**OBSERVATION SCHEDULE – STUDENT TEACHERS**

**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

Mobile: 078 341 2685

You may also contact the faculty member supervising this work:

Supervisor:

Name: Prof. EM Mncwango

Email: MncwangoE@unizulu.ac.za

Mobile: 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.

**OBSERVATION SCHEDULE: STUDENT TEACHERS**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Classroom organization**: Is the classroom environment conducive to learning and teaching; cleanliness, pictures and charts on the walls, corner library, writing board, bulletin board?

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1. **Introduction**: How does the student teacher introduce the reading lesson? Does s/he activate background knowledge in learners? Does s/he use authentic examples? Does s/he motivate learners?

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1. **Pre-reading activities**: What strategies does the student teacher employ to prepare learners for reading; explaining new words, predicting using pictures, title, skimming, scanning?

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1. **Resources**: What resources is the student teacher using?

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1. **During reading activities**: Does the student teacher demonstrate good reading skills, voice projection, tone, eye contact, body movement, questioning, inferencing, engaging learners?

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1. **Post-reading activities**: How does the student teacher engage learners in interpreting the whole reading text, synthesising, summarising, comparing and contrasting, inferencing, evaluating, drawing conclusions, expressing opinions?

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1. **Assessment**: How does the student teacher integrate teaching and assessment, diversifying cognitive levels of questions and assessment tasks, providing appropriate feedback to learners?

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1. **Conclusion**: How does the student teacher apply knowledge, skills and values learned, moral lesson, extended reading?

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1. **General**: Overall impression about the student teacher’s approach and strategies to teaching reading?

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