**Full Interview Transcript for Mrs Letsiba School B (60.9 minutes)**

**18/08/2020**

**(On-line 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: After watching your videos, how did you feel?

2. Mrs Letsiba: [Laughter]

3. R: [Laughter]

4. Mrs Letsiba: Aah… oh… [Laughter] Ehm… ehh… I had mixed ehh… feelings, but anyway ehh… I was happy… even the kids, wanted that ehh… video.

5. That ehh… ma’am can…

6. R: Ehm.

7. Mrs Letsiba: Can you ehh…send the video to us because it will keep on reminding them.

8. And what I have realised is that whenever I am teaching them ehh… these kids have their phones on, and they are taking ehh… videos.

9. Ehh… I am happy about it.

10. R: Oh, that is good!

11. Would you mind telling me more about yourself in terms of your teaching experience?

12. Mrs Letsiba: We are starting afresh?

13. Okay, ehm… I started teaching a long time ago neh… in 1995 in the Limpopo province teaching life sciences.

14. So, life sciences has become my bread and butter.

15. R: Ehm.

16. Mrs Letsiba: And moving to Gauteng province, I then continued with my teaching of life sciences.

17. R: Ehm.

18. Mrs Letsiba: And yah… life sciences has just become something that I have to live with each, and every day and I am enjoying the subject.

19. R: Ehm.

20. Mrs Letsiba: Teaching the subject though sometimes… sometimes these kids, do not go with your pace.

21. You understand, but I am a proud life sciences teacher.

22. R: Yah… can you tell me more about your… your marking experience as well as your previous year’s ehh… grade 12 pass rate?

23. Mrs Letsiba: Okay, ehh… it was only in 2019 where my pass rate just ehh…went down at 79%.

24. R: Ehm.

25. Mrs Letsiba: Each and every year my pass rate percentage ranges from 80 to 90% ehh… / ? /

26. What is wrong?

27. Can you hear me?

28. R: Yes! It looks like something is wrong.

29. I have muted my video, maybe you can mute your video as well.

30. Mrs Letsiba: No! It is fine… / ? / so, I have now marked NSC exams for many years.

31. Again, from marking centre I am able to / ? /to use ehh… the experience / ? / see how many people / ? / other educators on how to do marking so far.

32. And then in terms of being a teacher moderator, moderating all schools ehh…

33. The problem is as much as we are / ? /…you understand?

34. R: Yes!

35. Mrs Letsiba: For me marking is also important.

36. That is why whenever I am marking, I want to be sure of each and every aspect.

37. R: Yah… perfect!

38. So how many grade 12 classes are you teaching?

39. Mrs Letsiba: Ehh… at the present moment due to COVID-19, I have ehh… six classes that I am teaching now.

40. R: Ehm… okay, how many learners in each class?

41. Mrs Letsiba: We have ehh… 20 per class.

42. Mrs Letsiba.: Do you think this is a good number for your teaching strategies?

43. T: Yes! It is a very good number even when ehh… / ? /.

44. Even now those that are not working are exposed, you understand.

45. R: Ehh… Yah.

46. Mrs Letsiba: To say that okay and then ehh… I think that also / ? / in terms of ehh… but then you know… each… each and every day.

47. I know that I am talking to a few people that will understand.

48. R: Ehm.

49. Mrs Letsiba: That will understand and / ? / you understand!

50. R: Ehm.

51. Mrs Letsiba: Then you are able to do what… to give extra work, you understand.

52. R: Ehm.

53. Mrs Letsiba: You understand, unlike when they are 48 in a class, sometimes they do not even listen

54. R: Ehm.

55. Mrs Letsiba: Now / ? / I appreciate…I can work the whole day but at the end of the day, I will achieve.

56. R: Yah…so, what assumptions do you make before ehh-- what assumptions do you make about your learners before you start teaching them genetics?

