**Full Interview Transcript for Mrs Durand of School A (36.07 minutes)**

**12/08/2020**

**School A**

**Face to face interview**

**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. R: Ahh…good morning ma’am.

2. Mrs Durand: Morning ma’am

[Both teacher and researcher laughing]

3. R: Ahh…thank you very much for affording me time ahh…to observe your lessons as well as time aah for this interview.

4. Ahh…ahh…after watching ahh…the videos how did you feel?

5. Mrs Durand: That lesson was not good.

6. I did not feel comfortable with that lesson…I felt lost.

7. R: Okay.

8. Mrs Durand: But otherwise as time went on…I just felt the gap was too long, that we had not seen these kids.

9. R: Ehm.

10. Mrs Durand: I suddenly got back, and we were starting a new topic…I just felt lost.

11. R: Ehm.

12. Mrs Durand: But I was fine in the end.

13. R: Okay so, would you mind telling me more about yourself in terms of your teaching experience?

14. Mrs Durand: Twenty-seven years.

15. R: Twenty-seven years.

16. Mrs Durand: Twenty-seven…yaah…it is longer, that is about twenty-seven…twenty-eight in that region.

17. R: Okay, would you mind telling me more about your previous…your previous ahh… life sciences results or pass rate?

18. Mrs Durand: From last year?

19. R: From last year or even other years.

20. Mrs Durand: Look it is always more or less the same you know like in your late eighties, high nineties.

21. Ahm…but also our biggest challenge and it is starting to change now…it is the people taking the subject that have no interest.

22. Ahh…we have a few this year but not as many as in the past, we had to just fill up the gap and these are the people usually failing because they have no interest in the subject.

23. But I have seen this change happening that our failure rate has decreased.

24. It definitely has decreased and maybe we are also pushing harder.

25. I think what also helps is that a lot of these kids have been carried from grade 10, so they know you by the time they get to matric…they know you very well, your way of teaching etcetera.

26. The challe-- the challenge is when…you teach them in grade 10…you do not see them in eleven and you suddenly have them in grade twelve ahh…there is a big gap.

27. And I have seen with the ones I have been carrying that there is a definite improvement in their results.

28. R: Ehm….so, in terms of ahh…pass rate percentage…

29. Mrs Durand: Between…I would say this year we are probably going to have ninety-five percent.

30. R: Okay.

31. Mrs Durand: I reckon…oh look we have our challenges…I we know who has been at school ehm…I think you and Tanaka have got the one who has not been back since lockdown ended…temporarily ended.

32. Mine is all except…mine are all here on most days.

33. Otherwise, one or two absent at a time so…but all the others are actually quite…get quite good marks.

34. R: Okay, and about marking experience, can you tell me something about your marking experience?

35. Mrs Durand: [Laughing] I have been marking for twenty years. [Laughing]

36. R: [Laughing] I mean ahh…National Senior Certificate.

37. Mrs Durand: Past three years! Yes, that was a revelation…I do not know, you can also attest to that.

38. R: Yaah…yaah.

39. Mrs Durand: It was an eye opener and I think it has taught me maybe a different method of marking that we apply in my teaching styles now.

40. Actually in my teaching, I started applying what I learned there.

41. R: Okay so, how many grade twelve classes do you teach?

42. Mrs Durand: This year only one but usually I have two.

43. R: Do think this affects your teaching in terms of your teaching strategies?

44 Mrs Durand: It does hey…because if you take like…if you take some years that I had up to four classes, by the time you get to the end of the day, you may have changed your mind about something along the line and you actually start…and I think the classes at the end of the day will start suffering the consequences.

45. R: Ehm.

46. Mrs Durand: Because it is repetitive, and you get tired of it.

47. R: Ehm.

48. Mrs Durand: And I think now that has been split and that is one of the reasons I want them split, is the actual fact you constantly…on a power thing…it is not that your mind in between or forgetting this class…you said this but you forget for the next class.

49. R: Ehm.

50. Mrs Durand: And another thing-- that is why I wanted to keep the split up.

51. R: Okay so, are you teaching other grades besides grade twelve?

52. Mrs Durand: Yes! Ten and eleven two classes each.

53. R: Do you think it affects your teaching in general?

54. Mrs Durand: No! it does not affect teaching negatively because you get to know…I mean these are the kids I would have to take to matric.

