**Full Interview Transcript for Mr Zindi School A (49 minutes)**

**03/080/2020**

**At School A**

**(Face to face interview)**

**Transcription conventions**

|  |  |
| --- | --- |
| **Symbol** | **Signification** |
| **Mr Zindi:** | A verbal contribution belonging the teacher |
| **L**: | A verbal contribution belonging to any individual learner |
| **Ls**: | A verbal contribution belonging to two or more learners |
| **…** | Noticeable pause of less than 1 second in a turn, which could be due to reformulation or hesitation |
| ─ | Sound abruptly cut off e.g false start  Truncated word  Formal made shorter e.g S- |
| **/ /** | Words between slashes show uncertain transcription (not clearly known or understood. |
| **/ ? /** | Inaudible utterances |
| **[ ]** | Words in brackets indicate non-linguistic information eg [pause for 1 second]  Laughter, throat clearing, smile, applause, sigh happily/ werily/deeply, contently, swallowing, nodding, shaking head dance or movement towards/away |
| **( )** | Parenthesis around tone units indicate words spoken in a sotto voice under one’s breath (in a very quiet voice) |
| **,** | Slight pause |
| **?** | High rising intonation |
| **.** | Falling intonation at the end of tone unit |
| **:** | Colon following a vowel, indicates elongated vowel sound or extending length of sound e.g Die:d |
| **::** | Extra colon indicates longer elongation |
| ↑ | A step up in pitch/ high pitch (high quality sound) |
| ↓ | A shift down in pitch (low quality sound) |
| **^** | A caret indicating high pitch level e.g ^weird |
| **-** | Low pitch level |
| **─ ─** | Self-interruption or repair |
| **abc** | Best guess transcription |
| **ALL CAPS** | Utterance is louder/said with extra stress/emphasised compared with surrounding words |
| **/** | Rise tone e.g …saying something, / |
| **\** | Fall tone |
| **Ⅴ** | Fall-rise-tone |
| **Λ** | Rise-fall-tone |
| **CAPS** | Prominent syllable e.g sOn or FAthEr |

1. R: Right ehm…ehm good morning Mr Zindi

2. Mr Zindi: Good morning Ma’am

3. R: Aah…thank you very much for affording me this ehh…this opportunity to observe your lessons and ehh…availing this time for the interview.

4. So, after watching your videos how did you feel?

5. Mr Zindi: It was quite exciting but ehh…I think there is always room for improvement, but I think it is ahh…. what I had planned

6. R: Okay.

7. Mr Zindi: Ehe…

8. R: Aah…so would you mind telling me more about yourself, in terms of your…your qualifications and teaching experience?

9. Mr Zindi: Aah…I hold a Bachelor of Education degree in Biology, and I have been teaching for the past twenty…years… twenty-eight years.

10. R: Wow! Okay can you tell me about your previous grade 12 life sciences pass rate?

11. Mr Zindi: Maybe I can start from my teaching in Zim [Zimbabwe]…and it has always been 100 percent and here in South Africa, I think I taught matrics three times and the outcome was hundred percent.

12. R: Oh! Ehh…aah…how about your…your marking experience?

13. Have you been a marker?

14. Mr Zindi: I have been marking in Zimbabwe, Zim-Sec for…five years but no experience here in South Africa.

15. R: Okay.

16. Mr Zindi: Ehem.

17. R: So, how many grade 12 classes do you teach?

18. Mr Zindi: You mean this year?

19. R: Yes!

20. Mr Zindi: Only one.

21. R: Only one, do you think ehh…this affects your teaching in terms of your teaching strategies?

22. Having to teach one class, does it affect positively or negatively?

23. Mr Zindi: Ehh…there are some …positive aspects as well as some negative aspects because the positive aspect is that you have more time to prepare.

24. R: Ehm.

25. Mr Zindi: Ehh… having one class but on the negative side, it does not give you a chance to improve…

26. R: Okay.

27. Mr Zindi: …on a particular topic

28. R: Yaah.

29. Mr Zindi: If you have been teaching ehh…two classes.

30. You will see one class and you can see your weaknesses and what needs to be improved and in the next eh…class you can implement your improvements.