57. Mrs Letsiba: You know, we… we are coming from different families neh!

58. R: Ehm…

59. Mrs Letsiba: You understand, because some of them they… neh… [silence, inaudible] you understand!

60. R: Ehm.

61. Mrs Letsiba: Let us say for example paternity testing…

62. R: Ehm.

63. Mrs Letsiba: The other learners will say that but ma’am… I am not staying with my biological mom and I am not staying with my biological father neh…

64. R: Ehm.

65. Mrs Letsiba: …and sometimes or there are examples where they are given ehh… in a case where a child has been raped, you find that ehh… there is a child like that in the class.

66. What I do is… I am very careful in terms of that.

67. I do not have to hurt but isn’t it… they have to know ehh… the concepts of genetics?

68. R: Ehm…okay, ehh… considering that you are life sciences teacher, what have been your experiences with genetics aah… with the genetics topic and associated terminology?

69. Mrs Letsiba: Yoh ma’am…ahh…that one ma’am / ? / neh…

70. R: Ehm.

71. Mrs Letsiba: …because ehh… / ? / before you can even start, you say this is of paramount importance that they acclimatise, I am teaching them to… acclimatise to what… ehh… those ehh… biological terminology… genetical ehh…genetics terminology.

72. So, that before we can even start with ehh… the concept they already know when we are talking of ehh… the pheno… we are talking about geno…

73. They already know because we have to… be… ehh-- genetics becomes ehh… ehh… the first ehh… topic.

74. R: Ehm.

75. Mrs Letsiba: They are not / ? / genetics

76. R: Ehm… okay.

77. Mrs Letsiba: Even though you try to give practical examples neh…

78. R: Ehm.

79. Mrs Letsiba: … but you find that in terms of teaching them, our children, because they have this thing of saying that genetics is difficult, ehh… yah…difficult ehh… topic.

80. R: Okay.

81. Mrs Letsiba: / ? / So, you just have to give them… more activities.

82. R: Yah…

83. Mrs Letsiba: Give them ehh… more activities.

84. R: Ehm.

85. Mrs Letsiba: Ehh… just for them to ehh… understand, they find it difficult.

86. R: Ehm…so, considering that you are very…very much experienced in teaching life sciences.

87. Have you changed your teaching approaches, ahh… with regards to terminology over time?

88. R: Ehm.

89. Mrs Letsiba: … for them to do what… ehh… I do define them…

90. R: Ehm

91. Mrs Letsiba: … you understand, and I am giving them … it is not about me always ehh… being in front of them… ehh… these children…

92. R: Ehm.

93. Mrs Letsiba: …neh!

94. R: Ehm.

95. Mrs Letsiba: So, I am forcing them to do what… ehh… to… go and read by doing what…

96. R: Yah…

97. Mrs Letsiba: I am giving them topics to say that ehh… you John, tomorrow you are going to tell [the class] what… what you understand about this terminology and then you Sharon you are going to teach… so that ehh… I am / ? /

98. It is you… you are going to teach other learners this ehh… biological terminology.

99. R: Ehm.

100. Mrs Letsiba: Neh!

101. R: Ehm.

102. Mrs Letsiba: And then ehh… also / ? / what I will do, is maybe just an introduction.

103. Then I will just stand there and wait for John to his own presentation.

104. R: Yah.

105. Mrs Letsiba: … in genetics.

106. R: Ehm.

107. Mrs Letsiba: Neh!

108. R: Ehm

109. Mrs Letsiba: And then after John has done ehh… his presentation, that is when I come in to say but John you forgot to tell us about one, two…

110. R: Wow!

111. Mrs Letsiba: … three and four.

112. R: Ehm

113. Mrs Letsiba: And will say to the other learners that ehh… of course it is not only about John who had to read.

114. It is about all of us / ? / they will be now fighting to say but ma’am you did not give me a topic.

115. They will be fighting for topics.

116. R: Wow!

117. Mrs Letsiba: You know that ehh… they will be fighting for topics because / ? / I am a life sciences teacher.

118. R: Ehm.

119. Mrs Letsiba: I do not know if it is only me ehh… who should be standing in front but / ? / by giving you these topics, it helps me to do what… to identify the problem area.

