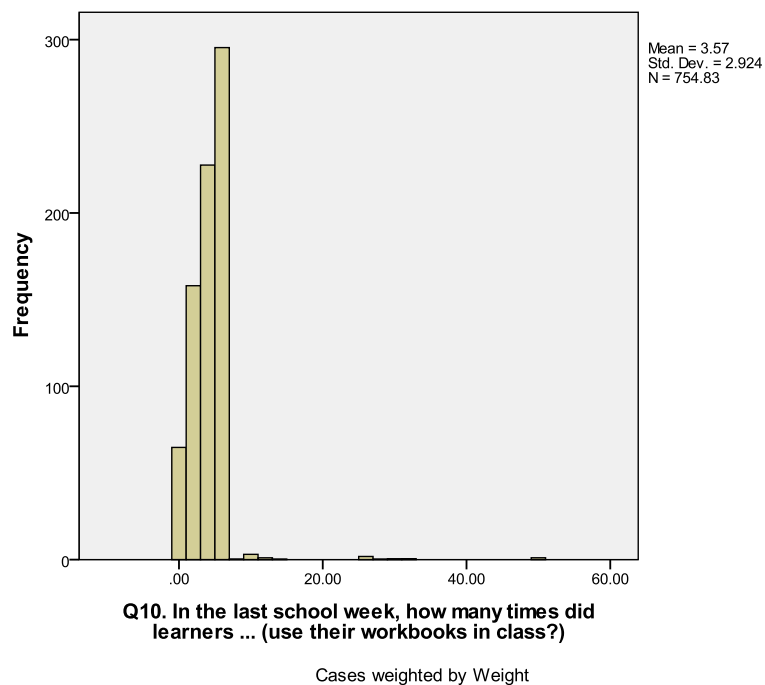


FIGURE 46 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOK TOO FAST

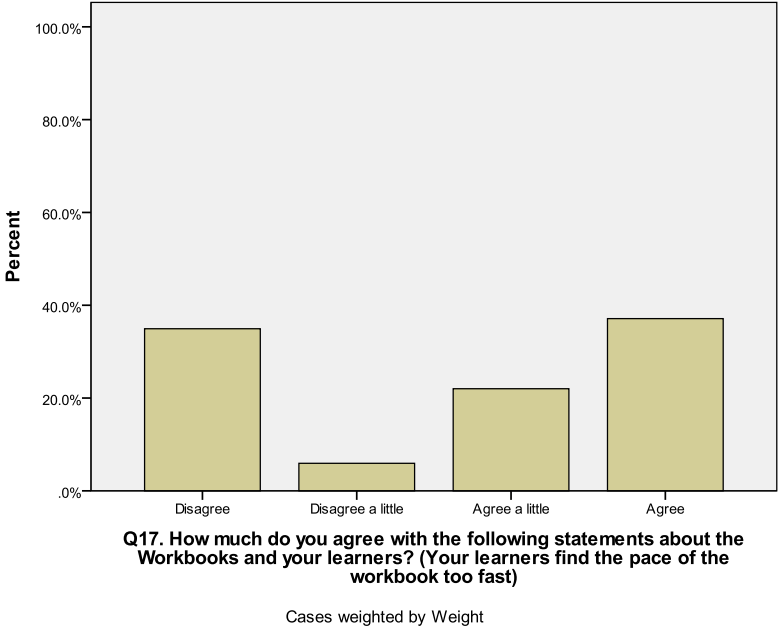


FIGURE 47 LEARNERS: TEACHERS USUALLY TEACH US A NEW TOPIC BEFORE GIVING US EXERCISES ON THAT TOPIC IN THE WORKBOOKS

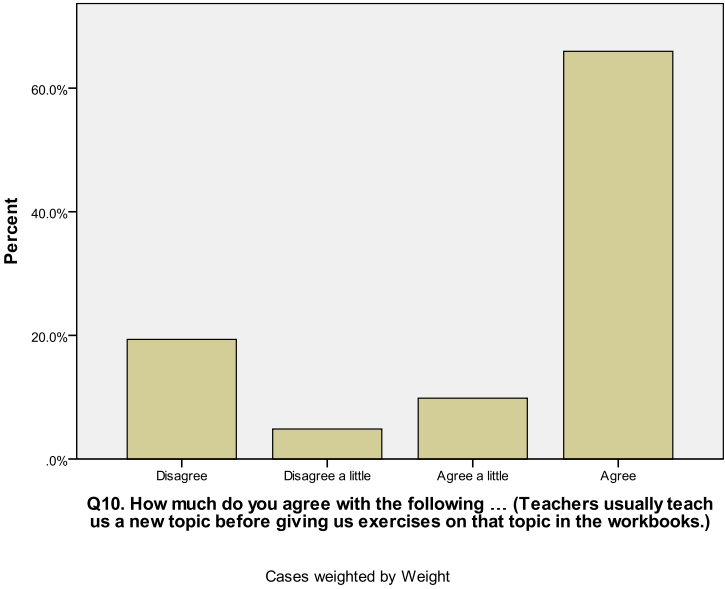


FIGURE 48 HEAD OF DEPARTMENTS: EXERCISES IN THE WORKBOOK OFTEN BUILD ON KNOWLEDGE AND SKILLS INCLUDED IN EARLIER EXERCISES