55. As now in grade eleven, I have most of my grade ten classes.

56. And unfortunately, you will end up with the bad ones.

57. R: [Laughter]

58. Mrs Durand: Ahh…there is …that is going to be a challenge…grade twelve next year is gonna be a challenge.

59. R: Do you have other duties that you do at school besides teaching?

60. Mrs Durand: [Laughter] As HOD yes! [Laughter]

61. R: [Laughter]

62. Mrs Durand: Discipline ahh…gate duty, screening you know there is always work for me in any case.

63. I am always busy with something else.

64. R: Do you think this affects your ahh…the…the relationships that you have with learners…like the gate duty or the extra-curricular activities?

65. Mrs Durand: Aah…not really, I think they are wearier because they know…you do something wrong, I am going to get you, because I see you at the gate.

66. I know you are late for school and if you come late for my class obviously there is a pattern.

67. So, you see now…I think overall there is a lot of disrespect…I must not say disrespect.

68. There is a lot of respect and I think that they are a little bit aware of who I am and what I am doing.

69. So, in grade twelve discipline is not easy.

70. R: Okay. Ahh…do you use code switching in your lessons?

71. Mrs Durand: Code switching?

72. R: Yes!

73. Mrs Durand: No! I do not, I stick to English.

74. R: Why?

75. Mrs Durand: That will be an issue because if I start saying something in Afrikaans, they are not going to know what I am saying.

76. I do not know the black languages well enough to converse.

77. I can understand ehh…Sotho that about it…I cannot really converse much of it.

78. So, no I do not.

79. R: Interesting!

80. Mrs Durand: And also, I feel that if you use vernacular languages, there are kids who do not speak the languages, you actually put them at a disadvantage.

81. So, you stick to the language of instruction…English.

82. R: Okay so, what…what is the catchment area of your school?

83. Where do most of your learners come from?

84. Mrs Durand: Look, School A is quite diverse because they come from all over; Soweto, Diepsloot, Alexandra, Thembisa Vosloorus.

85. It is quite…

86. R: Ehm.

87. Mrs Durand: …a big area and then still locals as well around our area as well.

88. So, ahh…it is all over Johannesburg basically.

89. R: Do you have other kids coming from other countries?

90. Mrs Durand: We do have a lot ahm…this year I do not have any in my class, which I am lucky that I do not sit with langu-- no!

91. I do have one…he is one of the top learners.

92. R: Okay.

93. Mrs Durand: He is smart / ? / but he is one of the top learners.

94. R: Oh!

95. Mrs Durand: But his English is home language English not second language English.

96. R: So, do you think ahh…the fact that these learners are coming from all over would affect the way you teach genetics?

97. Mrs Durand: It does because we do not know what their primary schooling was like and if you sit with these learners you will notice there is a gap in the knowledge and that gap comes from somewhere.

98. You have got to fill up the gap especially if they come in grade 10 from another school or in grade 11, which we have had.

99. You actually pick up this lack of knowledge that you have to overcome with that specific learner.

100. So, yes and I think the big issue for our grade eights coming from so many different primary schools, they are not all on the same level.

101. They might all have grade 7 but the level of education is not the same.

102. R: So, how many grade ahh…how many learners do you have in your grade twelve life sciences class?

103. Mrs Durand: This ahh…this year thirty-four, one left and I have two that I inherited from you. [Referring to researcher]

104. R: Ahh…do you think this affects your teaching?

105. Mrs Durand: No!

106. R: The number…

107. Mrs Durand: No!

108. R: Is it good enough for—

109. Mrs Durand: It is fine, if it is not over thirty-five, it will be fine.

110. So, thirty-four is good enough.

111. R: So, what do you expect from your learners in your classroom during lessons?

112. Mrs Durand: My lesson, my first thing is when I talk, you keep quiet.

113. You must listen and when I ask you to do something, you are not chatting, you are doing it.

114. So, I can assist you where you struggle.

115. R: Ehm.

116. Mrs Durand: But my big thing is silence when I am talking because you are taking away from the person next to you.

117. R: Ahh…what assumptions do you make about your learners before you start teaching them the topic genetics?

118. Mrs Durand: Oh! Yeah, that they know nothing, that is the biggest assumption, that they do not know.

119. And that is really an issue because genetics is such a diverse topic.

120. I mean all the little sub-topics and when you start saying…take blood groups for example.

121. When you start talking about blood groups, they cannot make the link.

122. For example, that there is always a link because we are doing co-dominance, but we are saying in-complete because it is ee…either one you know.