31. R: Oh! Okay.

32. Mr Zindi: Yaah.

33. R: So, are you teaching other grades besides grade 12?

34. Mr Zindi: I am teaching NS, Natural Science grade 9 and Natural Science …I mean technology grade 9.

35. R: How does this affect your teaching in general?

36. Mr Zindi: Aah…it does not affect as such, ehh…I see it as an advantage in some way because in those lower grades, I mean there is not much to-- in terms of preparation.

37. R: Ehm.

38. Mr Zindi: Aah…but I would prefer teaching probably Natural …I mean life sciences in grade 11…

39. R: Okay.

40. Mr Zindi: …and as well as grade 10.

41. So that you can see this kind of flow of concepts…

42. R: Exactly!

43. Mr Zindi: …from one grade to another

44. R: Ehm.

45. Mr Zindi: Yaah.

46. R: So, do you have any other duties that you do at school besides teaching?

47. Mr Zindi: Aah…yes!

48. The usual duties like break duty ehh…during sporting ehh…seasons, I take part in sporting activities.

49. R: Ehm.

50. Mr Zindi: Yaah.

51. R: Do you think this aah…affects ehh…or influences your relationships with learners and how you teach them in class?

52. Mr Zindi: Definitely! It improves relationships with learners quite a lot because you will be operating in different environments and ehh…sometimes learners may feel ehh… restricted in terms of interactions with the teacher within the classroom…

53. R: Ehm.

54. Mr Zindi: …as compared to outside during sporting activities.

55. Aah…it gives more time to interact…freely.

56. R: Okay.

57. Mr Zindi: Yaah.

58. R: So, do you use code switching, like switching from one language to another?

59. Mr Zindi: Aah…I use English throughout.

60. R: Okay, why do you use English throughout?

61. Mr Zindi: Because of the diversity of the learners so…

62. R: Okay.

63. Mr Zindi: You must stick to English that is the language…common language that they all understand.

64. R: Okay.

65. Mr Zindi: Yaah…because we have ehh…learners from different backgrounds, culture, and languages

66. R: Okay.

67. Mr Zindi: Yaah!

68. R: Aah…because of that question, can I ask you this question; what is your catchment area?

69. Where your school like-- where do most of your learners come from?

70. Mr Zindi: Aah…most of our learners come from surrounding areas and ehh…we also have quite a large number of learners coming from the…ehh…townships like Soweto.

71. R: Okay.

72. Mr Zindi: Ehh…Alexandra.

73. R: Ehm…so ehh…maybe in terms of nationality do… will you be able to tell me where most of your learners come from?

74. Mr Zindi: Aah…from my observation and experience, I have observed that we have quite a lot of learners who are ehh…locals, South African and we have quite a number of learners again who are from DRC, some are from Zimbabwe, some are from Eritrea, Ethiopia, did I mention Zimbabwe?

75. R: Yes! You did. Ehh…in general ehh…what language do most of your learners speak?

76. Mr Zindi: From what I have observed, they speak IsiZulu and Sipedi.

77. R: Okay, do you think this affects how they learn genetics?

78. Mr Zindi: Aah…in a way that could affect in some concepts…

79. R: Ehm.

80. Mr Zindi: Yaah…because of mythical beliefs aah…they experience in their communities.

81. Probably I can give an example, maybe about ehh…albinism.

82. R: Ehm.

83. Mr Zindi: Yaah ...so maybe due to their different backgrounds, they may have misconceptions that actually need to be clarified during the execution of the lessons.

84. R: Okay, ehh…what medium of instruction do you use for teaching?

85. Mr Zindi: Ehm…

86. R: Like the language that you use for teaching.

87. Mr Zindi: Language…we basically use English.

88. R: Okay.

89. Mr Zindi: Yaah.

90. R: So, do you think this affects how you teach and how they learn?

91. Mr Zindi: In a way it affects because English is no…not their first language.

92. R: Ehm.

93. Mr Zindi: So, if there are issues, had we use-- had we had ehh…an opportunity to use vernacular languages.

94. There are some concepts or examples rather that you might want to express or explain in the language that they have been…that they are used to and that is also related to their whole life experience.

95. So that they can understand better but since we cannot use other languages that becomes a bit of a challenge.

96. R: Okay.

97. Mr Zindi: Yaah.

98. R: So, how many learners do you have in your grade 12 class?

99. Mr Zindi: I have thirty…thirty-three but since we came back from lockdown, they are now thirty-two.

100. R: Okay.

101. Mr Zindi: Yaah.

102. R: What happened to the other one?

103: I think the other one relocated because she was from DRC.