120. R: Oh, perfect!

121. So, in your video…in one of the videos you used real life scenarios for instance, you said ehh…you talked about Mario and his mother, when you were talking about phenotype.

122. Why are these scenarios important to you… as a teacher?

123. Mrs Letsiba: Can you come again?

124. R: I said, in your teaching you used real life scenarios for instance, you used Mario and his mother when you were talking about phenotype.

125. Why are these ehh…scenarios important to you?

126. Mrs Letsiba: Oh! Alright… okay, it is important to me ma’am.

127. I am just telling myself that I am using ehh… those ehh… those scenarios…

128. R: Ehm.

129. Mrs Letsiba: It will make them ehh…remember.

130. R: Yah.

131. Mrs Letsiba: In some instances, I will just simply tell them… in your books paste…go and take the picture of your mother.

132. R: Ehm.

133. Mrs Letsiba: Neh!

134. R: Ehm.

135. Mrs Letsiba: The picture of your daddy if you are staying with your biological dad.

136. R: Ehm

137. Mrs Letsiba: Ehh… daddy and then in the middle it could be you.

138. When you are looking at ehh… the following features, maybe at the ehh… the…the colour of the eyes.

139. R: Ehm.

140. Mrs Letsiba: Daddy is having brown…

141. R: Ehm.

142. Mrs Letsiba: Daddy is having brown… mummy is having brown or black…

143. R: Ehee.

144. Mrs Letsiba: And then you are having ehh…brown, then you must know exactly where you have inherited ehh… that ehh…brown or black colour ehh… from.

145. R: Ehm.

146. T: You understand!

147. R: Ehm.

148. Mrs Letsiba: And I remember in my video I made use of the ehh… it was ehh… the ehh…phylogenetic ehh… tree.

149. R: Ehm.

150. Mrs Letsiba: You understand!

151. R: Ehm.

152. Mrs Letsiba: It made them to understand that no… you do not have to have that thing-- that I do not have where I belong.

153. R: Ehm.

154. Mrs Letsiba: When you see yourself that okay, I am lighter in complexion and everyone in the family is darker ehh… in complexion.

155. R: Ehm.

156. Mrs Letsiba: It means that I do not belong to the family.

157. No! It is very wrong.

158. R: [Laughter]

159. Mrs Letsiba: … because we have what…our ehh…phylogenetic tree.

160. So, that is why I kept on using these ehh… examples and at the same time, I will be telling them that people in the examination, you have to do the right thing.

161. R: Exactly!

162. Mrs Letsiba: We do not have to be writing that ehh… mummy is here, papa is here…

163. R: [Laughter]

164. Mrs Letsiba: … and then it means ehh… No!

165. You have to do the right things.

166. R: Wow!

167. Mrs Letsiba: So, I am-- those scenarios… I am just using them so that they do what… they do understand.

168. R: Your lessons are very, very interesting ma’am.

169. I learned a lot from you.

170. Okay, moving on… you emphasised on correct pronunciation as well as spellings during your teaching.

171. For example, when you were talking about ehh… ehh… meo-- meiosis, you recapped, and you talked about blastocyst.

172. You said, blastocyst not blastocyte.

173. Why is this important for you?

174. Mrs Letsiba: Okay, ma’am ehh… [laughing]

175. R: [Laughing]

176. Mrs Letsiba: So, ehm… remember that at the end of the year.

177. R: Yes!

178. Mrs Letsiba: It is the thing that I always tell them.

179. That we do not have to take things for granted.

180. R: Ehm.

181. Mrs Letsiba: Yes, you can write and include that mistake and then I mark...

182. R: Ehm.

183. Mrs Letsiba: Neh…I give a tick for that, a credit for that but what will happen at th end of the year when you are making the same mistake?