123. You have to assume in genetics that these kids, they do not know anything.

124. R: Okay.

125. Mrs Durand: They know a little bit about DNA and meiosis because we have been dealing with them but when it comes to actual genetics, they know nothing.

126. R: Now considering that you are a life sciences teacher ahh…what have been your experiences with genetics ahh…with the genetics ahh…topic, associated terminology, and learner performance?

127. Mrs Durand: Ahm…if I look from previous years, actually they do well in this topic.

128. R: Ehm.

129. Mrs Durand: And this is basically because I love the topic as well.

130. So, I put a lot of effort into this topic as well, because I know it is also a difficult topic.

131. So, we are putting in a bit of more effort for their sake, and they enjoy it.

132. I mean if I even look at yesterday…

133. R: Ehm.

134. Mrs Durand: …doing-- I actually did dihybrid yesterday and I wrote my formula on the board [9:3:3:1] nine to three to three to one.

135. We did a cross, and we had to count, and everybody was like trying to count out with me till we got it right.

136. R: Oh! Wow! So, also as a life sciences teacher, which strategies or approaches would you consider to be the best for teaching genetics?

137. Mrs Durand: Hands-on!

138. R: Hands-on?

139. Mrs Durand: Hands-on, you cannot do genetics on-line…

140. R: Ehm.

141. Mrs Durand: You have got to be there.

142. R: Ehm.

143. Mrs Durand: You have to guide them, I mean if you take it, we did the Manks cat practical yesterday that I had given them before to do but all of them battled.

144. R: Ehm.

145. Mrs Durand: So, I went through and explained things and said come and a have a look at this.

146. So, it is a hands-on because they need to be able to understand what they are doing, this is not a topic that you can do on-line definitely.

147. That is why we skipped it out…

148. R: Ehm.

149. Mrs Durand: …originally because I realised if I leave this for on-line, I am going to lose these kids totally.

150. R: Ehm.

151. Mrs Durand: It is not a theoretical topic.

152. R: Aah…I see that you have a lot of experience in teaching, have you ma-- have you changed ahh…your approaches with regards to terminology or how you teach terminology in your classroom

153. Mrs Durand: That has changed a lot, I even changed…I did a whole lot of …my own little research about ahh…how you can make thing easier for the kids so they can remember it.

154. So, I had…instead of just giving a word and expecting them to go and find the answer in fact, I will discuss the word…

155. R: Ehm.

156. Mrs Durand: …and its meaning with them.

157. So, they have the background for the word.

158. It is not just a question of just giving ahh…you need to know these words and find the meaning.

159. It is discussing these words and repeating them in class when I actually…for example, ehm…yesterday I would say right…I wrote the genetics method on the board and then said, what does this mean?

160. When I talk about phenotype, what does it mean?

161. When I talk about genotype what happens in meiosis?

162. R: Ehm.

163. Mrs Durand: What is fertilisation?

164. So, going through these terms reinforces the terms…

165. R: Ehm.

166. Mrs Durand: …because I have dealt with these terms in detail, but you are reinforcing them all the time by saying, what is it?

167. They must tell me; I am not giving them the answer.

168. I will wait till I get the answer.

169. R: Ahh…in the video, ma’am I must admit your lessons are…very interesting and I also learned a lot from your lessons.

170. Ahh…in the video you encouraged your learners to write down genetics’ terms.

171. Why the emphasis on terminology?

172. Mrs Durand: If you know your terminology, you know already fifty percent of your work.

173. R: Ehm.

174. Mrs Durand: Your terminology forms the basis.

175. If you do not know your terms and I say to you; what is phenotype?

176. And you tell me it is about genes.

177. What is this going to tell me?

178. So, yes?

179. You got to focus on these terms because that is already fifty percent.

180. It will make your life…if you / ? /.

181. And I say phenotype, you really know that it is the physical appearance of your ehh…phenotype, physical appearance but you do not know it, what is the use of doing genetics?

182. Fifty percent of your work is based on terminology.

183. Terminology is everywhere, every day you make use of the word that is in the terminology, you expect them to know that word.

