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Open learning, educational development and empowerment : the case of the Open learning Systems Education Trust (OLSET).

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Appendix A – Further descriptors of the participants

Table A1:

Number of schools and participants obtained for the OLSET questionnaires

2001 Questionnaires	Region	School name	Number of teachers	Number of principals
	Eastern Cape	Duncan Village	2	0
		Lujiza	1	0
		Masakhe	2	0
		Nonthuzelo	4	1
		Qwalasela	1	1
		Scenary Park	1	0
	Free State	Brandfort	4	1
		Credence	4	1
		Zasrtron	4	1
		No name given	4	1
		No name given	4	1
		No name given	4	1
		No name given	4	1
		No name given	4	1
	Gauteng	Golang	5	1
		Masakhane-Tswelopele	2	1
		Monaghan	2	1
		Philena	3	1
		Sefigeng	3	1
		No name given	4	1
		No name given	4	1
		No name given	3	1
		No name given	3	1
	Kwa-Zulu	Amandawe	8	1
		Echwebeni	5	1
		Enqoleni	7	1
		Ifafa	7	1
		Imbewenhle	12	1
		Ingaqa	13	1
		KwaMaquza	5	1
		Kwandabezinhle	2	1
		Kuphuka	2	1
		Manka	1	1
		Mcatshangelwa	1	1

		Mnafu	5	1
		Nduline	4	1
		Nsukazi	2	1
		Shayamoya	2	1
		Siphakamile	6	1
		Somkhlele	8	1
		Tholimfundo	3	1
		No name given	15	0
		Sub-total	*178*	*37*
2003 Questionnaires	**Region**	**School name**	**Number of teachers**	**Number of principals**
	Eastern Cape	Bontrand	1	0
		Buhlebezwe	1	0
		Clydesdale	1	0
		Dovedale	1	0
		Dumisa	2	HOD
		Esihlontlweni	1	0
		Jericho	1	0
		Mandlazi	2	0
		Mangeni	1	0
		Mbumbulwama	1	0
		Mhlaba	1	0
		Mkatshana	1	1
		Mlozana	1	0
		Mqekezweni	1	1
		Mt. Sheba	1	0
		Ncera	2	0
		Nokhwezi	1	0
		Ntshongo	1	0
		Qabu	0	HOD
		Rietvlei	1	0
		Samaria	1	0
		Samkele	1	0
		St. Alois	1	0
		St. Augustine	1	0
		St. Michael's	1	0
		St. Patrick's	1	0
		Syria	1	0
		Tembeni	1	0
		Thembeka	6	1

		Thornbush	1	0
		Tonjeni	1	0
		Tsawule	1	0
		Twecwana	1	0
		Valipatwa	1	1
		Zakhele	1	1
	Free State	Bofihla	2	1
		Daluvuyo	1	1
		Dr. M.G. Mngoma	2	1
		Emboniswen i	1	1
		Hlololhelo	2	0
		Iketsetseng	3	0
		Lehakine	1	0
		Lenyora	2	0
		Moremaphofu	1	1
		St. Peter Claver	1	0
		Thabong	1	1
		Thembekile	2	1
		Tswelopele	1	1
	Gauteng	Atlholang	0	1
		Bathabile	1	1
		Bekekayo	2	0
		Bulelani	0	1
		Diphalame	0	1
		Dr Yusuf Dadoo	0	1
		Ecaleni	9	0
		Ipeleng	0	1
		Isiqalo	0	1
		Krugersdorp Town	0	1
		Laerskool Glenharvier	0	1
		Laerskool Green Maritz	0	1
		LS Avante	1	0
		Marhulana	1	0
		Masakhane-Tswelelopele	3	1
		Matlhasedi	0	1
		Nyiko	3	0

		Rabasotho	1	0
		Randfontein	0	1
		Reagile	9	0
		Realeboga	1	0
		Sedimosang	0	1
		WD Oliphant	3	0
	Kwa-Zulu	Amahlaya	2	1
	(Braemar)	Dingimbiza	4	0
		Dumisa	0	1
		Ekubusisiweni	0	1
		Emazabekweni	2	0
		Gobhela	2	1
		Himmeibers	0	1
		Himmelberg	2	0
		Hlwathika	2	1
		Inqanula	3	1
		Kenterton	0	1
		Kenterton	0	1
		Khakhamela	2	0
		Magugu	1	0
		Malezulu	3	0
		Mhlangamkhulu	2	1
		Nhlamvana	1	0
		Oxolweni	2	0
		Phungula	3	1
		Shayamoya	1	0
		St Thomas	1	1
		St. Faiths	0	1
		St. Nivard's	1	1
		Thuthukanim Mabhele	1	1
		Umzinto	3	1
		Velimemeze	0	1
		Zamani	2	1
		Zijubezulu	0	1
	Kwa-Zulu	Amaoti No3	2	1
	(Durban)	Bhekaphambili	2	1
		Bhongo	1	0
		Carrington	3	1

		Enthuthukweni	1	1
		Gijima	1	1
		Golokodo	1	1
		Kuhlekwethu	3	1
		Kwacutshwayo	2	1
		Mcetshwa	1	0
		Msizi Dube	2	1
		Muziwabawtu	1	1
		Mzomusha	3	1
		Nhlonipho	2	1
		Phikiswayo	2	1
		Phumzuzulu	3	1
		Sandasonke	3	1
		Sizwakele	3	0
		Thamela	1	0
		Ukukhanya Kwelanga	3	1
		Umzokhulayo	2	1
		Vusukukhanya	2	1
	Kwa-Zulu	Gwegwede	8	0
	(Hlabisa)	Malusi Omuhle	6	0
		Mpelenyane	0	1
		Mpelenyane	7	0
		Qunwane	2	0
		Somkele	7	0
		Welani	2	0
	Kwa-Zulu	Bazini	2	1
	(Nongoma)	Enzondwane	6	1
		Esidinsi	3	0
		Gibindlala	4	0
		Langalesizwe	4	1
		Nkabane	2	0
	Kwa-Zulu	Luphongolo	1	0
	(Port Shepstone)	Mdlazi	3	1
		Murchison	0	1
		Magog	0	1
		Kwahlongwa	1	1
		Tkhwesilokusa	0	1
		Nositha	2	0

	Limpopo	Boshatolo	1	0
		Lefatane	0	1
		Lephalala	1	1
		Mamothe	1	1
		Maswahlene	6	1
		Sub-total	*249*	*77*
		Totals	**427**	**114**

Table A2

Number of schools and participants obtained for the 2001 and 2003 personal accounts.

