**Full Interview Transcript for Mr Zulu School C Boys High (51.11 minutes)**

**23/08/2020**

**On-line interview through Zoom**

**Transcription conventions**

|  |  |
| --- | --- |
| **Symbol** | **Signification** |
| **T**: | 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. Mr Zulu: Yaah…I do not know what is happening here, it keeps on saying waiting…waiting.

2. Ehh…it seems like it is buffering or something.

3. R: Hoo…it is buffering, but can hear me?

4. Mr Zulu: Yaah…I can hear you clearly.

5. R: No, it is fine if you can hear me, I can hear you clearly.

6. I do not know if there is a problem.

7. Mr Zulu: Hoo…okay.

8. R: Yaah…so, would you mind telling me more about yourself in terms of your qualifications and institutions where you acquired them.

9. Mr Zulu: Yaah…oh! Okay…I am Thapelo Zulu okay, I acquired my Bachelor of Education at Wits University.

10. I started in 2010 and finished my degree in 2013.

So, I started teaching in 2014 at School C Boys High school and I have been teaching at just one school ever since I started teaching.

11. R: Aah…okay and your teaching experience?

12. So, that means your…in terms of teaching experience, you are…that is 2014 to 2020, right?

13. Mr Zulu: Yaah…so, this is my seventh year of teaching.

14. R: Oh! Okay, great!

15. Mr Zulu: Yaah!

16. R: Oh! Okay.

17. How about …how about…how about your experience in marking the National Senior Certificate?

18. Mr Zulu: Yaah…ahm…I have marked for only two years.

19. I started a year before last year, I marked in 2018 and 2019.

20. Yaah…my experience has been great, you know.

21. Ehh…I learned a lot you know.

22. Although my learners have been doing great in terms of…I mean the results in grade 12, but then after marking ehh I think my results—

23. I mean even my approach in terms of teaching has changed now because I know how we mark ehh…their examination.

24. So, I know what to focus on as well.

25. So, yaah…in fact, that is my experience.

26. R: Okay, and your home language ehh…

27. Mr Zulu: My home language?

28. R: Yes!

29. Mr Zulu: Ehm…you mean my home language?

30. R: Yaah!

31. Mr Zulu: The language that I…

32. R: Yaah…the language that you speak…the language that you use at home.

33. Mr Zulu: Aaah…I use IsiZulu.

34. R: Okay.

35. Mr Zulu: Yes!

36. R: Alright, aah…so can you…can you tell me something about your…your previous years’ ahh…grade 12 life sciences pass rate?

37. Mr Zulu: Ehm…I started teaching grade 12…when was it?

38. Ehh…two thousand…ehh…two thousand and seventeen and my results have been great because when I started…

39. R: Ehm.

40. Mr Zulu: Teaching neh… grade 12 aah…my result was …it was ninety-eight percent.

41. R: Wow!

42. Mr Zulu: Okay or it was like only 2 learners that failed and then ehh…in two thousand and eighteen it was ninety-five point something.

43. Then last year, it was ninety-eight-point five percent.

44. R: Great!

45. Mr Zulu: So, my result…my results…my grade 12 results have been good.

46. R: Aah…that is…

47. Mr Zulu: They have been great!

48. Yaah…yaah…yaah…

49. R: Aah…that is nice.

50. So, how many grade 12 classes do you teach?

51. Mr Zulu: I teach two classes.

52. R: And do you…do you…do you think aah…it affects your teaching in terms of your teaching strategies or approaches, the fact that you are teaching two classes.

53. Mr Zulu: Yaah…it does…it does, a lot ehh…it does affect because ahm…I have other grades that I…I teach.

54. So, ehh…it is sort of a bit exhausting to have many grades that you have to prepare for.

55. R: Yes!

56. Mr Zulu: You end up not having enough time to prepare for like the more…in fact, there is no important grade but then we know that a school neh…ehh…is measured according to its performance in grade 12.

57. So, you end up having less time to prepare for grade 12 or you end up using less strategies to prepare grade 12 since you also have to prepare for other grades.

58. So, it does affect!

59. So, in terms of teaching grade 12 since I have two classes, there is some effect on that, but I think it is good and bad.

60. Ehh…the reason I am saying it is good and bad is that you know, with the first key that I see, it happens that I make some minor mistakes but then in between when it comes to the second class, I know what to avoid and I try to maybe approach the lesson in a different way.

61. So, I think the second key of the day or the second class of the day benefits more than the first one.

62. R: Okay, that is good.

63. Mr Zulu: Yaah…

64. R: Aah…

65. Mr Zulu: Yaah…I will say that it affects my teaching.

66. R: Okay. So, do you have aah…other duties that you do at school besides teaching?

67. MR Zulu: Yaah…ahm…I do have but then I decided to cut on most of these duties after they gave me grade twelves because you know I was still new, and you know the experience as well was not much.