184. R: Ehm.

185. Mrs Letsiba: No one is going to ehh… to give you any credit.

186. R: Ehm.

187. Mrs Letsiba: So, I am just making them… preparing them for the final examination…

188. R: Ehm.

189. Mrs Letsiba: …to say that… we need to be careful in terms of the spellings, because sometimes you write a wrong spelling that will not even have ehh… then ehh-- the meaning that will be different.

190. So… you will not be credited for that and then… they have to know what the difference between the ehh is… that blastocyst and then ehh… the blasto…

191. R: …cyte!

192. Mrs Letsiba: Oh! …cyte!

193. R: You are such an amazing teacher!

194. Mrs Letsiba: For me… I am [preparing the for the examination].

195. Your first three letters might be the same…

196. R: [Laughter]

197. Mrs Letsiba: … but at the end of the year no one is going to consider them, we have to do the right thing.

198. R: Yah…so, I guess that is the reason also you use ehh… sometimes dramatization, because in one of the lessons when you were teaching the concept of first filial generation.

199. you asked ehh… your learners to come… some of the learners to come to the front to be children, the offspring and then you asked two learners; a tall one and a short one to come and be the father and mother when you wanted to demonstrate first filial generation.

200. Why do you use demonstrations like this or dramatization like this? [Intercom interruption]

201. Mrs Letsiba: Is it not that I said to you ma’am earlier on…

202. R: Ehm.

203. Mrs Letsiba: … that ehh… learners, they already… when they come to… we they come to the ehh… this section of genetics.

204. R: Ehm.

205. Mrs Letsiba: In their minds they already have this thing that ahh… genetics is a very difficult ehh… topic.

206. R: Ehm… Ehm.

207. T: And the learners tend to lose interest easily.

208. R: Ehm.

209. Mrs Letsiba: Neh!

210. R: Ehm.

211. Mrs Letsiba: So, what I am… I am just trying to motivate ehh… to make the topic interesting.

212. I know that ehh… ehh… twenty learners neh!

213. R: Ehm.

214. Mrs Letsiba: And eighty percent of them, they will write the correct thing and give ehh… the results.

215. You understand!

216. R: Ehm.

217. Mrs Letsiba: … because even when they are reading, I am saying that even when you are reading, go home stand in front of the mirror, do not concentrate on being beautiful or ugly.

218. Things that we… are learning…

219. R: Ehm.

220.. Mrs Letsiba: …each and every day.

221. R: Ehm.

222. Mrs Letsiba: They can… will be able to identify…alright… I have dimples and who has dimples in the family?

223. You understand!

224. R: Ehm.

225. Mrs Letsiba: I can roll my tongue, who is able to roll the tongue ehh… in the family?

226. Things like that, you understand ma’am!

227. Just to make the lesson interesting and at the same time I am doing what… I am pulling them ehh… towards me.

228. So, that we are all on the same ehh… page…

229. R: Okay, I see you… you wrote a lot--

230. Mrs Letsiba: So, that is why I am using it.

231. R: Wow! I see you wrote a lot on the board, for example you demonstrated how to use a… a punnet square or those crosses, why is this ehh… important to… to you?

232. Mrs Letsiba: Okay, ehh…I am saying that we are teaching learners with ehh… different intellectual abilities.

233. R: Yes!

234. Mrs Letsiba: So, you find that this other one is able to do what…ehh… to use ehh… the punnet square.

235. R: Ehm.

236. Mrs Letsiba: And then this other learner B is able to do what… ehh… use ehh… the crossing

237. R: Ehm.

238. Mrs Letsiba: So, they have to understand that if I am not able to use the crossing then I can still go on and use what… a punnet square and whether using a crossing or punnet square [silence] they are still going to do what… to give the same ehh… answer.

239. R: Ehm.

240. Mrs Letsiba: So, it Is just that I wanted to… / ? / looking at some previous papers neh!

241. R: Ehm.

242. Mrs Letsiba: You find that the examiner will just say… use ehh… the crossing…

243. R: Ehm.

244. Mrs Letsiba: … let us say… so they must know that we can get the answer using the crossing and using… ehh…the punnet ehh…square.

