

ADDENDUM 11: ORAL RUBRICS

1 Band Descriptors for International English Language Testing System: Speaking Module

9

Speech is fluent, situationally appropriate and fully acceptable in all features though a slight non-intrusive accent may be observed.

8

Communicates effectively on all general, academic, vocational or leisure topics relevant to own interests and experiences. Speech is fluent and readily comprehensible though occasional slight inappropriacies, non-systematic errors in grammar, vocabulary and sometimes a strong accent may occur without impeding communication. Can use speculative, argumentative, descriptive, and narrative language flexibly to convey precise meanings. Extended structuring including cohesive features is accurate and appropriate.

7

Communicates effectively on a wide range of general, academic, vocational or leisure topics. Errors in vocabulary and structure may occur without inhibiting communication. Communicates readily and fairly precisely using complex sentence forms and a wide range of modifiers, connectives and cohesive features. Displays some flexibility in the use of speculative, argumentative, descriptive, and narrative language.

6

Generally communicates effectively on general topics and on other matters relevant to own immediate academic, vocational or leisure interests. Can use complex sentence forms and a wide range of modifiers, connectives, and cohesive features to convey most meanings fairly precisely though errors in grammar and vocabulary may occur and occasionally interfere with communication. Is generally able to use circumlocution to cover gaps in vocabulary and structure. Can present speculation, extended argument, and long or complex description or narration though errors in structure or coherence may sometimes occur.

5

Is broadly able to convey meaning on most general topics though errors in structure and vocabulary may interfere with communication. Can engage in extended conversation on most general topics, generally making use of relevant connectives and Other cohesive features. Has some ability to use complex sentence forms and modifiers. However, has difficulty in presenting speculation and extended argument, while long or complex description or narration may lose coherence.

4

Can convey basic meaning on familiar topics. Can use common question forms to elicit information (though not necessarily with correct word order). Has control of basic sentence forms but longer utterances tend to break down. Can link simple sentences using the most frequently occurring connectives. Errors in grammar and vocabulary are frequent and may interfere with communication. Tentative use of modifiers limits ability to describe, give precise information or express attitudes. Pronunciation may often be faulty and impede communication.

3

Can convey only simple meaning on very familiar topics. Can answer simple questions and respond to simple statements. Has only limited ability to take the initiative with original statements and questions. Basic sentence forms appear to be used though grammatical errors are numerous except in memorised utterances. Essentially no ability to link sentences or use modifiers. Frequent pauses may occur as the candidate searches for words. Pronunciation is likely to be strongly influenced by the first language and to significantly impede communication.

2

Little communication is possible except for the most rudimentary information using very limited vocabulary. Utterances consist of isolated words or short memorised phrases. Pronunciation is strongly influenced by the first language and is often unintelligible.

1

Essentially unable to speak English. Limited to, at most, a few isolated words, using very limited vocabulary. Utterances consist of isolated words or short memorised phrases. Pronunciation is strongly influenced by the first language and is often unintelligible.

0

Candidate did not attempt the interview. No assessable information provided.