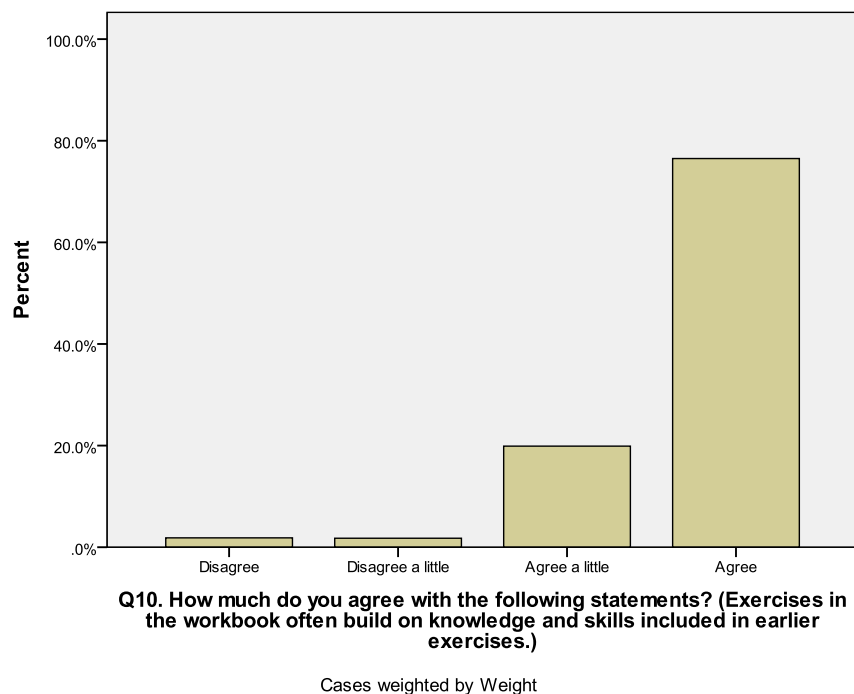


FIGURE 49 TEACHERS: THE LEARNERS USUALLY FINISH WORK THEY START IN THE WORKBOOK

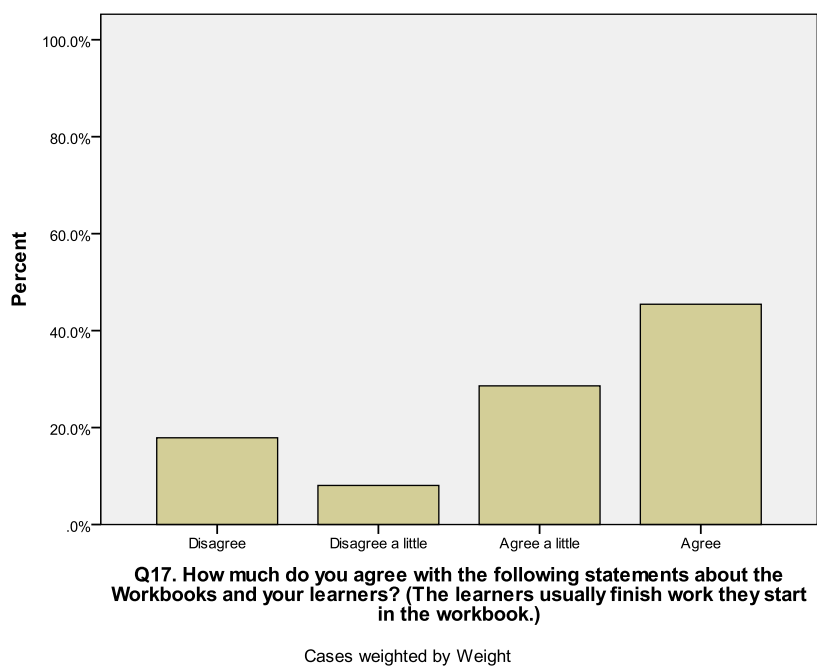


FIGURE 50 LEARNERS: THE CLASS FINISHES ALL THE WORK IN THE WORKBOOK

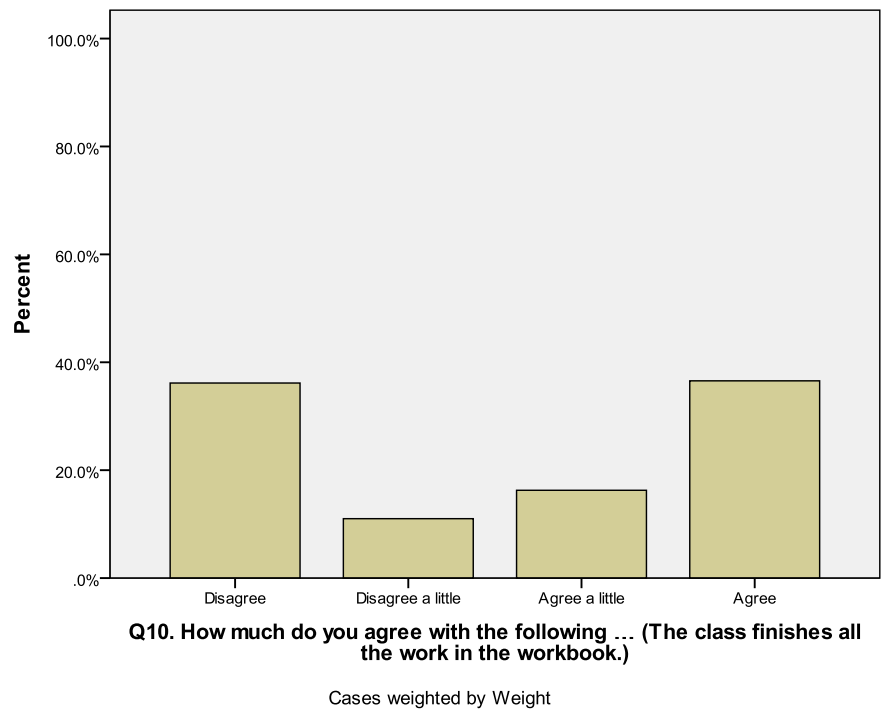