104. R: Okay.

105. Do you think this number of leaners in your class aah…affects…ahh…affects your teaching in terms of your strategies?

106. Are they too many or they are just a good number for your strategies?

107. Mr Zindi: I can say it is a manageable number thirty-two, thirty-two is a manageable number but ahh… I would prefer twenty-five, would be the ideal.

108. R: Okay.

109. Mr Zindi: Yaah.

110. R: Why?

111. Mr Zindi: So that we can more one on one…oh!

112. I mean interactions with the learners but thirty-three is manageable.

113. R: What do you expect from your learners when they are in your classroom during your lessons?

114. Mr Zindi: Yaah…ideally you would expect them to…keep quiet, ehh…be attentive, ehh…ask questions…

115. R: Okay, so what assumptions…oh!

116. Okay, sorry you can go ahead.

117. Mr Zindi: …and ahh…give solutions to the problems.

118. R: Okay so, what assumptions do you make about your learners’ knowledge when you start teaching genetics?

119. Do you have assumptions about their…know…their knowledge?

120. Do you have any assumptions?

121. Mr Zindi: Yaah…at the beginning ahh…the assumption is that they should know what genetics, is all about…

122. R: Ehm.

123. Mr Zindi: …in relation to inheritance.

124. So, I discovered that they have that basic knowledge about how genes are passed from one generation to another.

125. R: Ehm.

126. Mr Zindi: Yaah.

127. R: Okay! Now considering that you are life sciences teacher, what has been your experience with the topic genetics and associated concepts?

128. Mr Zindi: Aah…if a teacher develops a good strategy, genetics …the topic genetics is one of the most interesting to the learners it…it depends on how you approach the topic.

129. If right at the beginning you introduce your concepts, you explain the concepts, the rest will just fall into place.

130. So, I have not experienced many difficulties with ehh…this topic but probably the most challenging area in genetics is dihybrid.

131. R: Okay.

132. Mr Zindi: Ehh…crosses ahh… because that one is a lot of confusion…

133. R: Ehm…okay.

134. Mr Zindi: …but monohybrid is quite easy to understand.

135. R: Okay, as a life sciences teacher, which strategies would you consider to be the best when teaching genetics?

136. Mr Zindi: Aah…what I think is to give the learners a lot of time in solving the genetics problems.

137. R: Ehm.

138. Mr Zindi: Do not rush through it, do as many examples as possible.

139. R: Okay.

140. Mr Zindi: …and give them time to work on their own, you do revision together.

141. Try to give each learner a chance and identify…I mean those learners with challenges and try to assist them before moving on to another sub-topic of genetics.

142. R: Okay, I see that you are very much experienced in ahh…teaching aah…have you changed your teaching approaches with regards to ahh… use of language ahh…in the science classroom over time?

143. Like how you would use terminology, how maybe would you teach genetics tech…terminology, have you changed over time or you are still where you were when you joined the profession?

144. Mr Zindi: Aah…off cause as a teacher you have to ehh…to improve over time, you do not use the same strategies, you have to improve on them because like many …years ago, mostly we used to rely on teacher explanation.

145. R: Ehm.

146. Mr Zindi: Yaah…where the teacher stands there begins to explain everything to the learners ehh…the learners were just like passive recipients…

147. R: Ehm.

148. Mr Zindi: …of the knowledge but now that has changed because it must be teacher learner interaction, so that you can identify your learners’ progress.

149. What challenges they face…yaah…so, I can definitely say that the strategies have changed.

150. R: Okay. Ahh…so, what strategies do you use to assist…ahh…so the ones you have talked about, are they the ones that you use to assist your learners to understand genetics?

151. You said you have changed are they the same strategies that you use in the classroom?

152. Mr Zindi: Yaah…those are the same strategies that I use.

153. R: Okay. So, now coming to your…teaching, your lessons…I must admit that your lessons are so…so exciting.

154. I learned a lot from your lessons, but I have this question for you.

155. In the first lesson I observed you used ehh… both PowerPoint and the board, that is when you were teaching meiosis.

156. And in the second lesson, when you were teaching genetics, when you were just introducing genetics aah…you used PowerPoint, it was PowerPoint only.