2 Gauteng Department of Education generic criteria for oral assessment/moderation (annexure J)

CATEGORY	%	READING PREPARED/ IMPROMPTU	SPEECH PREPARED	SPEECH IMPROMPTU/ CONVERSATION	LISTENING COMPREHENSION
OUTSTANDING	90-100	Perfect fluency and audibility. Lucid articulation and pronunciation. Outstanding ability to vary pitch, pace and tone. Outstanding interpretation of text. Audience riveted. A pleasure to listen to.	Content: Brilliantly crafted in terms of structure and style. Outstanding research. Sparkling, refreshing originality. Displays unusual insight and maturity. Outstanding use of language. Inspiring. Presentation: Shows remarkable confidence and poise. Perfect audibility, voice control and body language. Outstanding audience contact. Confident, effective use of notes.	An active mind at work. Able to discuss issues in a lively and interesting manner. Listens to other points of view; rebuts arguments competently but courteously. Thinks on his/her feet. Shows insight. Very persuasive. Remarkable ability to argue in a well-reasoned, substantial, knowledgeable manner.	Excellent comprehension of spoken communication in a variety of styles. Evidence of critical thinking. Recalls all salient points. Able to transfer information in detail in own words. Shows remarkable ability to analyse and respond to tone, feeling and style. Able to evaluate quality of verbal information. Shows insight.
EXCELLENT	80-89	Excellent fluency and audibility. Very high quality articulation and pronunciation. Varies pitch, pace and tone in a highly effective manner. Excellent interpretation of text. Brilliant ability to sustain audience contact.	Content: Very well crafted, excellently researched effort. Highly original. Insightful and mature. Excellent use of language. Presentation: Displays high degree of confidence and poise. Excellent audibility, voice control and body language. Highly effective audience contact. Confident use of notes.	Able to discuss issues in a lively and interesting way. Listens to other points of view; can rebut arguments effectively. Courteous. Can think on his/her feet. Shows insight. Persuasive. Excellent ability to argue in a well-reasoned, substantial, knowledgeable manner.	Very good comprehension of spoken communication in a variety of styles. Recalls salient points and some detail. Evidence of critical thinking. Responds to tone and feeling. Understands intention. Responds appropriately to communication. Shows insight.
VERY GOOD	70-79	Very good level of fluency and audibility. Clear articulation and pronunciation. More than adequate ability to vary pitch, pace and tone. Very good interpretation of text. Clearly able to sustain audience contact.	Content: Well-crafted, well-researched effort. Evidence of originality and insight. Very good use of language. Presentation: Shows sufficient confidence and poise. Very good audibility, voice control and body language. Effective audience contact. Uses notes effectively.	Able to discuss issues competently. Listens to other points of view; can argue own point of view effectively. Courteous. Can think on his/her feet. Shows some insight. Very good ability to argue in a well-reasoned, substantial, knowledgeable manner.	Good comprehension of spoken communication. Recalls most salient points and some detail. Some evidence of critical thinking. Understands intention and responds appropriately.
GOOD	60-69	Good fluency and audibility. Pronunciation and articulation generally good though there may be a few lapses. Appropriate pitch, pace and tone used. Appropriate interpretation of text. More than adequate audience contact maintained.	Content: Sufficient evidence of research. Adequate attention to structure and style. Interesting, shows evidence of insight. Good use of language. Presentation: A competent speaker. Good audibility, voice control and body language evident. More than adequate audience contact maintained. Good use of notes.	Able to discuss some issues competently. Listens to other points of view but may need some explanation; can argue own point of view on some issues. Courteous. Shows some insight. Good ability to argue in a reasoned, substantial, knowledgeable manner.	Has to ask questions to clarify communication. Able to select most important information. Responds adequately to tone and feeling.