184. Not to explain that phenotype is the physical appearance.

185. I have done it already.

186. R: So, ahh…with regards to terminology, during your lessons you used a worksheet, and you discussed the terms, why this approach?

187. Why did you use a worksheet?

188. Mrs Durand: Because these terms are the essence of genetics.

189. Everything they need to know is on that worksheet.

190. So, you discuss those terms with them and like I said, if they know the terms, they know fifty percent of the work already.

191. R: Ehm.

192. Mrs Durand: And then when you go through, they actually understand it better because you do not have to try and explain a word over and over again, if you try not to do terminology you…you just start by asking them; what does this word mean?

193. They cannot be able to tell you what it means.

194. R: Ehm…so, they must write?

195. Mrs Durand: They have to do it because writing and reading reinforce, then I always encourage them to read aloud at home.

196. R: Ehm.

197. Mrs Durand: So, read those words out aloud.

198. I have told them before.

199. I do not know if they do it, I have seen it with one kid...

200. R: Ehm.

201. Mrs Durand: …that they write the term on a piece of paper and the meaning at the back and just reinforce that on a daily basis by paging through that.

202. I think I have one kid whom I know does that.

203. R: So, in the three lessons that I observed, I noticed that you do a lot of recapping of your ahh…previous lessons.

204. Why is this important to you?

205. Mrs Durand: Before you carry on you need to know that they understand.

206. So, you recap to say that this is what we have done.

207. You go through what has happened then you move on to the next one.

208. And it shows them the differences…where the differences lie.

209. Right if you take incomplete and complete dominance, where do the differences lie?

210 If you do not recap, they are not going to know those differences.

211. R: Ehm…in one of the videos you used ahh…real life scenarios.

212. In fact, in your teaching you used real life scenarios ahh…but in one of the lessons you referred to your son and husband…your son and husband and you as having blue eyes.

213. Mrs Durand: Yes! That is to explain to them the recessive gene.

214: R Ehm…. why are these scenarios important to you?

215. Mrs Durand: If they see it as you say…my son’s photo is on my laptop as it is, my husband is not there but he has blue eyes.

216. R: Ehm.

217. Mrs Durand: Okay, obviously if I told them, black or brown is dominant over blue…

218. R: Ehm.

219. Mrs Durand: Right, blue can only be blue, if there is-- the parents are blue…

220. R: Ehm.

221. Mrs Durand: …and / ? / if my son has brown eyes but my husband and I have blue eyes so, he cannot be the father of the child.

222. R: Ehm.

223. Mrs Durand: And that is what I try and get across to them, that we all have blue eyes, that means we have the recessive gene so, you can have a blue-eyed child.

224. R: Wow!

225. Mrs Durand: Why? You can carry the blue gene.

226. R: No! I said wow!

227. Mrs Durand: Wow!

228. R: Yes! Wow! I am wowed.

229. So, during your teaching, you also emphisised a lot on correct pronunciation ahh…or spellings…

230. Mrs Durand: Yes!

231. R: …of the terms that you were dealing with for example, you said…you we are talking about locus and then you emphasised that it is not locust.

232. Mrs Durand: This is…[laughter]

233. R: What is the importance of doing that?

234. Mrs Durand: When it comes to finals, I am not in the exam with them.

235. If they write that it is a locust, you are telling me that it is a grasshopper.

236. I would like to see a grasshopper on your genes.

237. R: [Laughter]

238. Mrs Durand: I really like to see that somewhere and I have to…off course a lot of these kids are not home language ee… English.

249. R: Ehm.

240. Mrs Durand: Some are second, third languages.

241. R: Ehm.

242. Mrs Durand: So, you have got to get it right now that it is a locus.

243. R: Ehm.

244. Mrs Durand: So, yes! I…I deal with it / ? / that often they get the correct spelling.

245. R: Ehm.

246. Mrs Durand: Because in the end it means your marks will suffer.

247. It is like nephron and nephrane.

248. R: Ehm.

249. T: They sound so close, but they are so [different].

250. R: Ehm.

251 Mrs Durand: That is why I try and make sure that they get the right spelling for each word because in the end it means your marks.

252. R: In the last video when you were demonstrating how to present ahh…genetic crosses, you used symbols for male and female to represent gametes.