245. R: Ehm.

246. Mrs Letsiba: And most of the time, I am encouraging them to ehh…use ehh…that ehh… punnet square because it becomes so easy for them.

247. R: Ehm.

248. Mrs Letsiba: In the crossing you find they just put ehh… you know… lines anywhere anyhow.

249. So, I teach them the two ehh… the two methods.

250. R: Ehm…you… you use ehh…

251. Mrs Letsiba: Ehm.

252. R: Ehh … ehh… you use a lot of strategies in your teaching.

253. I saw that you allow learners to debate on their own… you are quiet, and they are busy you know, asking each other questions and answering on their own.

254. Why do you think this is important?

255. Mrs Letsiba: Ehh…this is very important to me ma’am.

256. As I am saying that ehh… at the same time I am forcing them to read.

257. I am forcing them to study.

258. R: Ehm.

259. Mrs Letsiba: You understand!

260. R: Ehm.

261. Mrs Letsiba: Hence I am saying ehh… I am running away ehh… from that ehh… teacher-centred ehh… approach.

262. R: Ehm.

263. Mrs Letsiba: Also, learners, they need to be independent.

264. So, I give them the space.

265. R: Ehm.

266. Mrs Letsiba: So, that is what I am doing.

267. I am giving them space, so that they, ehh… can learn and I am like ehh…saying to them that you know what… it is of no use that ehh… and I do that…

268. R: Ehm.

269. Mrs Letsiba: … each and every day.

270. I will come, stand, and then teach and then the period is over, and I am out of the classroom.

271. R: Ehm.

272. Mrs Letsiba: I do not know ehh… how far you understand what I am doing, but then it is amongst you.

273. We have the topic; you debate among that ehh… amongst yourselves.

274. R: Ehm.

275. Mrs Letsiba: It becomes even easier for me to ehh… to ehh… identify ehh…those ehh… areas that I know… that okay ehh… they did not ehh… in their debating because ahh… I am listening.

276. R: Ehm.

277. Mrs Letsiba: And sometimes I will stop the person who is debating…

278. R: Ehm.

279. Mrs Letsiba: … because I always say, for you to understand and then… ehh… and that the person who is ehh… leading that debate is not lying…

280. R: Ehm.

281. Mrs Letsiba: …because if you are not going to interact… and then the person will keep on lying to you and then you believe in what he is saying unaware of that, maybe even himself does not understand what he is trying to say / ? / there is a debate.

282. R: Ehem.

283. Mrs Letsiba: / ? / Then I will go back to that ehh topic again…

284. R: Ehm.

285. Mrs Letsiba: … and then I know that okay they know this; they do not know that.

286. Then I rectify, I polish.

287. R: Ehm.

288. Mrs Letsiba: That is what I am trying to do.

289. R: Yah…your…teaching is ahh--when you are doing your teaching, you link it a lot to examinations.

290. Why the emphasis on examinations?

291. Mrs Letsiba: [Silence] There-- yah… I am not going to set the examination.

292. R: Yah.

293. Mrs Letsiba: Someone, somewhere…

294. R: Ehm.

295. Mrs Letsiba: … is going… is setting the examination.

296. R: Ehm.

297. Mrs Letsiba: We have to be ready.

298. R: Ehm.

299. Mrs Letsiba: So that is why ehh… even with my marking for example… [clearing throat] the of the ehh… SBA … I always tell them that ehh… I cannot just put ehh…ehh… ticks there that ehh… its six marks.

300. You have to understand ehh… where that six marks are coming from.

301. R: Ehm… Ehm.

302. Mrs Letsiba: You understand!

303. R: Yes!

304. T: And then which areas ehh… you know that ehh… because some of the marks I am actually calling… I am referring them as the free marks.