AVERAGE	50-59	Reader generally fluent and audible. Reasonably good articulation and pronunciation, though may stumble over some words. Pitch, pace and tone at times inappropriate. Does generally display understanding of text. Audience contact adequate.	Content: Some evidence of research. Insufficient attention to structure, style and language usage. Has some interest value but lacks insight. Presentation: Capable but shows some lapses in audibility and voice control. Audience contact adequate but may be broken through frequent reference to notes.	Limited ability to discuss range of issues. Listens to other points of view but may need some explanation; can argue own point of view but may be dogmatic. Not always courteous. Shows some insight. Shows adequate ability to argue in a reasoned, substantial, knowledgeable manner.	Asks more questions in order to clarify communication. Able to identify and recall some salient points. Shows some evidence of sifting and recalls some detail. Responds adequately to most verbal communication.
BELOW AVERAGE	40-49	Reader not sufficiently fluent and audible. Pronunciation and articulation not adequate and reader found to be stumbling over words. Inadequate control over pitch, pace and tone. Sense of text not clearly conveyed. Does not sustain sufficient audience interest.	Content: Little evidence of research. Minimal attention to structure, style and language usage. Uninteresting and lacking insight. Presentation: Does not maintain sufficient audience contact. Note bound. Not always audible. Ineffective voice control and body language.	Limited ability to discuss issues. Does not always listen to other points of view. Explanation often needed; can argue own point of view but may be dogmatic. Not always courteous. Does not cope confidently in a large group. Has difficulty when required to argue in a reasoned, substantial manner.	Limited comprehension of spoken communication. Able to identify and recall a few salient points. Recalls some detail. Responds adequately to most verbal communication.
POOR	34-39	Reading clearly inadequate at this level. Lacks fluency and audibility. Cannot convey sense of text. Audience contact almost non-existent.	Content: Preparation inadequate. Message not clearly communicated. Faulty use of language. Presentation: Poor audibility, voice control and body language. Little audience contact if at all. Note-bound.	Seldom takes part in discussions. Not interested in other points of view. Explanation often needed; can argue own point of view but often dogmatic. Not always courteous. Argues without really understanding the issue. Cannot develop an argument in a reasoned manner. Does not voice opinions even in a small group.	Some comprehension of the spoken communication; needs additional explanation. Some evidence of ability to respond to verbal message.
WEAK	33 and below	Reader cannot convey sense of text. Inarticulate, unintelligible. Clearly out of his/her depth at this level.	Content: Message poorly constructed. Makes little sense. Many errors in language usage. Presentation: Virtually inaudible. Voice control and body language non-existent. No attempt to make audience contact. Totally note-bound.	Does not take part in discussions. Seldom interested in other points of view. Explanation needed to clarify understanding of issues; does not argue own point of view except on personal issues. Lacks basic skills needed to develop an argument. Does not voice opinions even in a small group; may do so in a one-on-one situation. Struggles to communicate at all.	Needs considerable input to understand spoken communication. Cannot distinguish important information from supporting detail. Very little evidence of ability to respond to spoken communication.

**ADDENDUM 12: INITIAL VISUAL CODES: LEARNER INTERVIEW
TRANSCRIPTIONS**

CODE	CATEGORY	DESCRIPTION
EL	English Language	Reference to any linguistic aspect e.g. accent, pronunciation, fluency, speed/fluency, vocab.
E☹		Reference that suggests English is a barrier to communication
E☺		Reference that suggests English is NOT a barrier to communication
P	Presenter	Any aspect related to presenter
2F		Speaks too fast
Ex✓		Explains well
Exx		Does not explain well, digresses, doesn't finish explanation, examples difficult,
✓O?		Gives opportunity to ask questions
xO?		Does not give opportunity to ask questions
AO?		Answers own questions (no wait time)
S☹		Delivery style problematic (boring, distracting)
T	Technology	Any reference to technology
NP		No phone in classroom
?W		Operational ignorance e.g. "I don't know how the phone works."
\$!		Expensive to phone
NA		Called but no answer/engaged
SM	Subject matter	Any reference to the work discussed during a transmission
U✓		"I understand the work"
Ux		"I don't understand the work"
☺		Work that is familiar/not problematic/difficult/revision
SW/TV		No synchronisation between school work and televised content
?AT		Questions arise after the transmission
L	Learner	Any aspect related to learner attitude, behaviour or experience
AA!		Ask to attract attention
F?		Fear of asking regardless of reason F1=shy, F2= technology, F3=ridicule
x		Must wait for break, not interrupt
LC		Loose concentration, boredom
✓?		Endorse asking questions
x?		No questions to ask
xC		No cultural hindrance to interacting with presenter