2001 Narratives	Region	School name	Teachers	Principals	Heads of Department
	Eastern Cape	Mzimhlophe	2	1	0
		Makinana	1	1	0
		Masakhe	1	1	0
		Nontuthuzelo	1	1	0
		Qwalasela	1	0	0
	Free State	Joe Solomon	2	1	0
		Mofulatshepe	4	1	0
		Ntuthuzelo	6	1	0
		Ponong	0	1	0
		Reseamohetse	0	1	0
		St Peter Claver	2	1	0
	Gauteng	Bathabile	3	0	0
		Golang	2	0	0
		Joseph Ditsela	1	1	0
		Letsatsing	4	1	0
		Masahkane-Tswelopele	2	1	0
		Mohlakeng	0	1	0
		Monaghan	1	1	0
		Philena	1	0	0
		Sefikeng	1	0	0
		Winnie-Ngwekazi	0	1	0
	Kwa-Zulu	Ifafa	2	1	0
	(Braemar)	Kuphuka	2	1	0
		KwaMaquza	5	1	0
		Mnafu	2	1	0
		Shayamoya	0	1	0
		Tholimfundo	1	1	0
	Kwa-Zulu	Echwebeni	0	1	0
	(Hlabisa)	Enqoleni	0	1	0
		Imbewenhle	0	0	1
		Ingaqa	0	1	0
		Mcatshangelwa	0	1	0
		Ndulinde	0	1	0

		Somkhele	3	1	0
	Kwa-Zulu	Dlukulwane	2	1	0
	(Port	Ithongasi	9	1	0
	Shepstone)	Kwandabezinhle	2	1	0
		Mdlazi	0	0	1
		Mganka	3	1	0
		Mhlabulungile	1	0	1
		Siphakamile	2	1	1
		Sub-total	*69*	*33*	*4*
2003 Narratives	**Region**	**School name**	**Teachers**	**Principals**	**Heads of Department**
	Eastern Cape	Beacon Hill	0	1	0
		Empumalanga	1	0	0
		Ntyatyambo	1	0	0
		Reed Valley	1	0	0
	Free State	Katoloso	6	1	1
		Tataiso	2	1	0
	Gauteng	Bathabile	0	1	0
		Marhulana	0	0	1
		Monaghan	1	1	0
		Rabasotho	1	1	0
		Reagile	2	1	0
	Kwa-Zulu	Dukemini	0	1	0
	(Durban)	Inkazimulo	1	1	0
		Laboure	0	1	0
		Mnamatha	0	1	0
		Nondabula	2	1	0
		Phumzuzulu	3	0	1
		Zikhali	2	1	0
	Kwa-Zulu	Gcotsheni	6	1	1
	(Hlabisa)	Imizikayifani	10	1	0
		Khayalemfundo	4	1	0
		Mtuba	5	1	1
	Kwa-Zulu	Enzondwane	1	1	0
	(Nongoma)	Msebe	3	1	1
		Ngadumbili	0	1	0
		Ngxongwane	0	1	0
	Kwa-Zulu	Imbalencane	6	1	0
	(Port	Masinenge	2	1	0
	Shepstone)	Mthombothi	3	1	0

		Paddock	2	1	0
		Sub-total	*65*	*25*	*6*
		Totals	**268**	**116**	**20**

Appendix B – OLSET teacher and principal 2001 and 2003 questionnaires

2001 Questionnaire



OLSET

The Open Learning Systems Education Trust

QUESTIONNAIRE FOR TEACHERS

The answers obtained from this questionnaire will be used to improve OLSET's Radio Learning Programme Series, English in Action, thus we ask you to answer as accurately and frankly as possible. Please note we ask you for your name as we would like to link your material needs with you personally. All information provided will remain confidential.

(Where applicable please tick the appropriate BLOCK/S)

1. What is your full name?

……

2. What is your age range?

Under 30	30-39	40-49	50-59	60 and over

3. What grade/s do you teach? ……

4. What is the location of your school?

Rural	Urban	Farm	Informal Settlement	Other (please state)

5. What is the highest educational level you have attained?

Matric	Diploma	University/College	Other (please state)

6. Professional Experience

6.1 How many years have you been teaching? ……

6.2 How many years have you been a principal at your school? ……

7. Language

7.1 What language/s do you speak at home?

……

7.2 What language/s do you teach in?

……

7.3 How often do you speak English in your classroom to the children?

Always	Sometimes	Never

7.4 How often do you read English in your classroom to the children?

Always	Sometimes	Never

7.5 How often do you speak English in your staff meetings?

Always	Sometimes	Never

7.6 How often do you read English in your staff meeting?

Always	Sometimes	Never

7.7 How often do you speak English outside of the school?

Always	Sometimes	Never

7.7 How often do you read English outside of the school?

Always	Sometimes	Never

8. Children in your classroom:

8.1 How many children do you have in your class? …….

8.2 Do you have mixed grades in one class? …….

8.3 Which grade/s do you have in one class? ……

8.4 How many of the children in your classroom fall under the following age ranges?

6 - 7	8 - 9	10 - 11	12 - 13	13 and over

8.5 Please provide examples of the children's understanding of English.

……
……
……
……
……

8.6 How often do:

	Always	Sometimes	Never
the children use English in the classroom.			

8.7. Do you socialise with the children outside of the classroom?

Yes	No

8.8. How often do the children use English outside the classroom (e.g. breaks)?

Always	Sometimes	Never

9. OLSET Programme

9.1 What do you as the teacher do before the OLSET radio lesson starts (preparation)?

……
……
……
……
……
……
……
……
……

9.2 What do you, as the teacher, do while the children are listening to the OLSET radio broadcast ?

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9.3 What do you do after the OLSET radio lesson is over for the day?

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9.4 What do you like about the OLSET programme?

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9.5. What do you not like about the OLSET programme?

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9.6 What do you think works well in the OLSET programme?

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9.7 What do you think does not work well in the OLSET programme?

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9.8 Please provide suggestions for the OLSET programme.

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9.9 How do your children respond to the OLSET radio lesson before it starts?

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……

9.10 How do your children respond during the OLSET radio lesson?

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……
……

9.11 How do your children respond to the OLSET radio lesson after it as ended?

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……

9.12 What difference do you notice in the children's use of English in your classroom since you began using the OLSET programme? (e.g. is their English improving or getting worse, do they speak to you in English when the programme is not on). Please give examples of the children's abilities.

