IN – Interviewer

AC: Interviewee

[Begin transcript 11:30am]

IN: Good morning! Um... My name is XXXX XXXX, I’m a researcher from XXXX university and I'm carrying research called um... reading intervention in year three and I would like to ask you a few questions. So, before we go, please could you tell me about yourself, and you work experience and what you do if you are a student, what course you are studying. Could you tell me your name please?

AC: Okay. My name is XXXX XXXX a student at XXXXX University studying MA in education.

IN: OK

AC: …Yeah, and my work experience, I worked in a secondary school for about a year and in a creche mostly.

IN: Ok. And before we go ahead, I'm sure you are aware I'm going to record it and it's going to be on my phone or iPad, and it would be passworded. After the research, it will be destroyed. You've gone through the consent form and all that, yeah (flipping the consent form)

AC: that yeah

IN: Okay. So, I just have a few questions I know you're sort of pressed for time. So, can you... um... you're one of the teachers carrying out the reading intervention switch on, right?

AC: Yes! (Adjusting herself on the chair)

IN: OK and in what ways do you help student transmission into this program seamlessly. Um., that's how do you help them get into this switch on program seamlessly. And was there a time when students were not cooperative during the intervention?

AC: No. Not really. I think um... before the intervention started; I already spoke to them to let (school bell ringing) them know what we’ll be doing. You know, being that they're not familiar with me. So, I already explained (school bell stops) that I'll be taking them in reading session. And before then, I've been trying to interact with the students before the start of the intervention (Sigh). So, and also during the intervention they all cooperated. They were doing well except for few distractions here and there. Let's say, maybe they have activities in the class they really want to be part of so that gets them a little bit distracted

IN: So, how did you handle that situation?

AC: Um... I just tried to let them know that OK, the intervention will not take long, and they will be able to still meet up with the rest of the activities in the class before it ends. So, I just make sure I keep to time exactly 20 minutes.

IN: OK

AC: The intervention stops, and they can go back to class.

IN: Alright thank you for that. And um...what do you think are the greatest challenges student face when learning to read?

AC: I think Um... (Pause) the challenges they face is a lot of them don't, cannot really... they don't understand what they are reading and then they are not able to pronounce the words. The alphabet put it together to form a word. I think sometimes they know the sounds. What they might read out might be different from what the word actually is or actually supposed to sound like. So, it gets them kind of confused.

IN: For example? You have an example to sight?

AC: For example, ‘BUY’

IN: OK...

AC: Yeah, one of them read it as, ‘bug’, ‘boy’. Yeah. So, and I was like no, it's BUY! And he was like, but it's ‘u’ it's BUY, and bug is BUG so it's bug. So, why should this one be ‘y’ it's supposed to be ‘uh’ so stuff like that.

IN: OK and then, can you tell me what year group you are taking the intervention?

AC: Year 4.

IN: OK. And um, what do you do when a student is not engaged in the sense that maybe, you're teaching...em, during the reading intervention and the child is not engaged. Maybe he is not focusing or just not interested or something. What do you do to the child, to the pupil?

AC: Um..., I just try to ask them if they're okay, what’s the matter. And if it's uh..., but I've not really had um... such experience that during the intervention the student will not be interested because obviously I get the book that they're interested in

IN: That answers my next question because my next question is, how do you help the student connect with the reading materials you assigned to them

AC: And so... also, the only incident was before the reading it might be reluctant ‘’I don't want to read today’ ’but after a few words of encouragement, they will agree to read. And the moment they agreed to read, will go on with the intervention without any problem

IN: Ok thank you for that. And um..., how do you plan to monitor the progress of each child is there…

AC: Yeah, there's a running record…

IN: What tools are available for you to monitor the child progress?

AC: ...Yeah, there's a running record that we take in every session…

IN: OK

AC: …And um..., that way, I will be able to monitor and calculate the progress and see where they are progressing and where I need to put in more effort

IN: What does they running record entails? Does it have like errors? What exactly?