ADDENDUM 14: FULFORD TAXONOMY: OPERATIONAL DEFINITIONS OF TEACHER VERBAL STRATEGIES TO FOSTER INTERACTION

Strategy	Operational Definition	Examples
Student-Teacher Strategies		
Asks for information or content	All teacher-student categories will not distinguish whether questions are directed or open, real or pseudo. The category under which each question will be itemized will be determined by the type response sought. Information or content will likely be the most frequently employed category. This category also does not distinguish between instructional structuring, or other non-instructional information.	"When did I assign that paper?" "In what year did the attack on Pearl Harbor occur?" "What is today's date?"
Asks for student information, experience or personal examples	This category will include those questions which ask student to provide personal examples, information, or experiences. It shall also include questions which imply student experience though not necessarily request elaboration. Answers sought by these questions are distinguished from student opinions and reflections by their objective, fact-based nature.	"Have any of you ever been robbed?" Students' hands go up. "John, what happened?" "John, have you finished your presentation?" This shows three examples of this category
Asks for student reflections or opinions	This category solicits student subjective perspectives. Implied is that there is no "right" answer, distinguishing this category from that of "asks for information or content". It is likely that these questions will involve the use of terms such as "What do you think or feel about..?" or be structured in the form of open-ended, real questions. This question type is likely to be the most frequently employed in Social Science and Humanities courses.	"Why do people sometimes behave irrationally?" "Who should pay for graduate education?" "Is higher education a right or a privilege?" "What do you think motivates people to get a doctorate?"
Asks for clarification or elaboration	This category will necessarily be preceded by student comments or ideas. It may involve an exchange initiated either by the teacher or student, but the determining factor is that the instructor seeks further information regarding what the student has just said. There may exist overlap of this category with the other three. However, any question which does not diverge from the student's previous comment shall be included here excepting those instances where the follow-up question serves to direct student inquiry or thought.	Teacher: Who should pay for education? Student: The people to whom benefits accrue. Example: Who are these people? Non-examples: Okay, but do you pay for your whole education? Or Okay. What are the costs of education and how do we define benefits? The latter two questions guide students further down the line of inquiry and hence should be placed in other categories.
Student-Student Strategies		
Initiates student-to-student in-class activities within sites	This and the following category include any activity, formal or informal, instructional or otherwise, assigned, initiated, required encouraged, or otherwise facilitated by the instructor involving groups of students, during or outside of class. These categories will likely overlap with one or more student-on-content strategies. For example an instructor lay state, "Please form groups of two where members are from remote sites and research the pros and cons of any one HRS." Both the following category and the category of assigning research will be used. This particular category refers only to those utterances which structure activities in the form of intrasite groups during class,	"Let's get into groups, now, and discuss?..." "Today, I like to take fifteen minutes to have you discuss within your sites the reasons for..."
Initiates student-to-student in-class activities across sites	Teacher verbal strategies Initiating, requiring, or assigning in-class, student; activities in which students are from different sites will be placed in this	"During the break, it might be good for Group 1 to spend some time discussing their paper" where students are from different sites.