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……

9.13 What are the parent's responses to the OLSET programme?

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……

9.14 When you listen to the OLSET programme, do you use tapes or do you listen to the broadcast on the radio?

……

9.15 Which do you prefer, tapes or broadcast and why?

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……
……
……
……

9.16 Have you had any problems with using the tapes or the broadcast of the OLSET programme?

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……
……
……
……

9.17 Please provide further comments you would like to make about the OLSET English in Action programme.

……
……
……
……
……

THANK YOU
For your time in answering these questions about the
OLSET English in Action Radio Learning Programme

2001 Questionnaire



OLSET

The Open Learning Systems Education Trust

QUESTIONNAIRE FOR PRINCIPALS

The answers obtained from this questionnaire will be used to improve OLSET's Radio Learning Programme Series, English in Action, thus we ask you to answer as accurately and frankly as possible. Please note we ask you for your name as we would like to link your material needs with you personally. All information provided will remain confidential.

(Where applicable please tick the appropriate BLOCK/S)

1. What is your full name?..……

2. What is your age range?

Under 30	30-39	40-49	50-59	60 and over

3. What is the location of your school?

Rural	Urban	Farm	Informal Settlement	Other (please state)

4. What is the highest educational level you have attained?

Matric	Diploma	University/College	Other (please state)

5. Professional Experience

5.1 How many years have you been teaching? ……

5.2 How many years have you been principal at your present school? ……...

6. OLSET's English in Action programme

6.1 How many classes at your school use the OLSET programme?

……

6.2 What are the teacher's responses to the OLSET programme?

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6.3 What do you like about the OLSET programme?

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……

6.4 What do you not like about the OLSET programme?

……
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6.5 What do you think works well in the OLSET programme?

……
……
……
……
……

6.6 What do you think does not work well in the OLSET programme?

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……
……
……

6.7 Please provide suggestions for the OLSET programme.

……
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……

6.8 What are the parent's responses to the OLSET programme?

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6.9 Please provide further comments you would like to make about the OLSET programme.

……
……
……
……

THANK YOU
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OLSET English in Action Radio Learning Programme

2003 Questionnaire



OLSET

The Open Learning Systems Education Trust

QUESTIONNAIRE FOR TEACHERS

The answers obtained from this questionnaire will be used to improve OLSET's Radio Learning Programme Series, English in Action, thus we ask you to answer as accurately and frankly as possible. Please note we ask you for your name as we would like to link your material needs with you personally. All information provided will remain confidential.

(Where applicable please tick the appropriate BLOCK/S)

1. What is the name of your school?

……

2. What is your full name?

……

3.1 What is the location of your school?

Rural	Urban	Farm	Informal Settlement	Other (please state)

3.2 What are the physical and postal addresses of your school?

Physical Address of School	Postal Address of School

3.3 Please provide the telephone number and fax number of your school
Telephone number: ……
Fax number: ……

4. What is your age range?

Under 30	30-39	40-49	50-59	60 and over

5. Professional Experience

5.1 How many years have you been teaching? ……

5.2 How many years have you been teaching at your present school? ……

5.3 Are you a teacher who is also a principal? ……

6. Materials

6.1 How many these OLSET materials do you have in your classroom?

	Number		Number
Teacher Guide		Audio Cassettes	
Activity Book		Radio Cassette Player	
Comic Reader		Radio	
Urban Poster		Batteries	
Rural Poster		OLSET Girls	
Wildlife Poster		Calendar	
Kofifi Poster		Newsletter	
Alphabet Frieze		Information leaflet	
Colour Chart			

6.2 How many of the following resources are there in your school that work?

Radio	Radio Cassette Player	TV	VCR

Audio Cassettes	CD Player	Computer	Other (please state)

6.3 Do you use the OLSET materials in other aspects of your teaching?

Yes	No

Please describe how and where?

……
……
……
……
……

7. Language

7.1 What language/s do you use at home?

……

7.2 What language/s do you use in your class?

……

7.3 How often do you use English:

	Always	Sometimes	Never
in your class with the children?			
at your staff meetings?			
outside of school hours?			

8. Children in your classroom:

8.1 What grade/s do you teach? ……

8.2 How many children do you have in your class? …….

8.3 Which grade/s do you have in one class? ……

8.4 How many of the children in your classroom fall under the following age ranges?

6 - 7	8 - 9	10 - 11	12 - 13	13 and over

8.5 How would you rate the children's understanding of English in general since they started using the OLSET programme?

Poor	Average	Good	Excellent

Please provide reason/s for your choice

……
……
……
……
……

8.6 In your opinion how often do:

	Always	Sometimes	Never
the children use English in the classroom.			
the children use English outside the classroom (e.g. breaks).			
you interact with the children outside of the classroom.			

9. OLSET Programme

9.1 How many of the English in Action lessons have you completed

Last year	
This year	

9.2 How do you prepare for the OLSET English in Action radio lesson?

……
……
……
……
……
……
……
……
……

9.5 Does the OLSET programme accommodate your role as a teacher?

Yes	No

Why?

……
……
……
……

9.6 Do you carry out the 'after the broadcast activities'?

Yes	No

How?

……
……
……
……
……

9.7 What are the advantages and disadvantages of the OLSET programme, if any?

Advantages:

……
……
……
……
……
……
……

Disadvantages:

……
……
……
……
……
……
……

9.6 Does the OLSET programme meet your needs in terms of Outcomes Based Education and Curriculum 2005/ RNCS (Revised National Curriculum Statements)?

Yes	No

How?

……
……
……
……
……

9.7 In particular, does the OLSET programme meet the following Education Outcomes:

Literacy Outcomes

Yes	No

How?

……
……
……
……
……

Numeracy Outcomes

Yes	No

How?

……
……
……
……
……

Life Skills Outcomes

Yes	No

How?

……
……
……
……
……

9.8 How many OLSET Teacher Development Workshops have you attended this year? ……..

Did you find these workshops useful?

Yes	No

How?

……
……
……
……
……

9.9. Do you think that OLSET provides you with enough Teacher Development Workshops?

Yes	No

Why?

……
……
……
……
……

9.10. Do you require additional OLSET support?

Yes	No

Which form of additional OLSET support would you require?

……
……
……
……
……

9.11 What are the responses of the children as the OLSET radio lesson STARTS?

……
……
……
……
……

9.12 How do your children respond to the OLSET programme DURING the OLSET radio lesson?

……
……
……
……
……

9.13 How do your children respond to the OLSET radio lesson as it ENDS?

……
……
……
……
……

9.14 In your opinion do you think that the children's parents or other children at home listen to the broadcast of the OLSET programme?