253. Why did you do that?

254. T: I actually realised this about two years ago.

255. If you just write your meiosis and gametes on the board, they do not see the picture back from meiosis.

256. So, you now show them how…just because we say meiosis is the formation of sperm and ovum…

257. R: Ehm.

258. Mrs Durand: So, now if you draw a sperm you know as a symbol for male and female as an ovum.

259. They remember it, that meiosis means splitting up.

260. R: Wow!

261. Mrs Durand: I have one kid now, giving wrong.

262. R: Ehm.

263. Mrs Durand: Where they put in the…two genes into one.

264. If it is a monohybrid.

265: Ehm…what it the ration-- rationale behind your emphasis on the use of [interruption] I saw that you emphasise a lot on the use of a punnet square.

266. Mrs Durand: Punnet square is easier.

267. R: Yaah…why the emphasis on the punnet square not the cross?

268. Mrs Durand: Eehm the punnet square shows to me…because I have seen where kids have drawn the lines you know, where the lines do cross…they confuse them unless they use multicolours to make each one different but the cross shows much easier what is expected.

269. So, I prefer…personally I prefer the cross…to me the cross reveals more.

270. R: Ehm.

271. Mrs Durand: Because you can see it straight away.

272. R: Ehm.

273. Mrs Durand: Whereas in the…if you just use the cross the lines and stuff…no I have seen it happening where kids are totally confused at the end with what is going on that I try to discourage mine from using it.

274. If they use it, I am not going to say that they are not allowed to but personally I do not like it.

275. R: You-- in your teaching, you constantly linked ahh…your teaching…your teaching to exams, like when you teach something you say; guys in the exam…what is the importance of doing this?

276. Mrs Durand: I fact, what are we teaching for?

277. To gain knowledge but what is at the end of the knowledge?

278. A major exam!

279. So, they must know that if they do it the right way, am telling them, they will score marks in the exam.

280. If you do not want to follow my instructions, if you just take your…the sequence of your genetic cross…if you do not write the whole sequence out…you are losing your marks.

281. Even if you are wrong in your cross, you can still get two out of six.

282. Two out of six is better than naught out of six.

283. So, if they have learned that already…what we are doing here, that you have must give it this way maximises your marks in the final exam.

284. R: You referred a lot to Mendel when you were teaching, what is the importance of doing this?

285. Mrs Durand: ‘Father of genetics’ because whatever he did, we still use all these principles today.

286. And I mean it was amazing for this man finding that there is something that determines what something will look like.

287. R: Ehm.

288. Mrs Durand: It is fascinating…I mean eighteen hundreds...

289. R: Ehm.

290. T: …to now, how far it is gone from this…out of his little bit…his little garden.

291. I have got a picture of his…where his pea garden used to stand at the monastery.

292. R: Ehm.

293. Mrs Durand: I show my kids that this is the place where he used to grow his peas.

294. It is not a big place; it is quite a small area.

295. Actually, if you take from where Amanda sits…

296. R: Ehm.

297. Mrs Durand: Right up to this chair.

298. R: Ehm.

299. Mrs Durand: That is the size of the plot.

300. It is small…it is not a big area and yet he did all that work in that small place.

301. R: Ehm…ehm…

302. Mrs Durand: I just think that it is so important that they realise what he has done.

303. He has given us the background of what we can do today.

304. R: During your teaching, you use hand and other gestures…

305. Mrs Durand: Oh! That is my emphasis!

306. R: Exactly

[Teacher and researcher laugh]

307. How does this assist your teaching?

308. Mrs Durand: Waal…[laughing] if I do this, they are going to know something is very small, big, or very big.

309. At least they can see I am trying to exaggerate.

310. R: You are also using gestures right now [laughing].

311. Mrs Durand: Yes! Ahh…otherwise if you just sit and just talk like this, it becomes very monotonous.

312. You need to move around.

313. R: Ehm.

314. Mrs Durand: And you need to show them something, you cannot just talk.

315. I think with talking, you going to lose them totally.

316. You going to just try to teach them genetics by just talking.

317. I do not think that is going to ever work.

318. R: Why do you use images?

319. I see you use images.

320. Mrs Durand: Let them see what you are talking about.

321. If you take for example, do they know what a roan cow is?

322. R: Ehm.

323. Mrs Durand: They do not!

They have never seen it.

324. So, show them what it looks like because again they are more visual…

325. R: Ehm.

326. Mrs Durand: So, if you show them something…ahh…okay that is what it means and again when it comes to language…

327. R: Ehm.

328. Mrs Durand: …they might have a different word in their own language to explain the phenomenon which I do not know but now they will be aware of what the English word mean.