Strategy	Operational Definition	Examples
	category. This category includes specific utterances functioning solely to initiate across-site, in-class activities. The category of "redirects students questions to other students" is distinguished though the result may be the same. Similarly, teacher-facilitated student discussions after group presentation or such questions as "Does anyone have any questions?" should be placed in other categories.	"Assume I am not here and you all are the facilitators. Discuss the issues across sites, amongst yourselves."
Initiates student-to-student out-of-class activities within sites	This category includes those utterances which initiate, require, assign, or otherwise encourage student-to-student activities out of class where students are from a given site, inclusively.	"To do the assignment, form groups: of 3 or 4 within sites." "It would be a benefit to form study groups at your sites to facilitate the learning process"
Initiates student to-student out-of-class activities across sites	In contrast to the category above, this category includes references to out-of-class activities involving students from different sites.	"You should view the students from all sites as your colleagues and discuss your questions with them."
Redirects student questions to other students	This category involves student questions redirected to other students as opposed to the instructor fielding the question personally. Instances involving this category will be likely preceded by student questions.	Student: Who should pay for education? Teacher: What do you think? or well, let's ask the class.
Initiates or encourages student-to-student interaction in general	This category has been included to account for those instances wherein the instructor broadly encourages student-to-student interaction. In these instances, interactive activities are not assigned but rather tend to be recommended or implied.	
Student-Content Strategies		
Assigns problems or written work	This category should be distinguished from utterances which provide logistical instructions and directions, though they may occur in the same transaction. This and the following categories include only those utterances which explicitly assign tasks to students.	"The assignment for tomorrow is to do problems 1-10 on page 11." "You are also required to turn in a final paper."
Assigns reading or literature/ historical research	This category includes the assigning of reading, or research. It is distinguished from assigning problems or written work by the explicit-reference to reading or research.	"For next week, read the two articles I've handed out." "I'd like you to research the issue of individual choice patterns. You don't need to write anything, but I'd like you to find some sources and develop a position or theory."
Provides focusing or direction to guide or facilitate students' line of inquiry or thought process	This strategy derives from the theories of conceptual mapping and autodidactic conversation (Holmberg 1986). It includes those utterances which attempt to engage students in internal conversation or reflection, to help students organize information, or to direct students toward a specific line of thought. While it could be argued that any lecture would serve such focusing purposes, this category will also include instances where meta-cognitive processes are addressed indirectly, or an instructor is asymmetrically providing a framework for how specific concepts are linked or what topics will be covered. Another example might be a question which serves to guide a student's thoughts in a specific direction or away from the direction it appears to be heading. This category should also be distinguished from logistical or process-related directions such as deadlines for assignments, paper formats, etc.	"As you read tomorrow's assignment, think of how it fits into what we discussed today? How does the concept of xxx apply?" "What I'd like to do tonight is discuss the effects or student participant structures on achievement. We'll begin with identifying different participant structures and then move on to reviewing this research associating these participant structures with outcomes."
Explicitly provides recommendation for or refers to meta-cognitive information processing	This task appears similar to guiding a student's thought process but is fundamentally different. It describes an instructor's attending to how information is processed rather than what information is processed. Though somewhat difficult to expound concisely, this category refers primarily to instructors' references of how to analyze, interpret or deal with	"In order for you to remember all of the dates, names, and outcomes of these wars, you should create a map in your mind." "Think of these two items as associated. It'll help you understand the topic."

Strategy	Operational Definition	Examples
	information.	
Responds to student question regarding content	This strategy has been included primarily because it is assumed that student questions regarding content imply the/are interacting with the content and hence an instructor's response facilitates this interaction.	Student: Who should pay for education? Teacher: Both the student and public should pay for education.
Motivation Strategies		
Assigns a grade or score for interaction	This category includes any explicit reference to formal assessment and grading of student interaction or participation.	"Class participation will account for 15% of your grade. This includes active communication."
Explicitly encourages or praises interaction, comments, or responses	This strategy shall include any explicit encouragement, direction or praise of student interaction.	Student-content: "I'm glad you've all read the assignment." Student-student: "It's great that you've been talking in your groups." Student-teacher: "Feel free to ask anything in class. Discussions and your input will be an integral part of the class."
Reference previous student comments or ideas	This strategy has been differentiated from restating student comments or ideas. It includes only references to such ideas or comments made previously whether during or outside of class.	This theory is similar to that which Mary described." "Jack had said earlier that..."
Accepts student comments or ideas	Because acceptance is implied in a variety of ways, this strategy will include all utterances which accept student comments regardless of valence, or the extent to which the instructor's utterance agrees with or disagrees with the student's comment. This category also includes agreement with a student comment, these agreements may come often in the form of exclamations, phrases, or embedded in other utterances. Finally, instructors may disagree with student comments. The rationale underlying grouping agreement, acceptance, and disagreement into one broad category is due to the assumed subjectivity of determining valence. For example, instructors who often accept student comments with an emphatic, "Yes!" could be perceived to have disagreed with a student, if in the later instance, the instructor's utterance was Okay."	Examples of accepting strategies with no valence include, in response to a student comment, the instructor says, "Okay," or in response to a student's address, "Yes?". Examples of agreement strategies might include, "I agree" or "Exactly." Examples of disagreement might include "I disagree" or "I don't think that's correct" or "Wrong."
Builds on or expounds student comments or ideas	This strategy includes instructor comments which develop or use previously stated student comments or ideas as the basis for further discussion, regardless of whether that further discussion is in agreement or otherwise with the students comment. It will likely be preceded by a reference to a specific student's comment or immediately follow such comment.	Student: "I think black is a mixture of all colors." Teacher: "Okay. Black is a mixture of all colors." This is a common perception. <i>In reality white is a mixture of all colors The true color of black is a color devoid of all colors.</i>
Restates student comments or ideas	This strategy differs from building on student comments in that it is a simple reiteration of a comment. It will likely precede the use of such comment as a smiting point for future discussion or may be reiteration for clarification.	Student: "I think black is a mixture of all colors." Teacher: "Okay. Black is a mixture of all colors."
Explicitly presents opportunities for student questions, comments, or ideas	This strategy differs from encouraging student comments or questions though both may occur sequentially. It includes those utterances which serve only to establish that questions are not acceptable. These are utterances which do not imply encouragement or request for such interaction as in the category explicitly praising or encouraging interaction.	"Are there any questions?" or "Let's start a discussion"