305. R: Ehm.

306. Mrs Letsiba: That ehh… you write whatever they get in the caption… is what… it is a free mark.

307. R: Ehm.

308. Mrs Letsiba: The labelling of your axis, it is a free mark

309. R: Ehm.

310. Mrs Letsiba: So, before you can even start plotting that graph… because it is the way they are going to mark at the end of the year.

311. So, my emphasis whenever I am teaching ma’am…

312. R: Ehm.

313. Mrs Letsiba: …whenever I am teaching, I say okay… you write NB next to this ehh…ehh… concept here…

314. R: Ehm.

315. Mrs Letsiba: … because it is what you will get in the examination.

316. R: Ehm.

317. Mrs Letsiba: You understand!

318. R: Yes!

319. Mrs Letsiba: So… and again as I have said to you that ehh… we have gained a lot of knowledge again as markers.

320. R: Ehm.

321. Mrs Letsiba: And then we have to impart that knowledge ehh… to our learners.

322. That ehh… they have to know how to answer questions.

323. R: Ehm.

324. Mrs Letsiba: So, that is why always my emphasis is on examinations and I am making them aware… I …

325. R: Ehm.

326. : That ehh… you are going to write examinations

327. R: Ehm.

328. Mrs Letsiba: Yah… I am just making them aware each and every day.

329. R: Wow!

330. Mrs Letsiba: That you are going to mark… I mean to write the examination, that you do not even know who set the exam and that someone somewhere is going to mark your paper.

331. So, they need to be very careful…

332. R: Ehm.

333. Mrs Letsiba: … and prepare themselves in terms of that.

334. R: You are an amazing teacher ma’am.

335. Mrs Letsiba: That is why I keep on ehh… ehh… referring them to ehh… examinations.

336. They have to know that they will write an exam.

337. If I write an exam it is going to be my own exam…

338. R: Ehm.

339. Mrs Letsiba: …but they are going to write the exams

340. R: Ehm.

341. Mrs Letsiba: And they have to know… if they say to them draw a table, they have to know how to draw ehh… the table because there is already… there is a free mark…

342. R: Yah.

343. Mrs Letsiba: … for drawing of the table.

344. R: Ehm.

345. Mrs Letsiba: That is why I said to you that ehh… I am very strict in terms of marking.

346. R: Ehm.

347. Mrs Letsiba: Just to do what… to prepare them for… ehh… for their final [examination].

348. That is my story.

349. R: Yah… it is a perfect story.

350. Rich story it is.

351. Aah… you…you use ahh…gestures, sometimes you smile at your learners.

352. Why are these gestures important to you?

353. Mrs Letsiba: I am ehh… I want them to listen to me.

354. R: Ehm.

355. Mrs Letsiba: I want them to do what… I am saying that I want them to do what I am saying.

356. R: Ehm.

357. Mrs Letsiba: So that is why I am using the [gestures] and you cannot go to class being angry…

358. R: [Laughter]

359. Mrs Letsiba: …what are you saying?

360. R: [Laughter]

361. Mrs Letsiba: So, even if some…. ehh…someone can just make me angry; I will make sure that ehh… it does not take ehh… the whole ehh… period.

362. R: Ehm.

363. Mrs Letsiba: I will be angry with that one and shout and go back to… to my / ? /

364. R: Yah.

365. Mrs Letsiba: So, I am drawing their attention using ehh… those hands hee-- I am trying to emphasise.

366. R: Ehm.

367. T: What I am saying to them… the smile… hence I am saying you cannot be teaching them and ehh… and make these learners afraid of you.

368. Learners must come to you if they have problems.

369. R: Ehm.

370. T: Ehh… because this an approach on its own.

371. You must be approachable.

372. So, that ehh…even if they do not understand, they can knock at the door of your office and say that ehh… ma’am I was scared to ask in the classroom ehh… can you, just help me with one, two and three… you understand…

373. R: Ehm.

374. Mrs Letsiba: …because you are … but if you are not approachable…

375. Learners will not come to you if they experience any problems, that is… [laughter] that is force of attraction… force of attraction [laughter].