Parents:

Yes	No

Children:

Yes	No

9.15 Which of the following do you use to teach OLSET's English in Action?

Radio Broadcast	
Audio Cassettes	

9.16 Which radio station/s do you use to listen to the OLSET programme?

……

9.17 Have you had any problems with using the audio cassettes OR the broadcast of the OLSET programme?

Yes	No

If yes what type of problems have you had?

Audio Cassettes: ……

Broadcast: …….

9.18 Do you receive a clear broadcast signal?

Yes	No

9.19 Have there been breaks in the broadcast?

Yes	No

If yes, how has this affected your use of the OLSET English in Action Programme?

……
……
……
……
……

9.20 If there were breaks in the broadcast times , were you warned about breaks in the broadcast times?

Yes	No

9.21 Are there advertisements during the OLSET English in Action Programme?

Yes	No

If yes, how do these affect your teaching?

……
……
……
……
……

9.22 In your opinion do you think the SABC has played a big role in providing access to the English in Action programme?

……

9.23 Are the present broadcast times of the OLSET English in Action programme suitable for your school?

Yes	No

If not, please state which broadcast times would be suitable.

……

9.24 During what times do the children in you classroom have break?

Break Begins	Break Ends

9.25 In your opinion how can the OLSET English in Action programme be improved?

……
……
……
……
……

9.26 Please provide further comments you would like to make about the OLSET English in Action programme.

……
……
……
……
……

THANK YOU
For your time in answering these questions about the
OLSET English in Action Radio Learning Programme

2003 Questionnaire



OLSET

The Open Learning Systems Education Trust

QUESTIONNAIRE FOR PRINCIPALS

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(Where applicable please tick the appropriate BLOCK/S)

1. What is the name of your school?..……

2. What is your full name?..……

3.1 What is the location of your school?

Rural	Urban	Farm	Informal Settlement	Other (please state)

3.2 What are the physical and postal addresses of your school?

Physical Address of School	Postal Address of School

3.3 Please provide the telephone number and fax number of your school
Telephone number: ……
Fax number: ……
E-mail: …….

4. What is your age range?

Under 30	30-39	40-49	50-59	60 and over

5. Professional Experience

5.1 How many years have you been a principal? ……

5.2 How many years have you been principal at your present school? ……...

5.3 Are you a principal who also teaches? …….

5.4 How many years have you been teaching? …….

6. OLSET's English in Action programme

6.2 Please list the grades and the respective number of grades at your school using the OLSET programme?

Grade	Number of classes

6.2 How many of the following resources are there in your school that work?

Radio	Radio Cassette Player	TV	VCR

Audio Cassettes	CD Player	Computer	Other (please state)

6.3 How does the OLSET programme influence the educators' teaching of English?

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……

6.4 What are the advantages and disadvantages of the OLSET programme, if any?

Advantages:

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……

Disadvantages:

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……
……
……
……

6.5 If you are familiar with Outcomes Based Education and Curriculum 2005, please state how OLSET's English in Action Programme has fulfilled the teacher's needs in this area, specifically in terms of Literacy Outcomes, Numeracy Outcomes and Life Skills Outcomes.

……
……
……
……
……

6.6 Does the OLSET programme contribute to teacher support and teacher development?

Yes	No

How?

……
……
……
……

6.7 In your opinion, do you think that the children's parents or other children at home listen to the broadcast of the OLSET programme?

Parents:

Yes	No

Children:

Yes	No

6.8 Are the present broadcast times of the OLSET English in Action Programme suitable for your school?

Yes	No

If not please state which broadcast times would be more suitable.

……

6.9 During what times do the children have break?

Break Begins	Break Ends

6.10 In your opinion how can the OLSET English in Action programme be improved?

……
……
……
……

6.11 Please provide further comments you would like to make about the OLSET programme.

……
……
……
……

THANK YOU
For your time in answering these questions about the
OLSET English in Action Radio Learning Programme

Appendix C – Development of the OLSET teacher and principal questionnaires from 2001 to 2003

Table C1

Items included in the teacher questionnaires in 2001 and 2003 and the reason for their inclusion.

2001 Questionnaire	**2003 Questionnaire**	**Reason for inclusion**
	1. What is the name of your school?	For OLSET records
1. What is your full name?	2. What is your full name?	For OLSET records
4.1. What is the location of your school?	3.1. What is the location of your school?	For OLSET records
	3.2. What are the physical and postal addresses of your school?	For OLSET records
	3.3. Please provide the telephone number and fax number of your school.	For OLSET records
5. What is the highest educational level you have attained?		To determine experience.
2. What is your age range?	4. What is your age range?	To determine experience.
6.1. How many years have you been teaching?	5.1. How many years have you been teaching?	To determine experience.
	5.2. How many years have you been teaching at your present school?	To determine experience and OLSET programme usage.
	5.3. Are you a teacher who is also an HOD?	Many teachers are also HODs this provided an estimate of their work load and knowledge of OLSET.
6.2. How many years have you been principal at your school?	5.4. Are you a teacher who is also a Principal?	Refinement of wording made in 2003. Many principals are also teachers this provided an estimate of their work load and knowledge of OLSET.
	6.1. Which of these OLSET materials do you have in your classroom and how many?	To determine how many materials are in the classroom.
	6.2. How many of the following resources are there in your school that work?	Question introduced by the SABC. Provided an indication of the resources schools have.
	6.3. Do you use the OLSET materials in other areas of your teaching? Please describe how and where?	The programme develops materials that can be used in other subject areas. Thus, it was needed to probe this. Also indicates mastery of environment and hence empowerment (Zimmerman, 2000)

7.1. What languages do you speak at home?	7.1. What languages do you use at home?	It was important to know the mother tongue of the teacher as it should relate to the languages she teaches in. Also, used to obtain an idea of the teacher's English proficiency.
7.2 What language/s do you teach in?	7.2. What languages do you use in your class?	Refinement of wording made in 2003. Linked to the previous question.
7.3. How often do you speak English in your classroom to the children? 7.4. How often do you read English in your classroom to the children? 7.5. How often do you speak English in your staff meetings? 7.6. How often do you read English in your staff meeting? 7.7. How often do you speak English outside of the school? 7.7. How often do you read English outside of the school?	7.3. How often do you use English: in your class with the children? at your staff meetings? outside of school hours?	Refinement of wording made in 2003. In the 2001 questionnaires there was more focus on obtaining an indication of English proficiency than in 2003.
8.1 What grade/s do you teach?	8.1. What grade/s do you teach?	For OLSET records
8.2. How many children do you have in one class?	8.2. How many children do you have in your class?	Refinement of wording made in 2003. For OLSET records
8.3. Do you have mixed grades in one class? 8.4. Which grade/s do you have in one class?	8.3. Which grade/s do you have in one class?	Refinement of wording made in 2003. Used a reliability check for items 8.1. and 8.2.
8.5. How many children in your classroom fall under the following age ranges?	8.4. How many children in your classroom fall under the following age ranges?	Learner information was needed as it was important to obtain a range of the learners' ages and how many are in each age group. This will aid in gearing the programme for the correct age group/s.
8.5. Please provide examples of the children's understanding of English. 9.12. What difference do you notice about the children's use of English in your classroom since you have began using the OLSET programme?	8.5. How would you rate the children's understanding of English in general since they started using the OLSET programme? Please provide reason/s for your choice.	Refinement of wording made in 2003. Need to see if OLSET's English in Action has made a difference in the learners' English.
8.6. How often do: the children use English in the classroom.	8.6. In you opinion how often do: the children use English in the classroom	Refinement of wording made in 2003. Seeking the learner's use of English. Asked the last question of