ADDENDUM 15: SELF-EVALUATION GRID for TELELESSON

Name of presenter:

Date:

Lesson topic:

CRITERIA	Well done	Acceptable Adequate	Needs attention	Not applicable Don't know	COMMENTS
OPENING SHOT					
Did you introduce yourself?					
Did you welcome your audience?					
Did you state the objective for this transmission?					
Did you link up with the previous transmission?					
Did you appear well prepared?					
Appearance: Adheres to requirements of medium?					
CONTENT					
Did you gain your audience's attention?					
Did you orientate the viewer as to how new content ties up with existing knowledge/ experience?					
Did you elaborate on the study guide?					
Did you use authentic examples/illustrations to clarify content?					
Was there a logical sequence in your presentation?					
Was the subject matter chunked effectively?					
Were obvious word links/bridged used?					
Did you summarise key points effectively?					
Did you indicate relationships/connections between concepts/practical contexts?					
Did you get your audience to interact with you/content?					
Did you compensate for attention drifts?					
Did you use a lesson plan/outline unobtrusively?					
DELIVERY					
Did you make your audience feel as though you were talking to them ?					
Were facial expressions/gestures natural?					

CRITERIA	Well done	Acceptable Adequate	Needs attention	Not applicable Don't know	COMMENTS
Do you have an annoying mannerism?					
Did you move around too much?					
Did you modulate your voice to stress important points?					
Did you speak loudly and clearly enough?					
Did you make grammatical mistakes?					
Did you appear enthusiastic/confident?					
USE OF VISUALS					
Did you try to make your lessons appealing?					
Did you use your visual material effectively?					
Were your visuals visible to all?					
Did you check your text for grammatical errors?					
Did your visuals adhere to the basic design principles of colour, size and consistency?					
Did you position your visuals correctly?					
Did the visuals add value or were they gimmicks/repetitions of the study guide?					
Did you cue the studio crew sufficiently?					
CLOSING SHOT					
Did you keep to the time limit?					
Did you conclude the lesson effectively?					
Did you take leave of the audience appropriately?					
Were the lesson outcomes achieved?					

OVERALL IMPRESSION OF PRESENTATION:

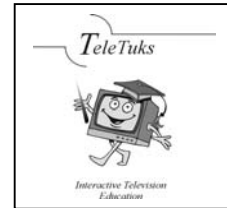
**ADDENDUM 16: SEMI-STRUCTURED PERSONAL INTERVIEWS
(PRESENTERS)**

- 1) What do your colleagues think about ITV? Do you share their view?
- 2) What is the most difficult about teleteaching?
- 3) What about teleteaching is better/easier than face to face?
- 4) Can you identify a specific incident that made you adapt your regular teaching style for ITV?
- 5) What stands out most in your mind about teaching via interactive television?
- 6) What is the effect of your televised instruction on the Grade 12's learning?
- 7) Why do you think learners do not call in?
- 8) How do you think the TeleTuks viewers react in a face-to face class?
- 9) To what degree does the lesson design affect interaction?
- 10) To what degree does the presenter affect interaction?
- 11) To what degree does technology affect interaction?
- 12) Has anything occurred to you during the interview that you'd like to mention?
- 13) Is there anything you would like to ask me?