376. R: Ehm… [laughter] Oh! Perfect!

377. You… you also used images like ahh… ehh… when you were teaching ehh… meiosis you referred to the karyotype.

378. You asked your learners to go to the study guide-- to the study guide for the karyotype.

379. Why are images important in your teaching?

380. Mrs Letsiba: Is it not that ehh… ma’am the / ? / the reason I keep on using ehh…those ehh… images… the reason being that even when they come across…

381. R: Ehm.

382. Mrs Letsiba: …ehh… that diagram in a question…

383. R: Ehm.

384. Mrs Letsiba: …then they are able to… you know… you need to have this ehh… this ehh…imaginary… imaginary ehh… picture in your mind.

385. You understand!

386. R: Ehm.

387. Mrs Letsiba: Let us say for example, you have ehh…this ehh…the picture of the structure of the eye neh!

388. R: Ehm.

389. Mrs Letsiba: You keep on imagining / ? / that the karyotype ehh… looks / ? /

390. I always tell them that life sciences is not a subject that people have… have to fail [silence] / ? / that is something that is happening in my body.

391. I do not have to take an excursion and say that ehh…go and study the karyotype of a human.

392. We have them, we know how many chromosomes ehh… we have as humans…

393. R: Ehm.

394. Mrs Letsiba: …and we are not talking about a human from another part of the world

395. R: Ehm.

396. Mrs Letsiba: We are talking about us seated at the same place at the same time.

397. R: Ehm.

398. Mrs Letsiba: So, I am just making them remember things.

399. R: Okay, ahh…when a learner is misbehaving in your classroom sometimes you simply call the name for example, you said George, then you continued with your teaching.

400. Why this approach? [laughter]

401. Mrs Letsiba: I once learned that as a teacher, you need to know the names of your children, because if you just say boy, they will be looking at each other

402. R: Ehm.

403. Mrs Letsiba: …but when you just say okay, George.

404. R: Ehm.

405. Mrs Letsiba: Then George will know that it means you are making [clearing throat] him-- I am implying that ehh…what you are doing is not right.

406. R: Yaah.

407. Mrs Letsiba: So, calling learners by their names, is very important in teaching because if it is boy, girl, boy, girl and that one will not even ehh…raise any fear, any fear.

408. You understand!

409. R: Yaah.

410. Mrs Letsiba: So, when you just call by their names then the learners…the…the learner will-- because you have identified that he is doing something not right.

411. The learner is misbehaving, and I must call him/her to do what…I mean to order.

412. R: Ehm.

413. Mrs Letsiba: I cannot call him boy, you see…with the name George.

414. R: Ehm.

415. Mrs Letsiba: So, George [silence] be aware that I can see what you are doing.

416. R: [Laughter]

417. Mrs Letsiba: It is important to me ma’am…

418. R: Ehm.

419. Mrs Letsiba: …to know…remember that ehh…I said to you last week that with me ehh…it is a challenge because I am only teaching grade 12.

420. R: Ehm.

421. Mrs Letsiba: I made a sitting plan for my new learners.

422. R: Ehm…ehm.

423. Mrs Letsiba: Neh! I am doing my own sitting plan

424. R: Ehm.

425. Mrs Letsiba: After that I will be able to ehh…know their names very well.

426. After each and every test they have written…

427. R: Ehm.

428. Mrs Letsiba: I have a new sitting plan.

429. No one owns a seat in my classroom…

430. R: Ehm.

431. Mrs Letsiba: …because they keep on rotating.

432. R: Ehm.

433 Mrs Letsiba: Ehh…according to their performance.

434. R: Ehm.

435. Mrs Letsiba: So, if you are performing very well and you are the highest, I know where…okay…by doing this at the same time I … / ? / to know ehh… learners that are…are weak…because I did not teach them in grades 10 and 11.