157. Lastly, in the third lesson you used the board only.

158. You did not have PowerPoint…why the variation?

159. Mr Zindi: Well, the use of PowerPoint initially was ehh…meant to explain the concepts, so that the learners could see the concepts and I could explain.

160. I could ask them questions and could relate to the information that is ehh…that was on the slides.

161. When I used the board only, we were working on genetics problems and there was need to show them step by step, on how a genetic diagram is done, what needs to be done up to the end.

162. So, basically you must develop that concept on a white board.

163. R: Okay, why do you use images on your PowerPoint?

164. Mr Zindi: Well…images enhance ehh…understanding of the concepts because you can explain a concept to a learner but without the visual ehh…part of the explanation, sometimes learners will not understand.

165. This is because some of these concepts are just abstract concepts.

166. So, when the learners see then they can relate the diagram or picture with the explanation.

167. Therefore, they can understand better.

168. So, the use of ehh…a picture is very, very important in teaching because it helps to develop what I used call an algorithm of work.

169. Where a learner observes, after observing, a learner identifies characteristics, after identifying characteristics or identifying the parts then the learner can ehh…relate the part to the function.

170. So, that kind of knowledge flow will assist the learner to understand concepts better.

171. R: Wow! I-- I see in your lessons-- I saw that you nominate ehh…sometimes you pick on learners that are not raising their hands.

172. What is the importance of doing this?

173. Mr Zindi: Yaah.

174. R: Also, what is the importance of calling them by names?

175. Mr Zindi: Firstly, if as a teacher you rely on learners who raise their hands to participate ehh…that will be disastrous because you end up teaching or having an interaction with three or four learners out of twenty something.

176. The rest will sit down, when you ask a question, they will just wait for those four learners to participate so, by picking them randomly, whether the learner has his/her hand up, it will keep them awake.

177. R: Okay.

178. Mr Zindi: Yaah!

179. R: Oh! Ahh…and what is the importance of calling them by names?

180. I saw that you know your…you really know your learners and you do call them by names.

181. Mr Zindi: You know psychologically, learners feel very happy, very encouraged and very motivated when they know that the teacher actually knows them.

182. So, if you call them by names, they feel much closer, much appreciated and also, they will feel you know them.

183. You will be giving them some kind of…you are putting value ehh…to them.

184. R: Okay.

185. Mr Zindi: Yaah.

186. R: Aah…also in one of the videos…in one of the videos, you asked one of your learners to write on the board and you asked one of your learners to draw a diagram on mi-- metaphase.

187. What is the importance of doing that?

188. Mr Zindi: That one to me is very important because that helps to consolidate the concepts.

189. The learner that comes and does some work on the board, that concept…that learner will never forget that concept.

190. Even if it comes in the exam or test, the learner will begin to visualise himself the…you know or developing the concept on the board.

191. So, it helps them to understand.

192. R: There is a time in of the lessons where you responded to your…to your learner by saying ‘That’s a very good observation’ with loudness…in other words you were affirming that what this child was saying is correct.

193. What is the importance of doing that?

194. Mr Zindi: Yaah…ehh…it is very important because it ehh…increases motivation in the learner because ahh…any person feels very happy if he/she does something ehh…good and people appreciate…so that kind of appreciation, that kind of recognition will encourage a learner to do more and also encourage others to do the same.

195. R: Okay.

196. Mr Zindi: Yaah.

197. R: Also, in your practice, you use evaluation like you…you directly say ‘That’s not correct!

198. What is the importance of doing that?

199. Mr Zindi: Aah…I think that is not the best way, I would say because when a learner gives you a wrong answer, you need to appreciate first rather than just say ‘that is not correct’.

200. You…you appreciate, thank you for your contribution but however, we see it differently and probably ask another learner to ehh…explain ehh…better.

201. So, I think to just say that is not correct is not the best way forward.

202. R: Yaah…you…you…sorry!

203. Mr Zindi: Because when…when you ask a learner a question, you are not always expecting a correct answer

204. R: Ehm.

205. Mr Zindi: You are simply asking the learner’s opinion which can be correct, or wrong.

206. R: Okay. Aah…also in your lessons, I saw that sometimes you ask for more.

207. A learner gives you an answer and then you press him/here to say more, and you also sometimes give them more information.