AC: Yeah, the running records has um. errors, and the type of errors like omission, substitution, and all that. So, we know if the child is not paying attention while reading and then they just jump and omit some words or they just substitute some words and sometimes, the type of substitution too. They may not be able to pronounce some words and then, they just look for something. You know, they know what the world is well but maybe they can't pronounce it, so they just look for another one to replace it.

IN: They improvise.

Ok. And were there challenges in keeping accurate students record like the running record did you have challenges in doing that?

AC: Um...not really because I look for a way of you know keeping up with the pace at which they're reading to take my running record, so I was able to take the running record

IN: Ok and what did you love about the intervention? What did you enjoy most about the intervention you did with the pupils

AC: What I love about it is um..., the introduction of new books in every session…

IN: Ok

AC: It made the children to be exposed to a number of books and quite a number of variety of books

IN: Like what? What kind of books were these?

AC: I think some of the books are adventure…(Smiling)

IN: Ok...

AC: …Some are..., I think has to do with magic and all that. And some of them enjoyed some of the books they started reading. They liked it which maybe, they wouldn't have picked the book to read initially

IN: And what are the things that frustrates you about it. The intervention. Did you have any frustration about it

AC: Um...not really, but I think keeping to time…

IN: Ok

AC: ...keeping to the time. Most of the time, you know the pace at which the student reads might not be as fast as um… the intervention has planned it. Let's say 6, minutes to read familiar books, read two unfamiliar books and then the child ends up reading only one because of the reading pace. And then, the child sometimes can be fast and then the child finishes the book before the time. So, I think the timing and then…

IN: So, you saying the timing is not sufficient?

AC: Yeah ...

IN: So, you are saying the timing is not sufficient for the intervention? Is it like its cramped?

AC: Yeah…, it's not sufficient. I think the twenty minute is not sufficient for the intervention because when you follow the way it's supposed to be. Six minutes for familiar books, four minutes running record, six minutes for introduction of new books, then four minutes to read. I think asking the child some other questions like um… comprehension question. If you understand what you're reading, what the book is all about all those stuffs. There's no time for that except maybe if you take extra time to ask (door opening) for that. But from the intervention, the time it's supposed to take. For me, I think the twenty minutes is not sufficient.

IN: Is not sufficient. So, what minute would you have recommended or do you think would be just adequate for the…

AC: I can't say

IN: …Just like an estimate

AC: (Pause) Let’s say maybe thirty minutes

IN: Thirty minutes. OK. And um. based on your experience, like you been involved in the reading intervention, how would you rate the progress of the program? That's on a scale of 1 to 10, 10 been the highest score. How would you rate the progress of the reading intervention? 10 is the highest. Like 10, very good or 2, 3.

AC: The progress of the intervention?

AC: Um... I would say... (Pause) I’ll just pass that, because right now I can't say. I can't rate the progress (speaking in a low voice) I don’t think I have the…, I have not finished. But for me, if I say, I will say there is progress. But on the written scale well… let me say, 6 or 7. (Gently shaking her head from side to side)

IN: OK. Now um… looking back, do you think you were well equipped for this program? Like to carry out the intervention. Do you think you were really equipped, or you were rushed into it or maybe you would have gotten more time to really sink yourself into the program so that you can like have a very good delivery

AC: For being equipped, I think yeah, we got the training, and the training was ok. We were trained but it's just that the period between which we had the training and the period which we are carrying out the intervention it's a long period it's ….

IN: Sorry, can I ask how long was the training?

AC: I can't say?

IN: Was it like a day? Or...

AC: How long was the training?

IN: Yeah

AC: It was just a day’s training

IN: A day’s training

AC: Yeah, and then… So, the time we were taking to carry out the intervention after the training, it's after like few months

IN: OK

AC: So, one has to um... go back to the materials, to the training materials to refresh. And one might not … Maybe it would have been better if we carried out the intervention immediately after the training instead of you know, after few long months. We might have forgotten about some part of the training aspect and all that

IN: Ok. So, when you say few months, can you be specific? Like was it two months, three months, four months after the training?

AC: I don't have the exact um... I can’t remember exactly when the training happened

IN: Could it be like between two, three months or four months after the training?

AC: I can't remember exactly when we had the training …

IN: Yeah, but between... Is it two, three months to four months?