436. R: Ehm…ehm.

437. Mrs Letsiba: …and now I do not know their performance

438. R: Ehm…ehm.

439: Mrs Letsiba: So…it is the other thing that I am doing, that after they finish to write a test.

440. It can be an informal test, but I make a new arrangement.

441. So, meaning that on Monday there is a new ehh…arrangement.

442. R: The…the last questions I am going to ask--

443. Mrs Letsiba: By so even…hello!

444. R: Oh! You can go ahead, I thought you were done…sorry [laughter]

445. Mrs Letsiba: No! I am-- I was just saying that ehh…it makes someone to know the names ehh…quickly…

446. R: Yaah.

447. Mrs Letsiba: …because John is performing very well…

448. R: Ehm.

449. Mrs Letsiba: …and then lizzie, I know she is struggling and then put them in one row, that ehh…/ ? /

450. the next thing when the district is coming and then they say, profile ehh…the ones that are not doing very well.

451. You understand!

452. R: Ehm.

453. Mrs Letsiba: It becomes easy for me in that way.

454. R: Ehm…aah…in the last lesson…in the last lesson I observed, you were wearing a mask ahh…do you think…do you think ehh…this has affected the way you teach…?

455. The mask…[silence]

456. Mrs Letsiba: Yes! Neh!

457. R: Ehm.

458. Mrs Letsiba: It…ehh…it is affecting our teaching, that is why we even have to pu5 that ehh…that ehh…cap… [face shield]

459. R: Ehm.

460. Mrs Letsiba: …because sometimes when you are teaching and then ehh…again the social distancing.

461. R: Ehm.

462. Mrs Letsiba: You will find that one child does not even hear ehh…what you are saying but at the same time we need to protect ehh…ourselves, so that is why we wear the mask.

463. We try to be ehh… audible [bell rings] oh okay…loud so that everyone can hear what we you are saying…and my period is over.

464. Did you hear my bell?

465. R: YES! Yes! Thank you very much, my darling.

466. Mrs Letsiba: Thank you, to you…and thank you.

467. You know I am so proud!

468. Thank you, to you.

469. R: Aah…thank you!

470. Mrs Letsiba: And you know…I am so proud, proud…you know when someone, sometimes you ask, ma’am does not have life sciences teachers at ehh…School A [researcher’s school] [teacher and researcher laugh] that she can interview. [Laughter]

471. R: I do have them!

472. I have interviewed them already. [Laughter]

473. Mrs Letsiba: I also feel ehh…special that ehh…yoh…you know what …

474. R: Ehm.

475. Mrs Letsiba: …ehh…I will be part of ehh…ma’am’s ehh…what…I will be part of what…can you help me? [Clapping hands]

476. R: Part of the…the PhD

477. Mrs Letsiba: When you are going to get that thing…yes

478. R: [Laughter]

479. Mrs Letsiba: / ? / You know what?

480. When you get that PhD.

481. R: Ehe.

482. Mrs Letsiba: You must ehh…invite me to come and eat meat…

483. R: I will definitely do that!

484. Mrs Letsiba: …because every day you were saying ma’am can we do this, ma’am can you help me.

485. R: [Laughter] I will definitely do that my love. [Laughter]

486. Mrs Letsiba: Alright ehh... thank you dear one, thank you.

487. R: Dear, you are such a darling.

488. Mrs Letsiba: Bye, bye, I am going to class now.

489. R: Okay, thank you very much, I will see you…I will keep on seeing you.

490. [Laughter] Bye, bye.

491. Mrs Letsiba: Yes! Me too, we are friends.

492. That is the other way of…

493. R: …making friends

494. Mrs Letsiba: …forming ehh…friendships. [laughter]

495. R: Exactly thanks dear. [laughter]

496. Enjoy your day. [laughter]

497. Mrs Letsiba: Thanks, dear!

498. R: Okay, bye!

499. Mrs Letsiba: Bye!

500. R: Bye!

**END!**