8.7. Do you socialise with the children outside of the classroom? 8.8. How often do the children use English outside the classroom (e.g. breaks)?	the children use English outside the classroom (e.g. breaks) you speak English to the children outside the classroom.	the teacher to know if she/he is indeed an expert at answering the question if children use English outside the classroom.
	9.1. How many of the English in Action Lessons have you completed Last year: This year:	To determine if teachers are completing all the lessons.
9.1. What do you as the teacher do before the OLSET radio lesson starts (preparation)?	9.2. How do you prepare for the OLSET in Action radio lesson?	Refinement of wording made in 2003. Answers the question how the teacher prepares for the radio lesson.
9.2. What do you as the teacher do while the children are listening to the OLSET radio lesson?	9.3. Does the OLSET programme accommodate your role as a teacher?	Refinement of wording made in 2003. Sought to understand teachers role during the lessons.
9.3. What do you do after the OLSET radio lesson is over for the day?	9.4. Do you carry out the 'after the broadcast activities'?	Refinement of wording made in 2003. Specific after the broadcast activities are setout in the teacher guides need to know if the teacher does these or what the teachers do.
9.4. What do you like about the OLSET programme? 9.5. What do you not like about the OLSET programme? 9.6. What do you think works well in the OLSET programme? 9.6. What do you think does not work well in the OLSET programme?	9.5. What are the advantages and disadvantages of the OLSET programme, if any?	Refinement of wording made in 2003. To see how programme is being received by the educator, what the educators' see as the programme's good points and its bad points.
	9.6. Does the OLSET programme meet your needs in terms of Outcomes Based education and Curriculum 2005/ RNCS (Revised national Curriculum Statements)? How?	The programme emphasis that their lesson fit in with OBE and Curriculum 2005 thus need to know if teachers see the programme doing this and reasons for their perceptions.
	9.7. In particular, does the OLSET programme meet the following Education Outcomes: Literacy Outcomes: How? Numeracy Learning Outcomes: How? Life Skills Learning Outcomes: How?	The programme concentrates on these three Educational Outcomes. Sought to answer if the teachers acknowledge these outcomes and do they feel it is being addressed.
	9.8. How many OLSET Teacher Development Workshops have you attended this year? Do you find these workshops useful?	The programme says its other goal is to provide teacher support and development. Need to know if this is happening in the field and

	How?	reasons for why a particular situation is happening.
	9.9. Do you think that OLSET provides you with enough Teacher Development Workshops? Why?	The programme states that one of it objectives is to provide teacher support and development. Need to know if this is happening in the field and reasons for why a particular situation is happening.
	9.10. Do you require additional OLSET support? What form of additional support do you require?	The programme states that one of it objectives is to provide teacher support and development. Need to know if this is happening and what else is needed in terms of support.
9.9. How do your children respond to the OLSET radio lesson before it starts?	9.11. What are the responses of the children as the OLSET radio lesson starts?	Refinement of wording made in 2003. To find out the children's responses to the programme.
9.10. How do your children respond during the OLSET radio lesson?	9.12. How do your children respond to the OLSET programme during the radio lesson?	Refinement of wording made in 2003. To find out the children's responses to the programme.
9.11. How do your children respond to the OLSET radio lesson after it as ended?	9.13 What is the response of your children after the radio lesson?	Refinement of wording made in 2003. To find out the children's responses to the programme.
9.13. What are the parent's responses to the OLSET programme?	9.14. In your opinion, do you think that the children's parents or other children at home listen to the broadcast of the OLSET programme? Parents: Children:	Refinement of wording made in 2003. Previous feedback has been that parents and pre-school siblings listen to the programme. Wanted to find out if this is still happening, if so OLSET is reaching a lot more people than that represented in the database. In addition, parental involvement is required for educational development (Geen, 2005).
9.14. When you listen to the OLSET programme, do you use tapes or do you listen to the broadcast on the radio?	9.15. Which of the following do you use to teach OLSET's English in Action? Radio Broadcast: Audio Cassettes:	Refinement of wording made in 2003. Sough to answer which medium teachers were using.
9.15. Which do you prefer, tapes or broadcast? Why?		Teacher may have a preference for one of the mediums, needed to know why. Poor responses to question lead to its removal.
	9. 16. Which radio station/s do use to listen to the OLSET programme?	Needed to know which radio station/s are more popular, also informative for the SABC.
9.16. Have you had any problems with using the tapes or the broadcast of the OLSET programme?	9.17. Have you had any problems with using the audio cassettes or the broadcast of the OLSET programme?	Refinement of wording made in 2003. Potentially useful to tell SABC if have broadcast breaks as a problem.

	9.17 Do you receive a clear broadcast signal?	Useful to tell the SABC so that they can act on it.
	9.19. Have there been breaks in the broadcast? If yes, how has this affected your use of the OLSET English in Action Programme?	Useful to know how disruptions affect EIA usage.
	9.20. Were you warned about breaks in the broadcast times by the radio station?	As for previous question
	9.21. Are there advertisements during the OLSET English in Action Programme? If yes, how do these affect your teaching?	As for item 9.19
	9.22. In your opinion do you think the SABC has played a big role in providing access to the English in Action programme?	SABC wanted to know its impact.
	9.23. Are the present broadcast times of the OLSET English in Action Programme suitable for your school? If not please state which broadcast times would be more suitable.	SABC wanted to determine if re-scheduling the time of broadcast was feasible.
	9.24. During what times do the children have break?	As for the previous question
9.8. Please provide any suggestions for the OLSET programme.	9.25. In your opinion how can the OLSET English in Action programme be improved?	Refinement of wording made in 2003. A programme may need improvement, this question provides a forum for the educators to point out their views for improvement.
9.17. Please provide further comments you would like to make about the OLSET programme.	9.26. Please provide further comments you would like to make about the OLSET programme.	In case any important issues had not been addressed previously, this question allowed respondents to addresses any issues.