208. Let us say a child gives you an answer, you give them more information regarding the concept.

209. What are the advantages of using such moves?

210. Mr Zindi: Yaah…I think it works in two ways.

Firstly, the learner gives you the answer and then you keep on probing.

211. R: Ehm.

212. Mr Zindi: That is very important because in some cases ehh…the probing will help to develop a concept more and probably relate the concept to the next concept that you might want to ehh…discuss with the learners.

213. And also, when a learner gives the correct answer, or a partial answer and the teacher expands.

214. Again, I sometimes do that due to the time factor where I feel probably there is no time for learner-to-learner interaction.

215. Then I will just pick up on that and probably elaborate linking with the next concept.

216. R: Wow!

217. Mr Zindi: Yaah.

218. R: I also saw that you encourage your learners to participate.

219. There is a time you said ‘this lesson has been dominated by…you know…some of the learners.

220. Why is it important to you?

221. Mr Zindi: To encourage learners to participate?

222. R: Participate…yes!

223. Mr Zindi: Yaah…it…it is very important because like what I said before, what the learner says in class when answering the questions, the learner will never forget that answer.

224. It also helps…to make the lesson exciting and that, from my experience as a student.

225. I never forgot whatever I wrote on the board or whatever I participated in…

226. R: Ehm

227. Mr Zindi: …that would continuously recur in my mind.

228. So, it helps to enhance understanding of concepts.

229. R: Ehm…okay, during your teaching, you encouraged your learners to write certain points down or workout genetics problems or write down definitions on their own.

230. Why do you think this is important?

231. Mr Zindi: Again, it is important because this is now writing, some points will develop the skill of summarising because they do not have to write what you say word for word or what they see on the slide word by word.

232. They must learn…I mean to take out the most important points, so that it helps them to develop summarising skills.

233. R: Okay.

234. Mr Zindi: And when you were teaching there are certain things that you emphasise on and these are the things that they need to take down.

235. R: Okay.

236. Mr Zindi: And ahh…on giving them time to work out some problems on their own.

237. This is now the application you understand!

238. R: Ehm.

239. Mr Zindi: Because after explaining, after discussing you would need to see whether the learners have understood…

240. R: Ehm.

241. Mr Zindi: …ehh…what you have been discussing with them.

242. R: Ehm.

243. Mr Zindi: So, it is time to apply the knowledge that you…they have gained from the discussion.

244. And also, it is ehh…the diagnostic part of the lesson where you see whether all your learners have understood.

245. R: Ehm.

246. Mr Zindi: Yaah.

247. R: In the three lessons, you recapped on previous lessons…you recapped on the previous lessons.

248. Why is this important to you?

249. Mr Zindi: Concepts do link, so if you just get into the new topic without reference to the previous one, there will be breakdown.

250. There is a breakdown of the flow of concepts so, the learners must know that the previous lesson links with what we are going to do today.

251. So, I think that is…that is very important when teaching.

252. R: Ehm…your lessons are very exciting...there is a time when time when— in fact I noticed that you use ehh…you use real life scenarios.

253. Like there is a time when you said ‘if you know what a father is, you can relate’ aah…when you were discussing Mendel.

254. Why are these scenarios important to you?

255. Mr Zindi: Ahh…you see when you are teaching, you are teaching in a classroom, but these learners have…they have their own life experiences outside the classroom.

256. So, by relating to these scenarios, you are putting them in an environment in which they live.

257. They live in the environment, they grow up and therefore, it makes it easy to understand the concepts because sometimes they think that what they learn is something…I mean which is out of this world.

258. R: Ehm.

259. Mr Zindi: And yet what they learn is very, very much related to their day-to-day lives.

260. They live very close to what they learn in class.

261. R: Ehm.

262. Mr Zindi: But sometimes they think that what they learn in class has nothing to do with— or how we live.

263. R: Ehm. In the last lesson that I observed, you distributed a worksheet for homework.

264. What is the significance of classwork or homework in your teaching?

265. Mr Zindi: Yaah…to me classwork or homework is consolidation.

266. You have taught, you have discussed, and you think learners have understood.

267. Some may have understood, some may have understood but there could be some who do not even know what they do not know.