68. So, I decided to ehh…abandon some of these responsibilities because ahh…ahh…I was a soccer coach when I was still teaching like the lower grades, grade 10 and 11.

69. I was a soccer coach.

70. So, it used to take a lot of time from me.

71. So, I decided to just leave out soccer coaching but now ehh…it is just the duties that I ehh…I think most of the teachers ehh…take part in ehh…like break duties and I do assist as well in soccer coaching but not all the time.

72. R: Do you think your soccer coaching would also influence ahh…your relationships with the boys in class?

73. Mr Zulu: Yaah…it does a lot…a lot because I notice with the first grade…I mean the second grade, the second-class no…no it is the class that I taught last year…the grade 12 class that I taught last year.

74. With those boys, when I got to School C ehh…they were in grade 9…I mean they found me at School C and I had I had been coaching them soccer from grade 8, grade 9 and grade 10 and then I decided to leave soccer, when they went to grade 12.

75. So, it is like I was more like a friend to them.

76. R: Ehm.

77. Mr Zulu: They were more open to me.

78. R: Yes!

79. Mr: So, I also helped them cope with life sciences as well.

80. It helped with the relationships they were very comfortable in my class although you know there were some boundaries off course…because you know learners can get out of hand once they know most of things about you-- but ehh…it created that great relationships between learners and myself.

81. R: That is nice! Ahh…

82. Mr Zulu: Yes!

83. R: About the school and your learners, what is the catchment area of your school?

84. In other words, where do most of your learners come from?

85. You can talk about nationality as well as the…

86. Mr Zulu: Okay, I can say most of my learners ehh…in terms of nationality, they are mostly from Congo or I would say about…just to estimate about sixty percent…

87. R: Ehm.

88. Mr Zulu: They are from Congo.

89. R: Okay.

90. Mr Zulu: Yaah…yaah and then we also have many learners, maybe I can say about twenty percent are from Zimbabwe and then yaah…they are also learners from South Africa and other parts as well.

91. I mean there are also learners from Mozambique as well, but it is mostly Congo and Zimbabwe.

92. And there are also those who are from South Africa like different provinces and also those that are just from here that are like from Soweto mostly but ahh…big percentage is from Congo.

93. R: Aah…so, do you think ahh…the fact that they are coming from different backgrounds an ahh…speaking different languages.

94. Ahh…do you think those things would affect the way you would teach genetics in your classroom?

95. Mr Zindi: In class?

96. R: Yes!

97. Mr Zulu: Ehh…in terms of teaching genetics, can you just try to elaborate on that question, because I do not really understand?

98. R: Okay, I was saying that ahh…it is a follow up question from the…the first one where you were saying that most of your learners are coming from…Congo, Zimbabwe ehh…and you have some from the Corte DeVore, South Africa…

99. So, I was saying since you are like having a mixed pot in your classroom and ahh…I understand those learners would be speaking different languages as well at home ahh…do you think…

100. Mr Zulu: Yes!

101 R: …this would affect your teaching of your class especially the teaching of genetics?

102. Mr Zulu: Ehm…I do not think this would affect that much neh…unless if maybe that learner is not exposed to English that much, because if you look at our school neh...the language of teaching is English.

103. R: Ehm.

104. Mr Zulu: Okay so, yaah…they start with English from like grade 8.

105. Then when they have reached grade 12, I do not think it can affect them that much.

106. R: Okay, ahh…

107. Mr Zulu: I do not think it affects them that much.

108. Ahm… unless we have got a learner ehm…from grade 12 who does not really understand the language of teaching then yaah…

109. It can become a problem, because we have had learners who are like that, who came from Congo and they had to start from grade 12 and you find they do not understand English but most of them then decide to move to other schools.

110. R: Okay.

111. Mr Zulu: Yaah…but in terms of genetics I do not think it can affect them.

112. R: Okay so, how many learners do you have in each of your two classes?

113. Mr Zulu: I have…my average is about twenty-five…

114 R: Oh! Twenty-five…

115. Mr Zulu: Yaah…twenty-five

116. R: Okay, do you think ahh…these numbers ahh…would affect your teaching being too small or too large?

117. Mr Zulu: Yaah…it does affect my teaching ehh…it can affect, and it does affect my teaching.

118. I think since…I consider twenty-five as a big number neh…if you can try to compare our school to the private schools okay, whereby you are talking about fifteen learners per class.

119. As a teacher you can try to manage or pay attention to each learner so, it becomes so difficult to teach about ehh…let us say an average of twenty-five learners in one class.

120. You cannot…actually it is almost impossible to try and pay attention to each and every learner.

121. You find that there are those that…even if you really want to further help them, it becomes difficult because our time is limited.