Table C2

Items included in the principal questionnaires in 2001 and 2003 and the reason for their inclusion.

2001 Questionnaire	**2003 Questionnaire**	**Reason for inclusion**
	1. What is the name of your school?	For OLSET records
1. What is your full name?	2. What is your full name?	For OLSET records
3.1. What is the location of your school?	3.1. What is the location of your school?	For OLSET records
	3.2. What are the physical address postal addresses of your school?	For OLSET records
	3.3. Please provide the telephone number and fax number of your school.	For OLSET records
4. What is your highest educational level you have attained?		To determine experience.
2. What is your age range?	4. What is your age range?	To determine experience.
	5.1. How many years have you been a principal?	To determine experience.
5.2. How many years have you been principal at your present school?	5.2. How many years have you been principal at your present school?	Indirectly an idea of how many years the person has known or been involved with the OLSET programme. Also, included to determine experience.
	5.3. Are you a principal who also teaches?	Many principals are also teachers provided an estimate of their work load and knowledge of OLSET.
5.1. How many years have you been teaching?	5.4. How many years have you been teaching?	To determine experience.
6.1. How many classes at your school use the OLSET programme?	6.1. Please list the grades and the respective number of grades at your school using the OLSET programme?	Refinement of wording made in 2003. Provided an indication of how much the OLSET programme is being used.
	6.2. How many of the following resources are there in your school that work?	Question introduced by the SABC. Provides an indication of the resources schools have.
6.2. What are the teacher's responses to the OLSET programme?	6.3. How does the OLSET programme influence the teachers' teaching of English?	Refinement of wording made in 2003. Determines if the OLSET programme aiding the teaching of English and how. Also indicates English skill development.
6.3. What do you like about the	6.4. What are the advantages and	Refinement of wording made in

OLSET programme? 6.4. What do you NOT like about the OLSET programme? 6.5. What do you think works well in the OLSET programme? 6.6. What do you think does NOT work well in the OLSET programme?	disadvantages of the OLSET programme, if any?	2003. To see how programme is being received by the educator, what the educators' see as the programme's good points and its bad points..
	6.5. If you are familiar with Outcomes Based education and Curriculum 2005, please state how OLSET's English in Action Programme has fulfilled the teacher's needs in this area, specifically in terms of Literacy outcomes, Numeracy Outcomes and Life Skills Outcomes.	The programme emphasis that their lesson fit in with OBE and Curriculum 2005 thus need to know if teachers see the programme doing this and reasons for their perceptions.
	6.6. Does the OLSET programme contribute to teacher support and teacher development? Why?	The programme states that one of its objectives is to provide teacher support and development. Needed to know if this is happening in the field and reasons for why a particular situation is happening.
6.8. What are the parent's responses to the OLSET programme?	6.7. In your opinion, do you think that the children's parents or other children at home listen to the broadcast of the OLSET programme? Parents: Children:	Refinement of wording made in 2003. Previous feedback has been that parents and pre-school siblings listen to the programme. Wanted to find out if this is still happening, if so OLSET is reaching a lot more people than that represented in the database. In addition, parental involvement is required for educational development (Geen, 2005).
	6.8. Are the present broadcast times of the OLSET English in Action Programme suitable for your school? If not please state which broadcast times would be more suitable.	The SABC wanted to determine if re-scheduling the time of broadcast was feasible.
	6.9. During what times do the children have break?	As for the previous question.
6.7. Please provide suggestions for the OLSET programme.	6.10. In your opinion how can the OLSET English in Action programme be improved?	Refinement of wording made in 2003. A programme always may need improvement, this question provided a forum for the principals to point out their views for improvement.
6.9. Please provide further comments you would like to make about the OLSET programme.	6.11. Please provide further comments you would like to make about the OLSET programme.	In case any important issues had not been addressed previously, this question allowed respondents to addresses any issues.

Appendix D – Classroom observation schedule

Date: _____
School: _____
Teacher: _____
Grade: _____
Observer: _____

VERBAL BEHAVIOUR

minutes	0	0.3	1	1.3	2	2.3	3	3.3	4	4.3	5	5.3	6	6.3
seconds	0	30	60	90	120	150	180	210	240	270	300	330	360	390
a1 = Learners and teacher greet in English														
a2 = Learners and teacher greet in mother tongue														
a3 = Listening to the radio														
a4 = Learners sing along to the radio														
a5 = Teacher explains radio instruction in English														
a6 = Teacher explains radio instruction in mother tongue														
a7 = Teacher conducts activity in English														
a8 = Teacher conducts activity in mother tongue														
a9 = Learners answer radio question in English with teacher help														
a10 = Learners answer radio question in English without teacher help														

NON-VERBAL BEHAVIOUR

minutes	0	0.3	1	1.3	2	2.3	3	3.3	4	4.3	5	5.3	6	6.3
seconds	0	30	60	90	120	150	180	210	240	270	300	330	360	390
b1 = Teacher accepts learner's behaviour														
b2 = Teacher praises learner's behaviour														
b3 = Teacher displays learner's ideas														
b4 = Teacher moves to facilitate interactions														
b5 = Teacher gives direction to learners														
b6 = Teacher shows authority toward learners'														
b7 = Teacher demonstrates or illustrates														

minutes	0	0.3	1	1.3	2	2.3	3	3.3	4	4.3	5	5.3	6	6.3
seconds	0	30	60	90	120	150	180	210	240	270	300	330	360	390
c1 = Learner stands up and dances														
c2 = Learner smiles and laughs														
c3 = Learner waves hand/s to good morning song														
c4 = Learner waves hand/s to goodbye song														

VERBAL BEHAVIOUR

minutes	7	7.3	8	8.3	9	9.3	10	10.3	11	11.3	12	12.3	13
seconds	420	450	480	510	540	570	600	630	660	690	720	750	780
a1 = Learners and teacher greet in English													
a2 = Learners and teacher greet in mother tongue													
a3 = Listening to the radio													
a4 = Learners sing along to the radio													
a5 = Teacher explains radio instruction in English													
a6 = Teacher explains radio instruction in mother tongue													
a7 = Teacher conducts activity in English													
a8 = Teacher conducts activity in mother tongue													
a9 = Learners answer radio question in English with teacher help													
a10 = Learners answer radio question in English without teacher help													