FIGURE 51 TEACHERS: THE AMOUNT OF TIME THE LEARNERS HAVE TO SPEND TO COMPLETE THE WORK IN THE WORKBOOK IS ABOUT RIGHT, BY PROVINCE

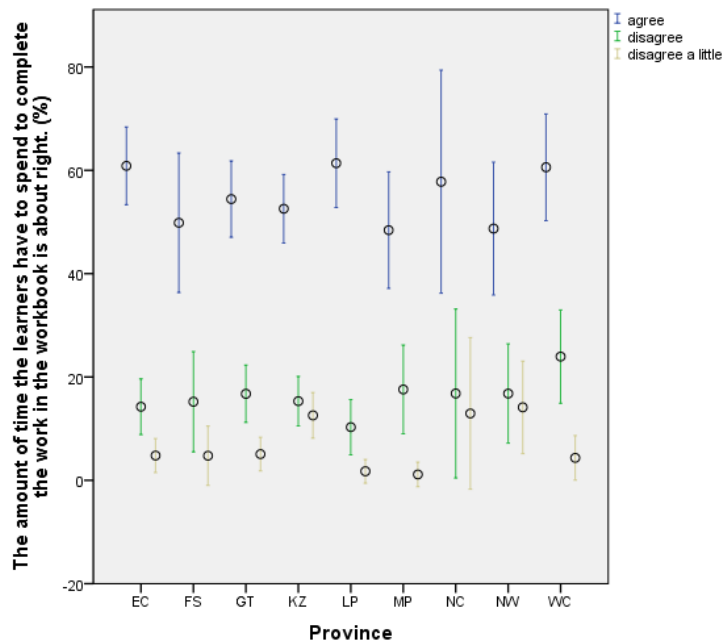


FIGURE 52 TEACHERS: THE AMOUNT OF TIME THE LEARNERS HAVE TO SPEND TO COMPLETE THE WORK IN THE WORKBOOK IS ABOUT RIGHT, BY WEALTH QUINTILE