122. You find that maybe it is only about forty minutes that we have with them.

123. So, it becomes difficult to teach ehh…a large group, I would say.

124. R: Okay so, what do you expect from your learners when they are in your classroom during your lessons?

125. Mr Zulu: Ehh…I expect them to cooperate ehh…I expect them to also participate in our lesson.

126. You know I do not want to keep on teaching as if maybe it is ehh…I am preaching or a lecture mode of teaching.

127. So, I just want them to be part of the lesson.

128. That is why I try by all means to keep on asking them questions, so that they can be engaged.

129. So, I just expect them to be part of the lesson.

130. R: So…

131. Mr Zulu: And also…sorry!

132. R: Sorry, you can go ahead…sorry.

133. Mr Zulu: Oh! Okay and also, I expect them to…to eish…sorry I forgot…I forgot how I wanted to put this one.

134. Its fine we can just come back to it once I have remembered neh!

135. R: Okay so, ehh…what assumptions…or do you have any assumptions that you make about your learners before you start teaching them the topic genetics?

136. Mr Zulu: Ehh…Yeh…yes! Yah I do have assumptions that I make before I start ehh…teaching them genetics…before like…assumptions like maybe they understand why there are differences amongst us, that is just one of the assumptions that I make.

137. R: Ehm.

138. Mr Zulu: Since genetics neh…is after I have taught something like meiosis, you know meiosis does tell us that there are differences that exist among individuals of the same species.

139. So, I also assume that maybe by the time I get to genetics, they will be having some idea of what is happening.

140. R: Yaah…true. Aah…

141. Mr Zulu: Yes!

142. R: Aah…now I am talking about your…your…I am making a follow-up on your teaching approaches.

143. Aah…I must admit that your…your lessons are…are very interesting and I have a lot of ahh…things…strategies that I am also implementing in my lessons at the present moment.

144. Mr Zulu: On…[inaudible]

145. R: Yes, but I want to ask, to inquire further about your…your approaches.

146. So, considering that you are a life sciences teacher what have been your experience with genetics ahh…in terms of the topic, ahh…the associated terminology and the learners’ performance?

147. Mr Zulu: Yaah…ehh…yaah…genetics, I think it is a very broad section or topic neh and with most of the learners get confused especially when you start ehh…talking about terms like allele, gene ehh…and also when you start doing things like types of dominance you know.

148. R: Ehm.

149. Mr Zulu: There are so many terms…yaah…there are so many terms.

150. It is like they have to grasp about hundred terms…

151. R: Yaah…it is true!

152. Mr Zulu: …of genetics on its own, it not confusing, it is an understandable section but then with most learners, they tend to confuse most of these terms that we use in genetics.

153. And again ehh…what I have found is that most of my learners struggle with is ehh…it is ahm…this one…which is sex-linked…

154. R: Ehm.

155. Mr Zulu: Ehh…yes! Whereby they do haemophilia, they do colour-blindness.

156. They struggle with them because they do not understand.

157. Some of them, do not understand when we say sex-linked, there must be those sex-chromosomes.

158. R: Ehm.

159. Mr Zulu: So, when I …when we do genetics crosses that involve sex-linked ahh…alleles neh.

160. They struggle most of them.

161. They end up for instance haemophilia, they end up doing a cross for…for a dominant H and a recessive h and they forget to include ehh…

162. R: Ehm.

163. Mr Zulu: …ehh…the sex-chromosomes.

164. R: Yaah…yaah…

165. Mr Zulu: Yaah…so, genetics is a bit confusing, there are a lot of things that you have to cover in genetics including blood groups you know...

166. R: Ehm.

167. Mr Zulu: …but then most learners do very well but then ehh… for me I think ehh…it is a bit confusing.

168. R: Okay.

169. Mr Zulu: Ehh…it is a broad topic, in fact.

170. R: Okay so, which approaches would you consider to be the best for teaching genetics concepts?

171. Mr Zulu: Alright, ehh…approach as in like teaching strategies I do not understand that one.

172. R: Strategies…how would you want to teach your learners?

173. Like I saw you giving them ehh…some questions like after having like discussed, demonstrated.

174. So that could be one of the strategies or …

175. Mr Zulu: Yaah…strategies, I try to assess them…yaah…I assess them now and then you know.

176. R: Ehm.

177. Mr Zulu: To make sure that ehh…you are on the same page and make sure that they are following, and they understand the section and ever since I started marking ehh…grade 12 or senior examinations…

178. R: Ehm.

179. Mr Zulu: …it has changed a lot because I also try to save time neh and at the same time I try to focus on what ehh…the examiner or examiners actually look for…