329. R: In the first lesson you used the board…the first lesson I observed, you were using the board.

330. You would write mitosis and meiosis.

331. In the…in the third lesson you used both ahh…PowerPoint and the board.

332. Why this variation?

333. Mrs Durand: The first one, you had to show them where the…where your genes are going to be situated on the chromosome.

334. So, basically you draw your chromosomes in meiosis.

335. What is genetics?

336. Where does it come from?

337. Your first take is meiosis, your segregation into different gametes.

338. You must show that to them before you carry on.

339. So, I draw it on the board, they can say; wait a minute, I have done meiosis…meiosis is not a topic on its own, it interlinks with…

340. R: Ehm…ehm…

341. Mrs Durand: …what I am doing now.

342. R: Ehm.

343. Mrs Durand: What I am trying to show them, nothing that we have done the whole year, are separated entities.

344. R: Ehm.

345. Mrs Durand: Everything follow on the next one, it is a pattern.

346. So, basically, I have revised…meiosis…

347: Ehm.

348. Mrs Durand: …very briefly.

349. R: Ehm.

350. Mrs Durand: Although it was not like a full lesson, but they know the back…background, then I can link it to my genetics because now I can draw my chromosomes.

351. Everything there show where genes are located.

352. How does it go from one cell into four different cells?

353. R: Ehm.

354. Mrs Durand: In the end, they understand it better, I think it is just for understanding concepts.

355. R: Right! Now…I observed one lesson…I observed one lesson ahh…before COVID 19…

356. Mrs Durand: Yaah…

357. R: Then…the…second and third were observed under COVID 19.

358. So, these…the…the questions that I am going to ask you ahh…refer to this new normal that we have under COVID 19.

359. I saw your learners sanitising their hands as they were coming ahh…entering ahh…the classroom.

360. Why was this done?

361. Mrs Durand: Reduce infection…minimise the infection.

362. Also, you know, they must protect one another and protect me as well.

363. This has been a big issue for me especially…

364. R Ehm.

365. Mrs Durand: And yesterday, I mean…I actually--talking about having the mask half on your face.

366. R: Ehm.

367. Mrs Durand: Sitting next to your friend and you are chatting all the way.

368. R: Ehm.

369. Mrs Durand: I do not know if you are asymptomatic…

370. R: Ehm.

371. Mrs Durand: How do I know?

372. I mean, I keep my distance, but you sit and chat to your friend and you borrow your stuff all over the place.

373. Sorry, it is a horrible disease.

374. R: Ehm.

375. Mrs Durand: As it is, its effects are detrimental, even if you recover, you can have aftereffects.

376. They must understand we have done viruses at grade eleven.

377. R: The first time I observed you…the first lesson I observed you-- you were not wearing a shield neither were you wearing a mask but ahh…the last two lessons you had your shield on.

378. What was the reason?

379. Mrs Durand: The first one, I found it very difficult to talk through the mask.

380. Sorry, I cannot talk through the mask, they cannot hear you first.

381. The shield if you try to read especially if you are wearing spectacles…

382. R: Ehm.

383. T: Actually, you have blurriness.

384. So, it is okay if I do not have to read something off a piece of paper like a question or something.

385. I still do take the shield off because my distance is enough from the learners okay.

386. They are not allowed…if they come to my desk, I put everything on.

387. So yes, I still do take it off because I sometimes feel that ahh…I just cannot handle it.

388. If I must read over a mask, it suffocates me, then I would remove it.

389. I still do...

390. R: So, in other words you are saying that the shield or the mask would affect ahh…your teaching?

391. Mrs Durand: It does! With the mask those kids cannot hear you even if they had to ask me a question,

392. R: Ehm.

393. Mrs Durand: I have to ask them to remove ehm…the mask slightly…

394. R: Ehm.

395. Mrs Durand: …ask the question, and put back straight away, otherwise I cannot hear them because it is so muffled.

396. The shield is really ahh…like I said that the reading, you know those shields are not clear if you look at it.

397. You look at something, it is basically distorted.

398. R: Ehm…so, now considering the new normal as a result of the COVID 19 pandemic how have you changed your teaching strategies or approaches with regards to teaching genetics concepts?