NON-VERBAL BEHAVIOUR

minutes	7	7.3	8	8.3	9	9.3	10	10.3	11	11.3	12	12.3	13
seconds	420	450	480	510	540	570	600	630	660	690	720	750	780
b1 = Teacher accepts learner's behaviour													
b2 = Teacher praises learner's behaviour													
b3 = Teacher displays learner's ideas													
b4 = Teacher moves to facilitate interactions													
b5 = Teacher gives direction to learners													
b6 = Teacher shows authority toward learners'													
b7 = Teacher demonstrates or illustrates													

minutes	7	7.3	8	8.3	9	9.3	10	10.3	11	11.3	12	12.3	13
seconds	420	450	480	510	540	570	600	630	660	690	720	750	780
c1 = Learner stands up and dances													
c2 = Learner smiles and laughs													
c3 = Learner waves hand/s to good morning song													
c4 = Learner waves hand/s to goodbye song													

VERBAL BEHAVIOUR

minutes	13.3	14	14.3	15	15.3	16	16.3	17	17.3	18	18.3
seconds	810	840	870	900	930	960	990	1020	1050	1080	1110
a1 = Learners and teacher greet in English											
a2 = Learners and teacher greet in mother tongue											
a3 = Listening to the radio											
a4 = Learners sing along to the radio											
a5 = Teacher explains radio instruction in English											
a6 = Teacher explains radio instruction in mother tongue											
a7 = Teacher conducts activity in English											
a8 = Teacher conducts activity in mother tongue											
a9 = Learners answer radio question in English with teacher help											
a10 = Learners answer radio question in English without teacher help											

NON-VERBAL BEHAVIOUR

minutes	13.3	14	14.3	15	15.3	16	16.3	17	17.3	18	18.3
seconds	810	840	870	900	930	960	990	1020	1050	1080	1110
b1 = Teacher accepts learner's behaviour											
b2 = Teacher praises learner's behaviour											
b3 = Teacher displays learner's ideas											
b4 = Teacher moves to facilitate interactions											
b5 = Teacher gives direction to learners											
b6 = Teacher shows authority toward learners'											
b7 = Teacher demonstrates or illustrates											

minutes	13.3	14	14.3	15	15.3	16	16.3	17	17.3	18	18.3
seconds	810	840	870	900	930	960	990	1020	1050	1080	1110
c1 = Learner stands up and dances											
c2 = Learner smiles and laughs											
c3 = Learner waves hand/s to good morning song											
c4 = Learner waves hand/s to goodbye song											

VERBAL BEHAVIOUR

minutes	19	19.3	20	20.3	21	21.3	22	22.3	23	23.3
seconds	1140	1170	1200	1230	1260	1290	1320	1350	1380	1410
a1 = Learners and teacher greet in English										
a2 = Learners and teacher greet in mother tongue										
a3 = Listening to the radio										
a4 = Learners sing along to the radio										
a5 = Teacher explains radio instruction in English										
a6 = Teacher explains radio instruction in mother tongue										
a7 = Teacher conducts activity in English										
a8 = Teacher conducts activity in mother tongue										
a9 = Learners answer radio question in English with teacher help										
a10 = Learners answer radio question in English without teacher help										

NON-VERBAL BEHAVIOUR

minutes	19	19.3	20	20.3	21	21.3	22	22.3	23	23.3
seconds	1140	1170	1200	1230	1260	1290	1320	1350	1380	1410
b1 = Teacher accepts learner's behaviour										
b2 = Teacher praises learner's behaviour										
b3 = Teacher displays learner's ideas										
b4 = Teacher moves to facilitate interactions										
b5 = Teacher gives direction to learners										
b6 = Teacher shows authority toward learners'										
b7 = Teacher demonstrates or illustrates										

minutes	19	19.3	20	20.3	21	21.3	22	22.3	23	23.3
seconds	1140	1170	1200	1230	1260	1290	1320	1350	1380	1410
c1 = Learner stands up and dances										
c2 = Learner smiles and laughs										
c3 = Learner waves hand/s to good morning song										
c4 = Learner waves hand/s to goodbye song										

VERBAL BEHAVIOUR

minutes	24	24.3	25	25.3	26	26.3	27	27.3	28	28.3
seconds	1440	1470	1500	1530	1560	1590	1620	1650	1680	1710
a1 = Learners and teacher greet in English										
a2 = Learners and teacher greet in mother tongue										
a3 = Listening to the radio										
a4 = Learners sing along to the radio										
a5 = Teacher explains radio instruction in English										
a6 = Teacher explains radio instruction in mother tongue										
a7 = Teacher conducts activity in English										
a8 = Teacher conducts activity in mother tongue										
a9 = Learners answer radio question in English with teacher help										
a10 = Learners answer radio question in English without teacher help										

NON-VERBAL BEHAVIOUR

minutes	24	24.3	25	25.3	26	26.3	27	27.3	28	28.3
seconds	1440	1470	1500	1530	1560	1590	1620	1650	1680	1710
b1 = Teacher accepts learner's behaviour										
b2 = Teacher praises learner's behaviour										
b3 = Teacher displays learner's ideas										
b4 = Teacher moves to facilitate interactions										
b5 = Teacher gives direction to learners										
b6 = Teacher shows authority toward learners'										
b7 = Teacher demonstrates or illustrates										

minutes	24	24.3	25	25.3	26	26.3	27	27.3	28	28.3
seconds	1440	1470	1500	1530	1560	1590	1620	1650	1680	1710
c1 = Learner stands up and dances										
c2 = Learner smiles and laughs										
c3 = Learner waves hand/s to good morning song										
c4 = Learner waves hand/s to goodbye song										

VERBAL BEHAVIOUR

minutes	29	29.3	30
seconds	1740	1770	1800
a1 = Learners and teacher greet in English			
a2 = Learners and teacher greet in mother tongue			
a3 = Listening to the radio			
a4 = Learners sing along to the radio			
a5 = Teacher explains radio instruction in English			
a6 = Teacher explains radio instruction in mother tongue			
a7 = Teacher conducts activity in English			
a8 = Teacher conducts activity in mother tongue			
a9 = Learners answer radio question in English with teacher help			
a10 = Learners answer radio question in English without teacher help			

NON-VERBAL BEHAVIOUR

minutes	29	29.3	30
seconds	1740	1770	1800
b1 = Teacher accepts learner's behaviour			
b2 = Teacher praises learner's behaviour			
b3 = Teacher displays learner's ideas			
b4 = Teacher moves to facilitate interactions			
b5 = Teacher gives direction to learners			
b6 = Teacher shows authority toward learners'			
b7 = Teacher demonstrates or illustrates			

minutes	29	29.3	30
seconds	1740	1770	1800
c1 = Learner stands up and dances			
c2 = Learner smiles and laughs			
c3 = Learner waves hand/s to good morning song			
c4 = Learner waves hand/s to goodbye song			

Appendix E – Ethics clearance

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

COMMITTEE FOR RESEARCH ON HUMAN SUBJECTS (NON-MEDICAL)
Ref: R14/49 Silva

CLEARANCE CERTIFICATE **PROTOCOL NUMBER** H03-11-03

PROJECT Organisational Theory and Community Development: The Case of the Open Learning Systems Education Trust (OLSET)

INVESTIGATORS Ms ASF Silva

DEPARTMENT Psychology, Wits University

DATE CONSIDERED 03-11-26

DECISION OF THE COMMITTEE *

Approved unconditionally

This ethical clearance is valid for 2 years and may be renwed upon application.