180. R: Ehm.

181. Mr Zulu: …when we are marking.

182. R: Yaah…

183. Mr Zulu: So, I try to focus on that.

184. If I can just make an example with ehh…genetic crossing for instance.

185. R: Ehm.

186. Mr Zulu: I…I always tell my learners that they have to follow all the steps…

187. R: Yaah…

188. Mr Zulu: …and indicate that for instance, that its now meiosis and after meiosis what happens?

189. They have things like gametes on the side other than just doing a cross without ehh…annotating it.

190. R: Ehm.

191. Mr Zulu: You know so, I try by all means to guide them, that is my approach.

192. I guide them on how the questions are asked in the exam and how they have to answer those questions…

193. R: Oh! Okay, aah during…you aah…you encouraged your learners to ask questions…

194. Mr Zulu: Yes!

195. R: Why do you emphasise on this?

196. Mr Zulu: You know…the reason, the reason I always emphasise that they ask questions neh…it is because I understand that some of them, first of all are afraid…oh yes, they are sort of nervous.

197. They are not that relaxed in class, they are afraid to just ask questions because maybe most of them, remember as we said that ehh…this English we use…

198. R: Ehm.

199. Mr Zulu: …okay, it is not [their first] language.

200. R: Yes!

201. Mr Zulu: Some of them think that when they try to ask a question and maybe they make a mistake with sort of constructing a sentence, others will laugh at them.

202. So, I try by all means to make sure that they are relaxed and ehh…they understand that anyone can make a mistake even myself, I do make mistakes.

203. R: Yaah…yaah…

204. Mr Zulu: English is not my home language but then I prepare off course before I go to class.

205. So, that is why it is easier, and I can easily flow ehh…in terms of teaching in English…

206. R: Ehm.

207. Mr Zulu: …but then I try…ehh…I try to make sure that they become comfortable okay…because some of them they are even afraid to speak English you know.

208. R: Ehm…you know alw--

209. Mr Zulu: So, I…

210. R: Go ahead, it is fine.

211. Mr Zulu: …and again, the reason why I encourage them to ask questions is that sometimes you know…if you are a teenager and you just ask for instance, ‘do you understand?’…and only to find that ehh…in fact they do not understand.

212. R: Ehm.

213. Mr Zulu: They do not understand anything.

214. So, that is why I encourage them to ask…so that I can actually diagnose or find out what is it that that they do not understand in that section that I am busy with or just assess them so that I can find out which section most of them struggle with.

215. As I said sometimes it becomes difficult to focus on each learner or those that are struggling.

216. R: Okay, you…also encouraged them to raise their hands, why ehh…why is this important to you?

217. Mr Zulu: Yeah…this one is very important for me and I have been doing it ever since I started teaching because ehh…I am trying to maintain order.

218. R: Yes!

219. Mr Zulu: In class, you know with these learners, when they get too excited about a section or about the topic.

220. Once they feel like they understand it, they want to answer even if ehh…it does some effect in terms of managing my class.

221. So, it is part of my classroom management strategies, I would say.

222. R: Okay, brilliant!

223. Mr Zulu: Yaah…

224. R: Ehm…right so, when…when you were teaching dihybrid inheritance ahh…you gave your learners a problem on shape and colour of the seed.

225. When they were done you then ahh…revised ahh…the question with them.

226. Then ahh…something touched my heart ahh…touched my heart.

227. You asked them to raise their hands if they agree/disagreed with the discussed answer or their punnet squares ehh…punnet squares.

228. Why do you use this approach?

229. Mr Zulu: Yaah…ehh…my interest is always in wrong answers neh…because if you see…everything right…those who get everything right I do not have to worry about them ehh…

230. Remember, I have to make sure that ehh…those learners get somewhere…they get to understand the section that aah…I am teaching.

231. So, I have to know who is it that got the answer wrong.

232. So, that…or how many got the answer ehh…wrong so that I can try to use maybe a different approach ehh…in terms of explaining the concept.

233. So, I think my interest is more in those wrong answers.

234. So, that at the end of the day, all of them get the section that I am teaching right.

235. R: Wow!

236. Mr Zulu: Yes!

237. R: You also emphasised on the use of ahm…aah…dominant A…I hear most of the teachers say, ‘capital letter A’ but you really emphasised that they use the term ‘dominant A’ and ‘recessive a’ not ‘capital letter A’ ahh…why do you think this is important?

238. Mr Zulu: Okay. Ehh…this is important because ehh…first of all, they have to understand how the allele is, when we say dominant…

239. R: Ehm.

240. Mr Zulu: …and also have to understand what it means when we say an allele is recessive.

241. So, I just ahh…I emphasise that they must use recessive and dominant rather than telling me that capital letter A, because if they say capital letter A, it might happen that they do not even understand what that capital letter stands for or what it means in terms of dominance and recessive.