399. Mrs Durand: I have not really changed much in the concept of teaching genetics because as I said genetics is hands-on.

400. The only thing I do not move between the learners so, I cannot go and check individuals…I do not.

401. I stay away from them as I expect them to stay away from me.

402. That I am very strict on the social distancing.

403. So, I do not move between them, that is putting me at risk…that is putting them at risk.

404. So, where I would usually move between them, when I do genetics and check and help them one-on-one…

405. I cannot do that now.

406. R: During the first lesson you had very small spaces between learners but the second and third lesson, I noticed that they were bigger spaces between learners…

407. Mrs Durand: That was ahh…the first time, that was before COVID 19.

408. R: Yes!

409. Mrs Durand: That was the normal set-up.

410. Now they have their one and half metre space between one of them…between each of them.

411. So, they are now spread out in the class.

412. R: Do you think this affects your teaching?

413. Mrs Durand: It does in the long run, you must talk much louder for those at the back to hear, you must write bigger on the board.

414. You must use a different colours for example do not use red and orange ehm…or green use blue or black.

415. R: Why?

416. Mrs Durand: They cannot see it much clearer on the board, I have done it myself.

417. R: Ehm.

418. Mrs Durand: I wrote in the colour red, orange, and green on the board, and went to the back and saw what you can see on the board.

419. R: Ehm.

420. Mrs Durand: It is actually very difficult to see.

421. So, if you use a darker colour, they can see it much clearer.

422. And I did not do it with them but with the other classes.

423. They also had the opportunity to …if you wear spectacles, you sit in the front.

424. They have opted not to do it.

425. R: So, do you think the masks and the larger spaces that you have between your learners would also affect the way your leaners would respond to your teaching?

426. Mrs Durand: Yes, they do!

427. They are quieter.

428. R: Ehm.

429. Mrs Durand: There is no more undercurrent talk, you know you sometimes hear them in the background…

430. R: Ehm…ehm…

431. Mrs Durand: That has stopped.

432. R: So, is it an advantage?

433. Mrs Durand: It is an advantage because they are not close to one another.

434. R: Ehm.

435. Mrs Durand: And if they must talk, they must talk loudly.

436. R: Ehm.

437. Mrs Durand: And then I can shout at them because my rule is when you are here, you are quiet.

438. And if I have given you work you do it in silence, I did not say it is groupwork.

439. R: Ehm.

440. T: I do not believe in groupwork.

441. R: I understand that your second and third lessons, when I say second and third, I am referring to the second and third lessons that I observed…

442. Mrs Durand: After COVID 19?

443. R: Yes…were two hours long ahh…what was the effect of this on your teaching?

444. Mrs Durand: Look you cannot talk for two hours; you are going to lose them.

445. So, you talk for an hour and then you give them what you have dealt with to do practically.

446. So, it works both ways that they can do or ask questions when they get stuck-- so, they like the long lessons even talk for too long…so, you cannot…

447. R: Given the social distancing regulations, how long were you staying at school?

448. Mrs Durand: I am here most of the day, I do not go home because I sit and teach other grades on-line.

449. I will be here teaching my grades but then basically when I am done, I then go…but yes sometimes if I am teaching last, I am still here in the morning.

450. That is the time you get things done you know; other things done or make a worksheet.

451. Whatever you want to do, you have the timeframe to do it.

452. R: So, was it an advantage or disadvantage to you?

453. Mrs Durand: Advantage!

454. R: Lastly ma’am ahh…generally did COVID 19 or did the COVID 19 pandemic have any influence on you as a life sciences teacher or should I say, do you think the pandemic affected your teaching positively or negatively?

455. Mrs Durand: Both!

456. R: Both…

457. Mrs Durand: It is both ways, negatively…if there is a pandemic what happens?

458. We close… Positively…I can rely on their knowledge in grade eleven because they are supposed to know it…what a virus is, what a virus does.

459. R: Ehm…ehm.

460. Mrs Durand: So, yes aahm…negatively also the risk factor to you as a person.

461. That has increased.

462. We have got to be aware in here because actually-- so that we do not get it, I do not want the disease.

463. I do not! it I see what it looks like or what people look like…

464. R: Ehm.

465. Mrs Durand: No way! Forget it!

466. R: Thank you very much ma’am.

467. Mrs Durand: My pleasure! I hope I helped you.

468. R: Yes! You did.

**END!**