268. R: Ehm.

269. Mr Zindi: You understand my point?

270. R: Ehm.

271. Mr Zindi: Right! Some learners sit there, you teach them they walk out but they do not know what they actually do not know, or they do not know.

272. So, you should give them classwork or homework, you are now consolidating.

273. They are going to do the homework and they are going to realise that they do not know this part of the concepts.

274. So, that can be a way for the learner to come back tomorrow and ask for clarification.

275. R: Okay, I have noticed that you use ehh…a lot of gestures.

276. Sometimes you use your hands, sometimes ahh…you smile at your learners or nod your head.

277. Does this…how does this assist your teaching?

278. Mr Zindi: It aah…affects in a positive way because when you use gestures you…the learners can actually see the emphasis that you are putting on certain or particular concepts during the lesson.

279. So, if you just stand still and you do not change your voice, you do not show any…what do you call it?

280. Any body language.

281. R: Ehm.

282. Mr Zindi: Then, the learners will not know which ehh…concept to put more emphasis on but when you do that you are now emphasising.

283. You are giving them a clue of which concepts are important to take note of.

284. R: Ehm…okay, now coming to this new norm, the COVID-19 I saw…I saw you spraying the hands ahh…of your learners as they were entering and leaving the venues and you were also cleaning the tables.

285. Why was this done?

286. Mr Zindi: Well, this is a new normal, those are the procedures.

287. We are doing this in order to kill or get rid of the corona virus.

288. So, have to make sure that you keep contamination to the lowest level possible.

289. So, you have to sanitise, you have to clean the desks and even after the lesson, you give them work to clean, you might not know in terms of the virus.

290. So, ahh…basically sanitisation is the thing of the day now.

291. R: Okay.

292. Mr Zindi: To make sure that everyone is safe.

293. R: Oh! The first time I observed you, you were not wearing a mask neither were you wearing a lab coat but ahh…now ahh…when I observed you the last two lessons, you were wearing a mask and your lab coat aah…what is the reason?

294. Mr Zindi: Aah…maybe for clarification, you mean when I was not wearing a mask before…?

295. R: Yes! Before, like the first lesson that I observed, when you were …

296. Mr Zindi: Before lockdown?

297. R: …teaching meiosis.

298. Yaah…it was before lockdown, you were in your…your nice formal ahh…you know clothing but after…the lockdown, I saw you wearing your…your…your lab coat.

299. Actually, it was the last two lessens that I observed.

300. Mr Zindi: You know like as we discussed before and now it is a new normal.

301. R: Ehm.

302. Mr Zindi: Ehh…we need to protect ourselves and protect ehh…our learners hence by putting on a mask you are preventing the spread of the Corona virus.

303. Putting on the lab coat, the white lab coat, I mean ehm…it is just my own way of trying to protect myself because when I ehh…get home, I just take of my…my lab coat and put it in the…sun.

304. Yaah…they are just safety measures.

305. R: Okay, do you think ehh…the mask has affected the way you teach genetic comparing with ehh…the previous lesson where you did not have a mask?

306. Mr Zindi: Yaah…definitely the mask affects, you cannot rule that out because one, the smiling that we talked about can ehh…no longer be seen.

307. And you know voice projection is sometimes affected and ahh…the learners cannot even see whether the…I mean the teacher is happy or not and you cannot also tell whether the learners are excited by the lesson.

308. So, it is quite a challenge.

309. R: Ehm…so…can we say that the COVID-19 pandemic has actually ahh…has actually affected ahh…how you teach in terms of strategies?

310. Mr Zindi: Yaah…definitely!

311. Because the teaching time allocation has changed…

312. R: Ehm.

313. Mr Zindi: …for example ehh…the…first time we came back from lockdown, the lessons were too…

314. R: Ehm.

315. Mr Zindi: …I mean, the teaching hours were too much for some of the learners that they might end up you know not concentrating.

316. So, yaah…it has forced us to change the way we teach, because you cannot use the same strategy when you are teaching for two hours.

317. R: Okay, ahh…also in your video ehh…in your videos your learners were wearing masks.

318. How did this affect the way they respond to your teaching of genetics?

319. Mr Zindi: Yaah…basically, I observed that ACTUALLY it affects voice projection because you cannot hear properly, and you can be forced despite the fact that you have to maintain social distancing…you are forced to move closer to hear in order to understand…

320. R: Ehm.

321. Mr Zindi: …what the learner is trying to say, and they are forced to remove temporarily the mask so that we can hear what he/she is saying.