242. We are not just teaching them about the capital letter, we are trying to teach them a term dominant and we are also trying to teach them about the recessive allele.

243. So, they just keep on saying capital letter, small letter you know it will not actually get them to where they are supposed to be, or they will not even understand what dominance is and what recessive is.

244. R: Ehm.

245. Mr Zulu: So, that is…yes, you can go ahead ma’am.

246. R: So, when you also…when you were teaching pedigree diagrams, you gave them a question ehh…you said “it is question 1 from your textbook ehh…ahh…would you mind telling me more about the textbook, maybe the title if the textbook?

247. Mr Zulu: Ehh…I wonder what it is. It is Focus…Focus yaah…

248. R: Hoo…Focus.

249. Mr Zulu: It is not focus…oh! What is the name of this textbook?

250. You see now…

251. R: No!

252. Mr Zulu: The name just slipped my mind.

253. R: You can…you can send it to me through Whats app, it does not matter.

254. Mr Zulu: Maybe…can I send it tomorrow, but I remember…if I remember…I think it is ‘Focus’.

255. R: It is ‘Focus’ neh!

256. Mr Zulu: I think it is ‘Focus’.

257. I will check again…just to check again.

258. It is just you know; I use many textbooks.

259. So, I end up ehh…confusing them but all my learners only use one textbook.

260. R: Oh! Okay so, you then…you then revised the question with them you…when you were revising the question with them, you like really, really emphasised on mark allocation, why the emphasis on mark allocation?

261. Mr Zulu: Emphasis on mark allocation?

262. R: Yes!

263. Mr Zulu: I think that is ehh…because of some experience that I have from marking.

264. Maybe because I realised that the first class that I taught before I started marking neh…they were sort of like more disadvantaged than these ones because I noted that how we mark ehh…questions…

265. So, like for instance, if it is two marks, I always tell my learners that at least try to give ehh…write…then it must have two points…

266. R: Ehm.

267. Mr Zulu: …or if you see that it is two marks, try to break your answer into two ehh…points at least.

268. R: Ehm.

269. Mr Zulu: So, yaah…I just want to make sure that they get marks, that is why I emphasise on mark allocation.

270. If it is one mark, off course it means just one sentence or just one point.

271. R: Okay so, I see your marking experience plays a very important role in your teaching hey!

272. Mr Zulu: So, that is what…two points, two sentences.

273. It means that they must elaborate, there must be more, that they give to the marker.

274. R: Ehm.

275. Mr Zulu: So, yaah…yaah…I think it is to just make sure that they get ehh…as much as they can.

276. R: Yaah…

277. Mr Zulu: Okay.

278. R: So, also during…

279. Mr Zulu: Yaah…so, I...

280. R: You also emphasised on correct pronunciation ahh…when you were talking about the term me…meiosis, you said ‘meiosis’ not ‘miosis’.

281. What is the importance of hammering on pronunciation?

282. Mr Zulu: Yaah…in terms of you know…in terms of pronunciation, although with some of them even us teachers do not pronounce them the way they are supposed to be…pronounced, since most of these scientific are not English.

283. R: Ehm.

284. Mr Zulu: They are not in our home languages.

285. R: Ehm.

286. Mr Zulu: I try to make sure that ehh…my pronunciation can remind them of the correct spelling because with some of my learners from the past neh…I noticed that for meiosis they just write ‘mey’ as though they are writing in IsiZulu.

287. I try to make note that when they pronounce it, they can also remember how it is written.

288. So, that is why I emphasise on pronunciation of these scientific terms.

289. Yaah…so that they can remember it, like for instance a gamete.

290. R: Ehm.

291. Mr Zulu: I try to by all means to pronounce it in away…in fact I…when I pronounce these terms neh…I try by all means that my pronunciation…not my pronunciation but the way I speak or the way I teach these learners is neutral so that they can understand and know how to write it.

292. R: Ehm…you also constantly linked your teaching to exams ehh…what is the importance of doing this?

293. Mr Zulu: Because at the end they will be examined.

294. R: [Laughter]

295. Mr Zulu: So, we are working towards exams…towards exams.

296 R: Yes!

297. Mr Zulu: So, which is like especially the final exam, prelim exam as well.

298. Even the tests, I also try to focus my teaching on what I am going to test them on.

299. R: Ehm.

300. Mr Zulu: Okay so, it is because at the end of the day they have to write an exam which will decide whether they are going to get that matric certificate or not with a pass of course in life sciences.

301. So, I always try to direct my teaching towards the examinations.

302 R: Ehm. Perfect! Ahh…I noticed that you sometimes use some code switching…

303. I was fascinated by for instance where you said ‘yabona chief’ [you see chief in IsiZulu].

304. Mr Zulu: [Laughing]

305. R: What do you [laughing] think…what do you think about code switching? [Laughter].

306. Mr Zulu: Although I do not do it much neh…

307. R: Yaah…

308. Mr Zulu: You know it just happens and I think it is something that I learned from School C of Boys…from these boys because sometimes…but ehh…okay I always discourage them from…when they ask me questions.