AC: Yeah, let's say between may be two ...

IN: Or three months

AC: Yeah, let’s say between two to three months, I think? I think let’s say two months.

IN: And what are the experiences in the program that were not envisaged like what didn’t you see coming in the program and how did you manage them. Like the experiences in the program. What didn’t you see?

AC: I don’t think there was anything I didn't see in the program. But I think the only thing was just that for the class which I am taking, there was no book band ...

IN: OK

AC: Yeah,

IN: So, they books you were supposed to use for the children you didn't have it

AC: Not that there were no books to use for them because I was able to get books to use for them only that it was not in the book band

IN: That was supposed to be used for the training

IN: Ok. So, how did you manage to handle this?

AC: They have the books they're reading which also were in levels, so I just went with the books they are using

IN: Ok, so you just went with the available books. Now I think I asked you about this but just for clarity’s sake. Do you think the duration for the program was enough? Which you said, … I think you answer was, it wasn't enough. Or was that what you said? The duration for the program. You know it’s supposed to be 10 sessions, right?

AC: Yeah

IN: Do you think it’s enough?

AC: I think to get um... more impact, I think the ten…

IN: Ten sessions for ten weeks

AC: Ten sessions is not enough. Yeah

IN: Why did you say this? Any reasons for saying this?

AC: Um… because um…, I think um… the need for reading and for them to keep up the progress they've achieved so far in the session, they need um, to keep reading and practicing

IN: Is there any time like…

AC: As frequent as possible probably to develop their reading habit and because ten weeks, after 10 weeks then what happens...?

IN: What happens next

AC: So, …they go back, they may not read as much as they're reading now because here, they read twenty minutes minimum every day because of the intervention. But then after the intervention, if um… maybe they don't read as much as they read now, I don't think um. the progress will be sustained

IN: Ok. So, you think to give them like a very good foundation maybe the reading program should have extended maybe at least a term or maybe all through the year. Is that what you are saying? Maybe three months or like a term

AC: Let's say, if it's ten sessions, ten sessions for me is not just enough for them. They might make progress, but it may not be…you know, so much as you know one will be expecting. But ten sessions, maybe one week. I mean, 10 weeks once a week, there will be progress definitely, but it may not be as much as… Maybe a whole term

IN: …Should be enough yeah

AC: Yeah

IN: So, you reading intervention how did you do it? Was it's a once a week or every day for ten sessions

AC: It was a two-weeks intervention every day.

IN: Every day. So, you think that is just less. They should have at least a term for them to really have a strong foundation in reading

IN: Ok, thank you for that. We are almost done. Is there anything else you would like to add, please feel free to say it’s. About your observation in the whole thing, your experience so far

AC: I don't think this anything I’ll like to add to what I've said already but I've said almost everything about my experience and what I feel about the timing and the duration of the…

IN: So, did you enjoy it? Was it something you enjoyed?

AC: Yeah, it's interesting. It’s something I enjoyed and I'm sure the pupils too did

IN: Ok. So, what difference do you think it has made to the school in terms of tangible measurement. Like what difference has the intervention made in terms of improvements. Have you seen improvement in the children and

AC: (Pause) I'd like to skip that question. I think the school will be in a better position to say that

IN: OK so in other words you're not sure if there's any improvement in the children

AC: Well, from my own part, there's improvement but I don't know what the school will say on their own part

IN: I am asking you since you're the one that carried out the intervention. Do you think there is improvement in their reading?

AC: Yeah, there is improvement in their reading from my own end.

IN: Ok. Do you think that you, been in the school has helped in their workload?

AC: Yes, it has because we are not only carrying out the intervention also helping in any other way we can help in the classroom.

IN: Ok. Thank you so much for your time, I do appreciate it. If I have further questions, (laughing) I’ll let you know. Thank you so much for taking all time to participate in the research but I just want to show you again that once I'm done with the research data, it's going to be destroyed and everything we've said is very confidential just like it was stated in the information sheet. Thank you once again and to do have a nice day.

AC: Thank you (Smiling)

[End transcript 11:53am]