DATE 03-12-11 **CHAIRMAN**.....(Professor GR McLean)

* Guidelines for written "informed consent" attached where applicable.

c c Supervisor: Prof C Potter
Dept of Psychology, Wits University

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DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10001, 10th Floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. ***I agree to a completion of a yearly progress report***.

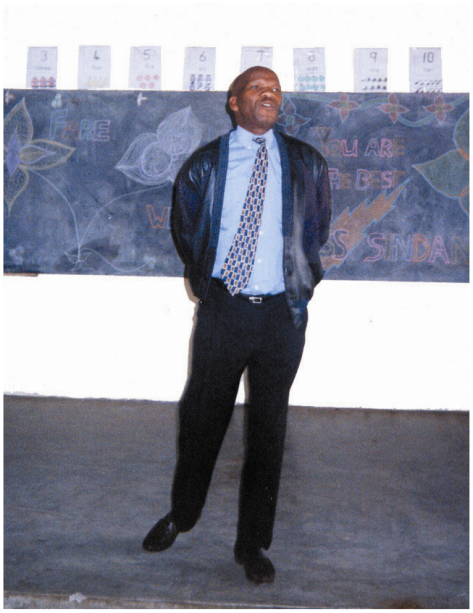
This ethical clearance will expire on 1 February 2005

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

Appendix F – Examples of a principal's and teachers' personal accounts as drawn from case studies of project schools (Potter & Silva, 2002, p. 30-31)

SIPHAKAMILE CP SCHOOL

Comments from the principal Mr ES Ngcungama



Mr ES Ngcungama – Principal of Siphakamile CP School

I, ES Ngcungama, as principal of the above said school confirm that the OLSET programme is busy promoting the culture of learning and teaching services in this school properly.

Listening and communication receive more attention through Audio Visual Aids. Some learners are experiencing this exercise for the first time because at homes they do not have these resources. Sometimes you will hear learners imitating radio, for eg the 'good morning class' Learning in classroom becomes very enjoyable. There is no tedious aspects to learning English anymore.

By supplying us with cassette, radio and flyers is highly appreciated. Every learning situation is noticed by the different learning material in the classroom, thus classrooms are very attractive. Learners do participate during their lessons. Even the educators are so dedicated with their job. OLSET helps them especially when they integrate it with OBE. As a result they treat their learning areas easily because there is a backing.

Random visitation by the OLSET facilitator to the school is applauded. She does assist educators here and there as far as transformation is concerned. I also thank her for coming here. Since this area was once attacked by the unending violence in the early ninety nineties. No one wanted to come and assist the community. They had a fear of coming here. Nevertheless the OLSET facilitator was so bold by coming to the school.

I do hope that if we make use of OLSET now and again. Our learners will have a bright future as far as education are concerned. Viva OLSET.



Siphakamile CP School educators

Comments from the HOD Miss Nonhwanhla Patricia Ngubeni

Our school is in Boboy, which is 6km to Port Shepstone. It is in a rural area. The chief in this area is Mr Ndwalane. Our Principal is Mr ES Ngcungama.

When OLSET was introduced to our school we realised this is a good method of involving learners in a lesson. OLSET is good because it encourages learners to think. Learners are also given opportunities to discover things for themselves. Their speaking and listening skills are developed, because they sometimes sit and listen to the radio and speak if necessary.

What I like most is that OLSET is designed in a way that is outcomes based. It also integrates with other learning areas because learners are also taught to count, there are lessons which teaches them about life, resources etc. Learners enjoy the songs and rhymes taught to them. We also heard them sing the songs and say the rhymes even outside when they are playing. They learn a lot of vocabulary and sentences. They are taught to answer in a full sentence. OLSET is so good for the learners.

We wish to have modern tape recorders. To OLSET I say they must arrange more workshops for us just to share ideas and to voice what we need form this project. We wish that companies like Coke Cola should sponsor this project. I say as an HOD go on with this project it is good to learners and educators.



Learners from Siphakamile CP School

Comments from the grade one educators



Mrs FW Dlezi and her grade one class

I started teaching at the rural area where I was to walk about 3km to a bus. The name of that school was Kwashukel LP which was situated at Ingwavuma District. By that time there were shortage of schools and pupils had to travel long distances to schools. That school was one of the poor schools because it has just one big hut build by mud, thatched roof, and the floor was polished bug dung. I was teaching Grades one and two under a tree and grades three and four were taught combined inside. We struggle on rainy and windy days. We had to take out our wooden benches in the mornings and take them back in the afternoons.

I worked there as an unqualified teacher from 1976, then I decided to go to the college at Umbumbulu where I got my PTC in 1983. I went back to that school and I served for four years, the situation was better then I was transferred to Enyawsweni CP under Port Shepstone, I was still teaching grade one then I registered at Umlazi College for further education, consequently I obtained a PTD in 1995. I recently got a FDE.

Mrs Sima introduced the OLSET Programme of teaching English by radio. This programme was so successful because while we started to teach it pupils were also very happy.

Grade one teachers have undergone the courses which were organised by Mrs Sima. They have taught us how to handle the lesson. They provided us with materials for OLSET. We started implementing the OLSET programme on our kids. The thing I noticed is that our pupils started to love English, their tone changed, they started speaking English when they were playing, repeating what they have heard. They enjoyed songs and games, even the teachers from other classes were wondering how we are teaching our pupils because they greeted them in English.

Other things I have noticed is that they are easily disciplined when they are listening to the programme as we know that grade one class is a chaotic class but since we started this programme they are well disciplined.

I would like to thank Mrs Sima who brought us the programme of teaching OLSET.