309. When they want to say something, and I always discourage them from using their home language off course with others they have to understand as well.

310. R: Ehm.

311. Mr Zulu: Yes, yaah…you know ehh…that our school is very diverse.

312. So, I have to make sure that when they ask questions, others understand.

313. So, it has become a habit.

314. R: Ehm.

315. Mr Zulu: But it does not affect the content that I am teaching you know.

316. So, ‘yabona’ is like you understand.

317. R: [Laughing] Yes!

318. Mr Zulu: Yaah…yaah…yaah…ehh…yaah…

319. R: [Laughing]

320. Mr Zulu: So, ehh…it is like they actually use that ehh… term when they ask me questions.

321. They are like ‘yabona’ sir.

322. If you look at that for instance when they are pointing at the board or pointing at my transparencies

323. R: Ehm.

324. Mr Zulu: Okay so, they use it…so I also…I also adapted…I mean adopted it.

325. R: [Laughing]

326. Mr Zulu: Yaah…so…

327. R: You…you also use gestures a lot…

328. Mr Zulu: Yaah…

329. R: How does this assist your teaching?

330. Mr Zulu: Yaah…I think with hand gestures neh…especially if you teach ehh…learners who are not like first language learners of English.

331. It helps them to understand neh.

332. R: Ehm.

333. Mr Zulu: It sorts of attract their attention.

334. R: Yaah…

335. Mr Zulu: Something like that…

336. R: Ehm.

337. Mr Zulu: Ehh…though it is sort of programmed to feel that whatever I am teaching and of course I do not…maybe it is just a habit [laughing]…

338. R: [Laughter]

339. Mr Zulu: …but then aah…I feel like if I use hand gestures, they get to understand the importance of whatever I am teaching…

340. R: Yaah…aah…

341. Mr Zulu: …but of course it is a habit now.

342. R: [Laughter] Yaah…you…you also used aah…images a lot like when you were teaching meiosis, you used those cells.

343. I also saw that when you were teaching dihybrid inheritance you also had the…the punnet square and you also had some images ahh…when you were teaching…what is the last thing?

344. Ehh…the pedigree diagram, why do you think images are important in teaching?

345. Mr Zulu: Yaah…you know what ehh…I think images neh…they are very important; you know most of our learners neh…

346. R: Ehm.

347. Mr Zulu: …ehh…they get interested if…

348. R: Ehm.

349. Mr Zulu: …they get again…if you are going to ehh…play a video for them with these images, they also sort of help in ehh…enhancing their understanding or they help support the content.

350. R: Ehm.

351. Mr Zulu: And they become more interested you know.

352. R: Ehm

353. Mr Zulu: It becomes boring to just look at ehh…just words that are full of ehh…ehh…that are full in that ehh…project…data projector.

354. R: Ehm.

355. Mr Zulu: So, it is better to sort of like try to enhance with images and you know with diagrams neh…because you know in the exams, they use diagrams.

356. R: Ehm.

357. Mr Zulu: So, they have to get to understand some of the diagrams although in the exams some of the diagrams might be lot different from mine, but I even feel like ehh…images, help a lot to…boost their understanding of the section.

358. That is why I usually use images, in fact in most of my notes I use images.

359. R: Yaah…first…

360. Mr Zulu: Yaah…

361. R: Yes! Go ahead.

362. Mr Zulu: And again, with these…I am saying that again these learners are not the same.

363. Some are very good at just understanding the content without images, you know.

364. R: Ehm.

365. Mr Zulu: You know there are some learners who need to watch or actually see how something looks like.

366. So, that is why I prefer to also use images since I have different kinds of learners with different ehh learning strategies as well.

367. R: Ehm…during the first and second lessons that I observed, you were using an overhead projector but the last lesson ahh…I saw you using PowerPoint and you were combining that with the…with the board, why this variation?

368. Mr Zulu: Sorry!

369. R: Why…why…the variation…why the change from projector, overhead projector now to PowerPoint?

370. Mr Zulu: Oh! Okay, with…with PowerPoint neh, okay ehm…I would say I do use it sometimes, but I usually use a data projector when I want to show them maybe a video or like an experiment when I do not have ehh…enough apparatus for that particular ehh…

371. R: Ehm.

372. Mr Zulu: …experiment or investigation.

373. So, I usually switch or at the same time I do not want my learners to sort of ehh…ahm…how can I put this one?

374. R: Get used!

375. Mr Zulu: I do not want them to know what to expect.

376. R: Yaah…

377. Mr Zulu: I want to surprise them sometimes.

378. R: Okay.

379. Mr Zulu: Ehh…I just want to surprise them because it also interests them.

380. Those are young people; they are also interested in technology.

381. R: [Laughter]

382. Mr Zulu: Just using a blackboard does not interest them.

383. R: Ehm.

384. Mr Zulu: Mostly, I use the board or the chalk board when I have to emphasise on something but then I just prefer to use an overhead projector or a data projector because I think they are more interested in technology as well.