ADDENDUM 17: QUESTIONNAIRE FAXED TO EDUCATORS

11 March 2004

2 pages



Dear TeleTuks facilitator

- I am aware of how busy educators are at this time of the term but would value your response to the questions below as part of our on-going research of the TeleTuks community project.
- Participation is voluntary and will not affect your involvement with TeleTuks in anyway.
- Anonymity is guaranteed unless you wish to qualify for the draw prize by returning your answers before or on Friday, 26 March.
- It would be much appreciated if you could please answer them on a separate page and fax your answers to Faith Ndlovu on 012 420 4054 or 012 345 3930 or return them by post to R. Evans P.O. Box 730 Wingate Park Pretoria 0153.

QUESTIONS

- 1 What do you do while the learners are watching transmissions?
- 2 Why do you think so few learners ask questions during TeleTuks transmissions?
- 3 Describe how you teach a lesson.
- 4 How many learners ask you questions during a lesson you are giving?
Also state the number of learners in a class.
- 5 When do learners ask you questions about subject content?
- 6 What type of questions do learners ask you in class?
- 7 Some people say it is impolite to interrupt a teacher. Some say it is unacceptable to challenge "the one who knows". Others think it is an insult because it shows the teacher has not explained well. What do learners in your culture believe about asking a teacher questions during a lesson?
- 8 How do you define interaction in a teaching context?
- 9 Describe how the senior learners in your school speak English. Include reference to their accents, vocabulary, fluency etc.
- 10 What stands out most in your mind about the TeleTuks transmissions?
- 11 Anything else you would like to mention?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS FORM

If you wish to be entered for the draw prize of a TUKKIE pull-over valued at R120, complete this section and return with your answers before Friday, 26 March 2004. The winner will be notified telephonically by 5 April.

NAME of TEACHER:

POSTAL ADDRESS:

.....