322. Yaah…so, it is a problem actually.

323. R: Okay, yahh…first time I observed you,

324. Mr Zindi: Ehm.

325. R: You were in a smaller room but when…when I observed you second and third time, you were using two different rooms which are laboratories.

326. Why is this so?

327. Mr Zindi: This has been necessitated be ehh…by ehh the need to maintain social distancing.

328. R: Ehm.

329. Mr Zindi: Yaah…because the labs are quite aah…they have quite ehh…big space.

330. So, we can SOCIAL DISTANCE, 1.5m apart in the labs and we can be able to accommodate all the learners.

331. R: How have bigger venues affected the way you teach or your strategies or the way you respond to your learners’ contributions and also how they respond to your teaching?

332. Mr Zindi: Yaah…it has affected positively and negatively because the distance from the front of the classroom to the back of the classroom, that is the lab…

333. R: Ehm.

334. Mr Zindi: …is quite big

335. R: Ehm.

336. Mr Zindi: Yaah…so a learner sitting right at the back, they might not be able to hear properly sometimes if you do not try to project your voices as loud as possible.

337. R: Ehm.

338. Mr Zindi: Getting learners to speak as loud again, there are some hearing challenges.

339. R: Ehm.

340. Mr Zindi: And to actually be able to see from the distance, what a learner is doing.

341. You have to move there and yaah…check…

342. R: Okay.

343. Mr Zindi: …but if the classroom is smaller, you can easily see what is happening and you can easily communicate effectively.

344. R: Ehm…kay, so…do you have any…any other classroom dynamics that ehh you can say have been influenced by this ehh…new normal under the COVID-19 pandemic?

345. Mr Zindi: Yaah…definitely!

346. Because the sanitisation process takes quite a lot of time.

347. R: Ehm.

348. Mr Zindi: Yaah…learners line up first outside.

349. You have to ehh…sanitise their hands and when they get in, they do not sit down, they remain standing until you finish with the last learner outside.

350. R: Ehm.

351. Mr Zindi: You come in, you start ehh…sanitising the tables, chairs and now the…the learners wipe off the…you know…they clean their tables and chairs with tissue paper, and they have to go all the way to the dust bin to throw ehh…the tissue paper and then come back.

352. Then we start the formalities of ahh…greetings and then you tell them to sit down.

353. It is ten minutes or so gone from the lesson.

354. R: Okay, given the social distancing regulations ahh…how long are you or how long were you staying at school?

355. Is it and advantage or disadvantage to you in terms of how you prepare for your lessons?

356. Mr Zindi: Aah…it is an advantage because you teach and then you go.

357. So, you have a lot of time to prepare for your lessons.

358. Whether you prepare for these lessons at school or at home, but definitely there is more time to do that.

359. R: Ehh…lastly, ahh…generally can you say that the COVID-19 pandemic has influenced you ahh… has had some influence on you as a life sciences teacher or should I say do you think it has influenced your teaching positively or negatively?

360. Mr Zindi: I think I can say both…both negatively and positively because ehh…ehh…it is something that is not the normal way we are used to.

361. So, now on the positive side, the teacher has to think very fast and come up with new strategies and new methods of teaching like ahh…what we have now.

362. Learners do not have to write all the notes in class as you teach but they just take down what they think is important and then you send them the notes for them to ehh…write down.

363. It is a positive way of teaching because you do not waste time…you do not continue wasting time.

364. You explain, you discuss, you give them worksheets, you do the work…I mean you solve problems in class, revise and writing is done at home during their own time.

365. Then…on the negative side, I think some of the issues we have highlighted them…we have highlighted them before.

366. Yaah…like ahh…the time…wasting time…

367. R: Ehm.

368. Mr Zindi: …and also off course on the social dimension, it leaves less time for interaction amongst the members of staff.

369. R: Ehm.

370. Mr Zindi: Ehh…among teachers and learners because in life people learn from each other by discussing.

371. So, if you do not discuss with you colleagues…your workmates…

372. R: Thank you very much sir!

373. Mr Zindi: It is a pleasure.

**END!**