385. R: Ehm

386. Mr Zulu: And in cases whereby I write something on the board or on the overhead projector, it is because I want to emphasis something that is part of our ehh…of our lesson.

387. R: Ehm…then the last questions that I am going to ask are about…they are about our new normal under COVID-19.

388. So, I understand your learners are…are sanitising their hands as they enter the venue.

389. Why is this done?

390. Mr Zulu: Sorry!

391. R: Why are learners sanitising their hands as they enter the venues?

392. Mr Zulu: It is just that you know these learners, when they move from one class to another or when they are outside, they are coming into contact with different surfaces neh!

393. R: Ehm.

394. Mr Zulu: And we are trying by all means to make sure that they do not bring in the dirt or if they happen to be in contact with the virus or while they are outside, they do not bring it into the classroom.

395. R: Ehm.

396. Mr Zulu: That is why we sanitise them.

397. Ehh...and again just to make sure that ehh…these learners do not get the virus from school you know.

398. R: Ehm.

399. Mr Zulu: So, we have to sanitise them and also to protect…to just protect other learners you know.

400. We have to make sure that they are…they are all clean you know ehh…they work with hands…

401. R: Ehm.

402. Mr Zulu: …in most cases.

403. R: Ehm…ehm.

404. Mr Zulu: So, we have to make sure that ehh…they are safe even if they have to touch their faces while they are in class ehh…we have to make sure that they are safe.

405. R: Yaah…the first and second time I observed you…

406. Mr Zulu: Yaah…

407. R: You were not wearing a mask but third lesson, you had a mask on.

408. What was the reason?

409. Mr Zulu: The First…okay when you first observed me neh…I think that was in March neh!

410. R: Yes! Before…yes, March.

411. Mr Zulu: Yaah…before lockdown.

412. R: Yes!

413. Mr Zulu: You know by that time; this Corona thing was not that serious, and we did not have many cases and the use of masks was not encouraged by that time.

414. It was only encouraged; I think when we moved from level five to level four.

415. By that time, we thought we were safe from the virus so…

416. R: Ehm.

417. Mr Zulu: In fact, no one ehh…at school if I put it like that ehh…ehh…. used to wear a mask during that time because the…this Corona thing was not this serious during that time.

418. Yaah…so, then aah…in the third lesson I was wearing it because of firstly, it is part of the government regulations that we had to wear masks.

419. R: Ehm.

420. Mr Zulu: To make sure that we protect the learners that we teach, and we are also protected from getting the virus.

421. So, I think that is the main reason.

422. R: Ehm…so, do you think this mask aah…has affected the way you teach your genetics and how your learners respond considering that they were also wearing masks?

423: Yaah…it does you know ehh…with these masks for instance if I ask questions…

424. R: Ehm.

425. Mr Zulu: …if I ask questions and they also have to respond or maybe if they want to ask questions or emphasise something.

426. It becomes a problem.

427. It is very difficult for me to hear what they are saying, and I just keep on saying ehh…ehh…you know I cannot hear them properly.

428. So, it really affects our teaching, or it does affect our lessons.

429. Even myself, I tried you know we had ehh…cloth masks and those cloth masks and those cloth masks neh…

430. R: Ehm.

431. Mr Zulu: It would…learners could not hear us properly.

432. R: Ehm…ehm…

433. Mr Zulu: So, we ended up using the disposable ones, those are much better.

434. R: Ehm.

435. Mr Zulu: Okay and I think even from the video aah you could hear almost everything.

436. R: Clearly, clearly, ehm

437. Mr Zulu: Yaah…nut then with those cloth masks it was difficult…learners could not hear properly.

438. So, you find that you are even ehh…you feel like you are compelled to take the mask off…

439. R: Ehm.

440. Mr Zulu: …when you are not supposed to.

441. R: Ehm…ehm…so, considering this ehh…this new norm as a result of the COVID-19 pandemic.

442. Have you changed you ahh…your approaches aah…with regard to…to teaching?

443. Mr Zulu: Yes! I have, like now neh, I am not …I do not know if it is a good thing but then I do not do most of the marking.