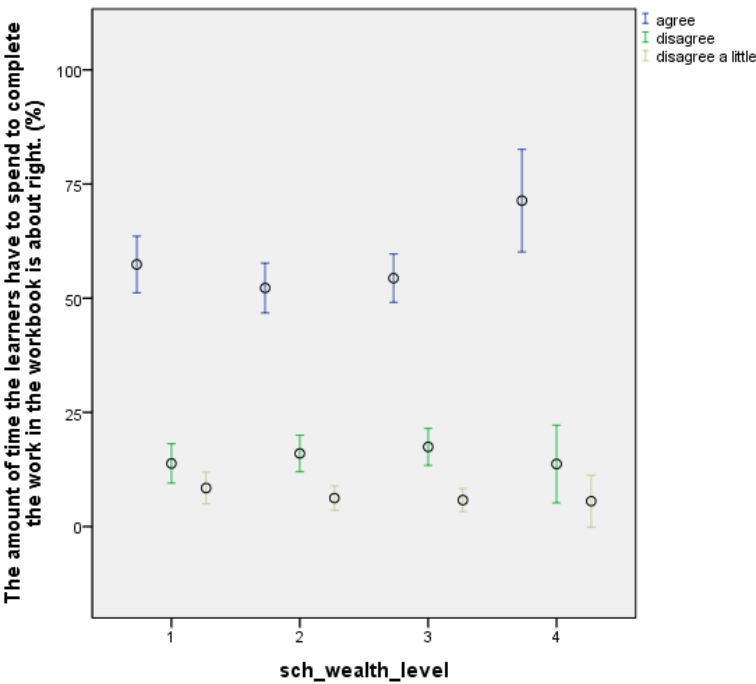


FIGURE 53 TEACHERS: YOUR LEARNERS FIND THE EXERCISES IN THE WORKBOOKS CHALLENGING

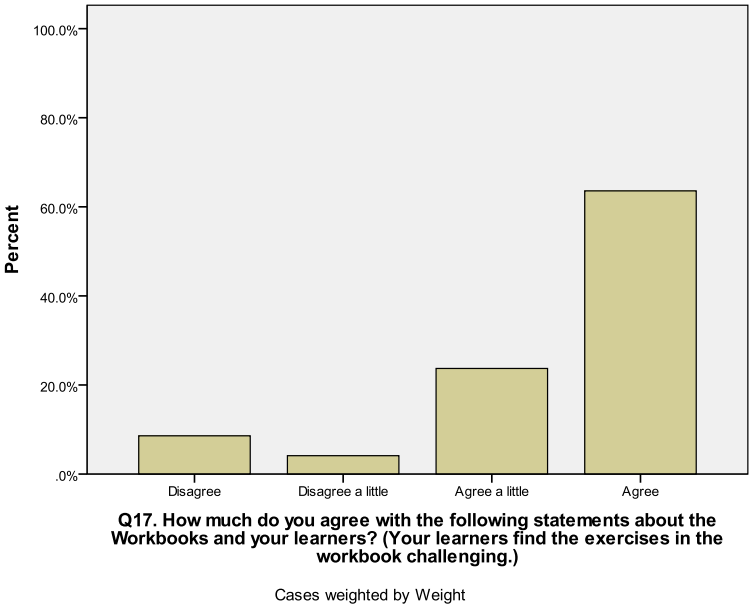


FIGURE 54 TEACHERS: YOU COMPLETE VOLUME 1 WORKBOOKS BEFORE YOU START THE VOLUME 2 WORKBOOKS, BY PROVINCE

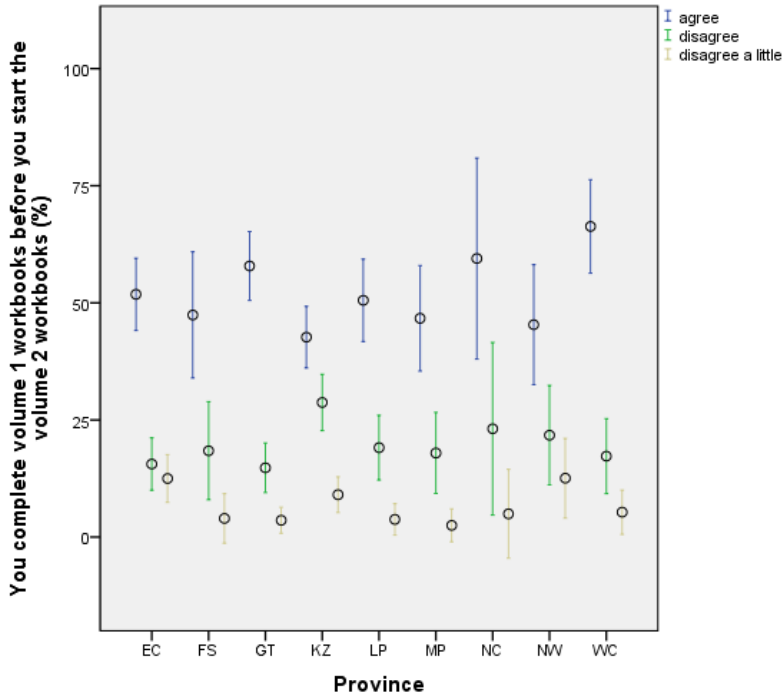


FIGURE 55 TEACHERS: YOU COMPLETE VOLUME 1 WORKBOOKS BEFORE YOU START THE VOLUME 2 WORKBOOKS, BY WEALTH CATEGORY

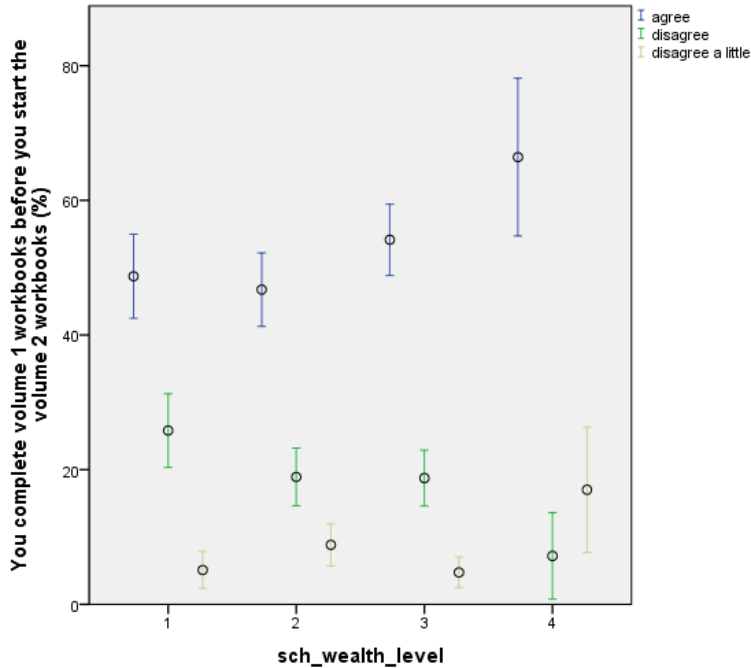




TABLE 32 TEACHERS: IS VOLUME 1 OF THE GRADE 3 HOME LANGUAGE WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	6.0	88.0	88.0
	No	9	.8	12.0	100.0
	Total	75	6.8	100.0	
Missing	-1.00	1027	93.2		
Total		1102	100.0		

TABLE 33 TEACHERS: IS VOLUME 1 OF THE GRADE 3 ENGLISH FAL WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	10.9	74.5	74.5
	No	41	3.7	25.5	100.0
	Total	161	14.6	100.0	
Missing	-1.00	941	85.4		
Total		1102	100.0		

TABLE 34 TEACHERS: IS VOLUME 1 OF THE GRADE 6 MATHEMATICS WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	10.4	68.9	68.9
	No	52	4.7	31.1	100.0
	Total	167	15.2	100.0	
Missing	-1.00	935	84.8		
Total		1102	100.0		

TABLE 35 TEACHERS: IS VOLUME 1 OF THE GRADE 6 HOME LANGUAGE WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	2.4	76.5	76.5
	No	8	.7	23.5	100.0
	Total	34	3.1	100.0	
Missing	-1.00	1068	96.9		
Total		1102	100.0		

TABLE 36 TEACHERS: IS VOLUME 1 OF THE GRADE 6 ENGLISH FAL WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	99	9.0	72.8	72.8
	No	37	3.4	27.2	100.0
	Total	136	12.3	100.0	
Missing	-1.00	966	87.7		
Total		1102	100.0		

