**INTERVIEW SCHEDULE - LECTURER**

**INTERVIEW INFORMATION SHEET**

**Research Project Title:**

Equipping student teachers to teach reading skills: An evaluation of reading pedagogy modules in two universities in KwaZulu-Natal

**Purpose of the research**:

To critically analyse the preparation of student teachers by higher education institutions to teach reading in schools, with reference to two university programmes in KwaZulu-Natal.

**What you will do in this research**:

If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about teaching reading pedagogy. Others will be about your experiences and perceptions in teaching reading. With your permission, I will audio record the interview, for accuracy in reporting. You will not be asked to state your name on the recording.

**Time required**:

The interview will take approximately one (1) hour.

**Risks**:

There are no risks anticipated.

**Benefits**:

This is a chance for you to tell your story about your experiences concerning the teaching of reading.

**Confidentiality**:

Your responses to interview questions will be kept confidential. At no point will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be destroyed when my dissertation has been accepted. The transcript, without your name, will be kept until the research is complete.

The key code linking your name with your number will be kept in a locked file cabinet in a locked office, and no one else will have access to it. The data you give me will be used for writing the dissertation and may be used as the basis for journal articles or presentations in the future. I won’t use your name or information that would identify you in any publications or presentations.

**Participation and withdrawal**:

Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the study without penalty. You may withdraw by informing the researcher that you no longer wish to participate (no questions will be asked). You may skip any question during the interview but continue to participate in the rest of the study.

**To Contact the Researcher**:

If you have questions or concerns about this research, please contact:

Researcher:

Name: Clemence Zamokuhle SABELA

Email: [zama.sabela@yahoo.com](mailto:zama.sabela@yahoo.com)

Mobile: 078 341 2685

You may also contact the faculty member supervising this work:

Supervisor:

Name: Prof. EM Mncwango

Email: [MncwangoE@unizulu.ac.za](mailto:MncwangoE@unizulu.ac.za)

Tel. No.: 035 902 6057 / 072 347 0662

Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm:

University of Zululand Research Ethics Committee [UZREC], Research & Innovation Office: 035 902 6887 or the researcher’s Department / Supervisor.

**INTERVIEW SCHEDULE: LECTURER**

1. Where were you born?

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1. What primary school did you attend?

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1. What secondary school did you attend?

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1. What qualifications do you possess?

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1. Do you have specific training on English Language Teaching or English Second Language Acquisition?

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1. Were you trained to teach reading as a language skill?

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1. Tell me about your teaching experience. Did you teach at a school level and for how long?

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1. Tell me, now, about your lecturing experience. For how long have you been a lecturer?

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1. What is your opinion on the 2021 PIRLS Report that shows that 81% of South African learners in Grade 4 cannot read for meaning?

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1. How, in your opinion, do the reading pedagogy modules for English First Additional Language Education equip student teachers to teach reading for meaning?

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1. What reading theories and strategies, do you think, inform the reading pedagogy modules for English First Additional Language Education?

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1. In your opinion, are the reading pedagogy modules for English First Additional Language Education aligned with the aims and purposes of Curriculum and Assessment Policy Statement (CAPS) for Intermediate Phase, Grades 4 – 6, English First Additional Language?

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