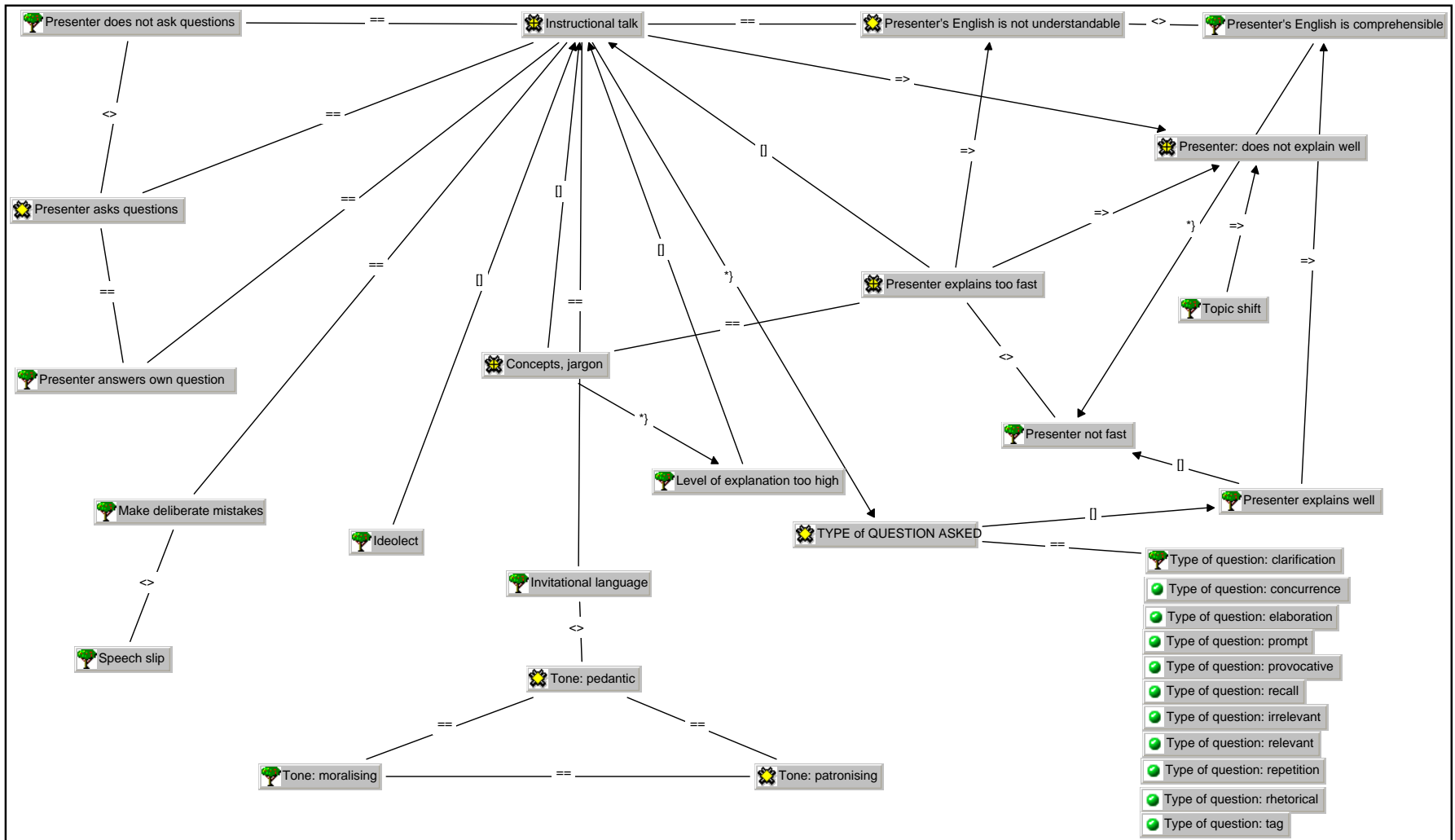
CONTACT NUMBER:

**ADDENDUM 18: SEMI-STRUCTURED TELEPHONIC INTERVIEW
SCHEDULE: EDUCATORS**

- 1 Describe how you teach a lesson.
- 2 What is the language of instruction you use?
- 3 How many learners ask you questions during a lesson you are giving? Also state the number of learners in a class.
- 4 When do learners ask you questions about subject content?
- 5 What type of questions do learners ask you in class? (academic, admin, personal, general)
- 6 Some people say it is impolite to interrupt a teacher. Some say it is unacceptable to challenge "the one who knows". Others think it is an insult because it shows the teacher has not explained well. What do learners in your culture believe about asking a teacher questions during a lesson?
- 7 How do you define interaction in a teaching context?
- 8 Describe how the senior learners in your school speak English. Include reference to their accents, vocabulary, fluency etc.
- 9 How long has your school been part of TeleTuks?
- 10 What do you do while the learners are watching transmissions?
- 11 Why do you think so few learners ask questions during TeleTuks transmissions?
- 12 What stands out most in your mind about the TeleTuks transmissions?
- 13 Are you situated in a rural or an urban area? Which province?
- 14 Anything else you would like to mention?

**ADDENDUM 19: RESEARCH DATA: HERMENEUTIC UNIT CREATED
in *Atlas.ti*TM**

ADDENDUM 20: AN EXAMPLE OF A NETWORK VIEW
Figure A20: Instructional talk



KEY:

== is associated with

=> is cause of

*} is property of

[] is part of

<> contradicts



More than five codes



All others



More than three codes



No codes