444 R: Ehm.

445. Mr Zulu: Ahm… [silence]

[Problem with connection]

446. Mr Zulu: Hello ma’am…

447. R: Sorry about that sir [laughter] my connection just went off, sorry about that.

448. Mr Zulu: Okay, no problem.

449. R: Yaah…

450. Mr Zulu: Okay.

451. R: Ehm so…so…we were talking about aah…the question which says have you changed your teaching strategies given the COVID-19 pandemic…given the new norm as result of the COVID-19 pandemic that was the question.

452. Mr Zulu: Yaah…yaah…I think now ehh…my approach …my teaching approach is more…sort of a lecture mode though I still give them a chance to ask questions and do activities as I said that with activities I do not sign their book any more okay.

453. R: Ehm.

454. Mr Zulu: Okay, I just give them an activity and they mark it. I just give them corrections.

455. So, that is what I basically do now.

456. R: Ehm. So, do you think it has affected…

457. Mr Zulu: Yes!

459. R: …the way your learners respond to you during lessons?

460. Mr Zulu: Yes! I…I think yaah…yes, it has affected that especially with the books because they know that e…even if I check, my checking will not be done thoroughly.

461. R: Ehm.

462. Mr Zulu: Ehh…it has affected in that maybe they are also not serious when you give them an activity because they know you are not going to sign, or you are not going to check or physically do it.

463. R: Ehm.

464. Mr Zulu: Yaah…but [inaudible] in terms of [inaudible] I think it has not changed that much.

465. R: Okay, ahh…

466. Mr Zulu: Yes ma’am.

467. R: Then lastly, do …generally do you think…

468. Mr Zulu: Hello ma’am!

469. R: Yes! Can you hear me…can you hear me sir?

470. Hello…hello…

471. Mr Zulu: Yes! I can hear you ma’am

472. R: Oh! Okay, the last question…

473. Mr Zulu: Yes! I can…

474. R: The last question.

475. Mr Zulu: Yes, ma’am.

476. R: Aah…do you think the COVID-19 pandemic has had any influence on you as a life sciences teacher in general?

477. Do you think it has influenced your teaching positively or negatively?

478. R: Ehh…positively I would say…

479. Mr Zulu: [Laughter] Okay and negatively at the same time but let me just start with the positive.

480. R: Ehm.

481. Mr Zulu: Part, neh!

482. R: Yes!

483. Mr Zulu: Ehh…as a life sciences teacher…

484. R: Ehm.

485. Mr Zulu: …and I was very happy…not happy because of the virus but because I taught them in grade 11 now it was sort of …but the virus they only related to anything about this Corona neh…we related it to the grade 11 content.

486. R: Ehm.

487. Mr Zulu: I started reminding them ehh…what we did in grade 11 in terms of the viruses and how they can spread and then environment where it can be found in sort of places you know…

488. R: Ehm.

489. Mr Zulu: So, it was …it became interesting, first thing because they got to understand how the virus works because even our principal encouraged us to educate these learners about the virus.

490. So, for me it was sort of a positive aspect about this...

491. R: Ehm.

492. Mr Zulu: …this Corona…Corona…think yaah…

493. R: Ehm…thank you very much sir.

494. You can go ahead.

495. I am listening, you can go ahead.

496. Mr Zulu: Oh! Okay, I was saying that it also affected me.

497. I do not feel free…

498. R: Ehm.

499. Mr Zulu: …anymore just like…just like before you know.

500. You would go around; you would have a one-on-one ehh…teaching but now times are very difficult in close…not in close contact with these learners since you do not know whether they already have ehh…the virus we have that fear.

501. Mr Zulu: So, the fear…

502. R: …is the only negative part about this.

503. R: Oh!

504. Mr Zulu: Yes!

505. R: Once again, I want to thank you sir for your generosity, you are such a kind person.

506. Thank you so much for allowing me into your space…into your space.

507. You allowed me into your classroom.

508. Mr Zulu: Yes!

509. R: You allowed me into your lessons…today you have allowed me into your house. [Laughter]

510. You are so generous…you are so kind.

511. Mr Zulu: Okay.

512. R: I owe you big time ahh…big time [laughter].

513. Mr Zulu: Okay no problem.

Eish ma’am…eish yaah…eish, I really understand because it is also part of your studies although ehh…sometimes it is a bit [laughing] uncomfortable to have another expert in class but ahh…otherwise no problem at all.

514. R: Aah…thank you so much…thank you so much.

515. If ever you wish would want to observe someone or you know want to pursue your studies.

516 Mr Zulu: Yes!

517. R: I am here…look for me. [Laughing]

518. Mr Zulu: Oh! Okay, I will definitely do that ma’am; I will make sure I look for you.

519. R: Okay, thank you so much sir.

520. Mr Zulu: It is alright, thank you so much, ma’am.

520. R: Okay, bye!

521. Mr Zulu: Okay, bye ma’am!

522. R: Bye!

**END!**