FIGURE 56 TEACHERS: YOU COMPLETE VOLUME 1 WORKBOOKS BEFORE YOU START THE VOLUME 2 WORKBOOKS. BY PROVINCE

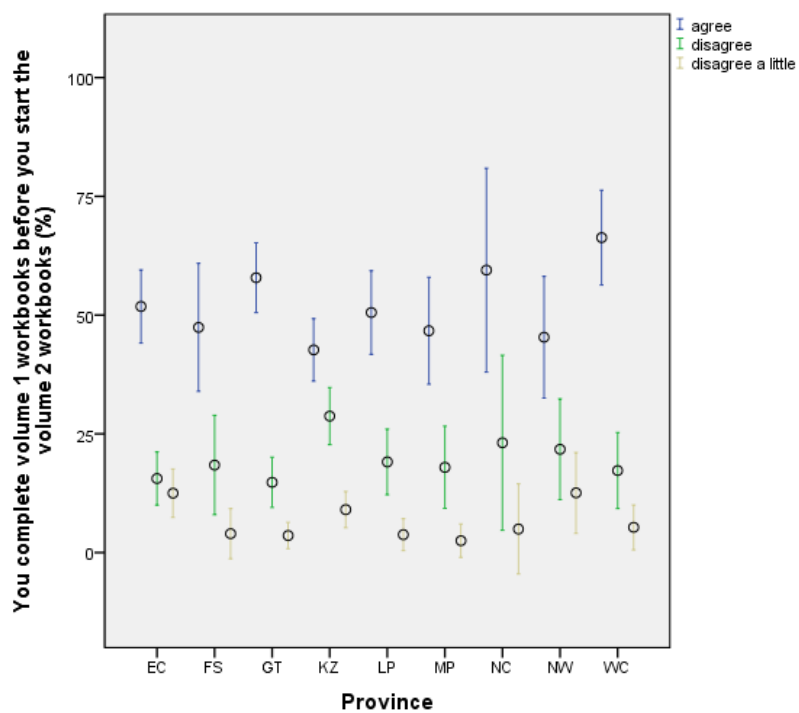


FIGURE 57 TEACHERS: YOU COMPLETE VOLUME 1 WORKBOOKS BEFORE YOU START THE VOLUME 2 WORKBOOKS, BY WEALTH CATEGORY

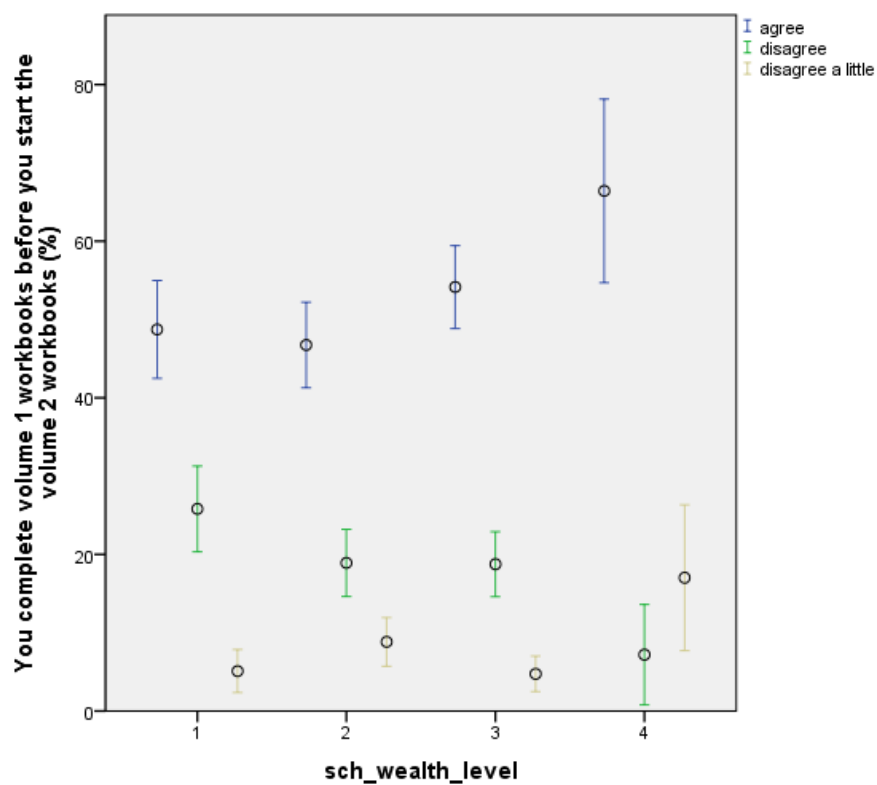


TABLE 37 TEACHERS: IS VOLUME 1 OF THE GRADE 9 MATHEMATICS WORKBOOK COMPLETED BEFORE VOLUME 2?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	5.4	65.9	65.9
	No	31	2.8	34.1	100.0
	Total	91	8.3	100.0	
Missing	-1.00	1011	91.7		
Total		1102	100.0		

FIGURE 58 LEARNERS: DO YOU TAKE ANY OF YOUR WORKBOOKS HOME?

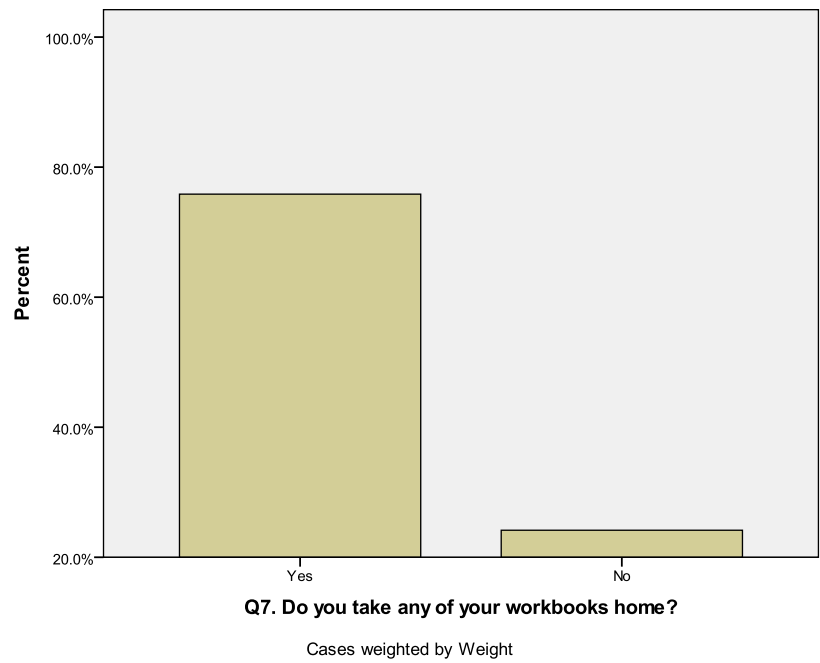


FIGURE 59 LEARNERS: ARE YOU ALLOWED TO TAKE ALL YOUR WORKBOOKS HOME?

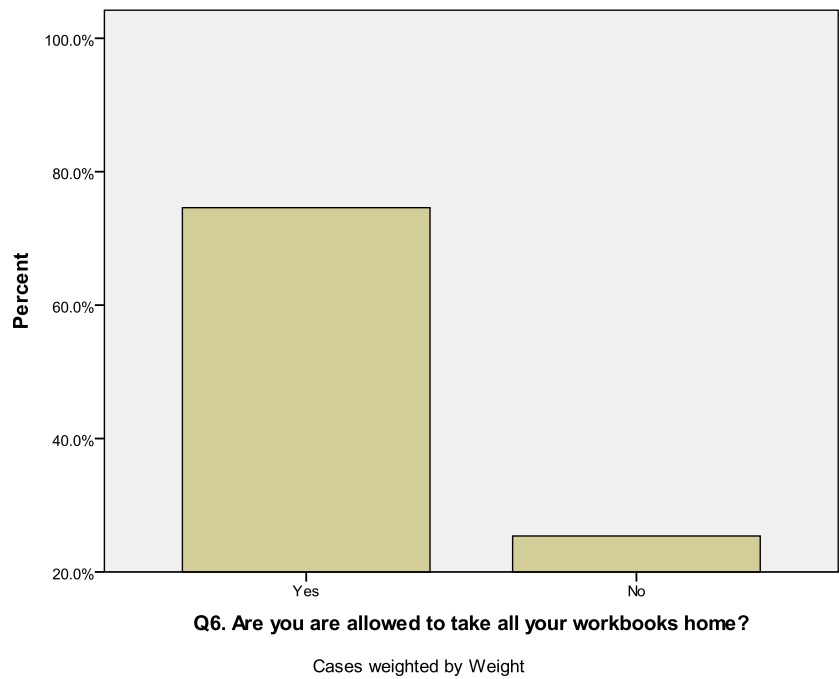


FIGURE 60 HODS: DO LEARNERS TAKE THEIR WORKBOOKS HOME?

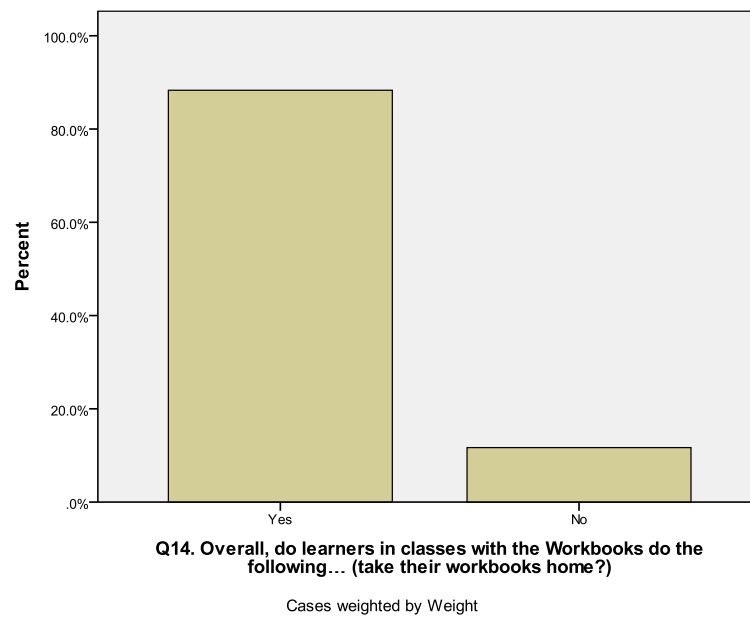


FIGURE 61 TEACHERS: DO LEARNERS TAKE THEIR WORKBOOKS HOME?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	662	68.3	87.7	87.7
	No	93	9.6	12.3	100.0
	Total	755	77.9	100.0	
Missing	-1.00	214	22.1		
Total		969	100.0		

TABLE 38 CLASSROOM OBSERVATIONS: DOES THIS CLASS USE ANY OF THE WORKBOOKS?

**Q6. Does this class use any of the Workbooks?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	737	66.9	80.6	80.6
	No	177	16.1	19.4	100.0
	Total	914	82.9	100.0	
Missing	-1.00	188	17.1		
Total		1102	100.0		

FIGURE 62 TEACHERS: YOUR LEARNERS FIND THE PACE OF THE WORKBOOK TOO FAST

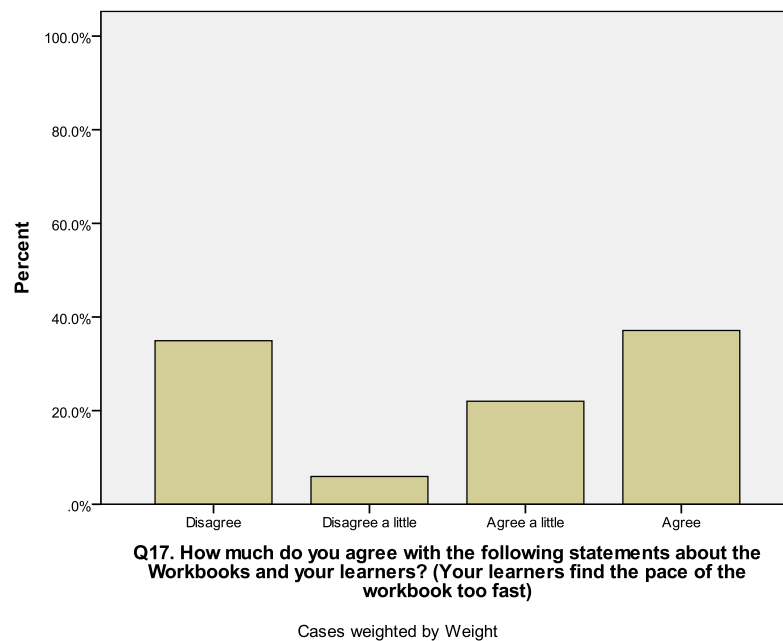


FIGURE 63 TEACHERS: LEARNERS USUALLY FINISH WORK THEY START IN THE WORKBOOK

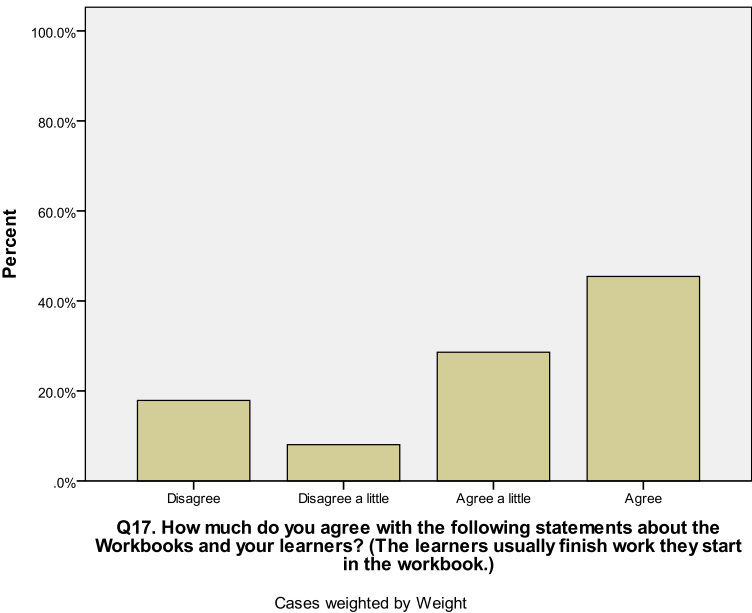


FIGURE 64 TEACHERS: THE AMOUNT OF TIME THE LEARNERS HAVE TO SPEND TO COMPLETE THE WORK IN THE WORKBOOK IS ABOUT RIGHT

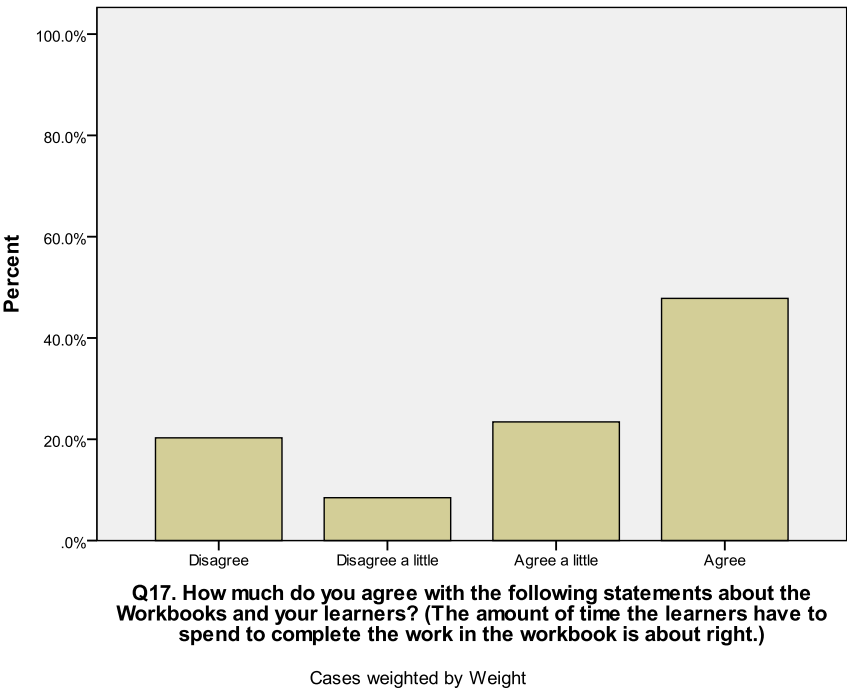




FIGURE 65: TEACHERS: MANY OF THE EXERCISES IN THE WORKBOOK REQUIRE LEARNERS TO APPLY THEIR SKILLS IN CONTEXTS THAT ARE NEW OR CHALLENGING OR CREATIVE

