REFERENCES


Appendix I

Soweto map
Appendix II

Consent letter of Gauteng Department of Education
Gauteng Department of Education

TO WHOM IT MAY CONCERN,

RE: PERMISSION TO INTERVIEW PRIMARY SCHOOL TEACHERS IN SOWETO.

I am a masters student at the University of Pretoria, doing some research in areas related to speech-language therapy and teaching. I am specifically interested in children with auditory processing disorders.

I would like to interview Grade 1 to Grade 4 teachers in randomly selected primary schools in Soweto. The questionnaire consists mostly of multiple choice questions and should not take more than twenty (20) minutes to complete.

The data received from the research, will enable professionals working with children with auditory processing disorders to extend and improve the service to these children.

I therefore request permission to conduct my research at the selected primary schools. I promise to treat all information confidentially and to give feedback after the completion of the research.

Your co-operation and assistance in this matter is highly anticipated.

Thank you.

Yours faithfully

TINTSWALO HLABANGWANE (MISS)

Tel. No.: (011) 984-1517, (013) 653-2182 or 082 686 2060

SUPERVISORS: Prof. S.R. Hugo and Mrs N.G. Campbell.
Appendix III

Questionnaire
SECTION A:

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. What is your first teacher's qualification?

2. At which institution did you obtain your first teacher's qualifications?

3. In which year did you qualify? 19.................................

4. What is your highest teacher's qualification?

5. When did you obtain your highest teacher's qualification? 19...............................

6. How many years of teaching experience do you have?.................................

7. What standard/grade are you teaching at present?

SubA / Grade 1
Sub B / Grade 2
Std 1 / Grade 3
Std 2 / Grade 4

FOR OFFICE USE

Questionnaire Number V1 1-3
V2 4-5
V3 6-7
V4 8-9
V5 10-11
V6 12-13
V7 14-15
V8 16
SECTION B:

8. PLEASE INDICATE YES [Y] OR NO [N] WITH AN X FOR EVERY STATEMENT.

- Do you know children with auditory processing disorders? [Y] [N]
- Are these children with auditory processing disorders in your current class? [Y] [N]
- Were these children with auditory processing disorders in your previous class? [Y] [N]

9. PLEASE COMPLETE THE FOLLOWING SENTENCE BY TICKING THE APPROPRIATE BOX. Y = YES, N = NO AND DN = DON'T KNOW

**Children with auditory processing disorders**

- (a) have poor concentration [Y] [N] DN
- (b) have hearing problems or hearing loss [Y] [N] DN
- (c) have difficulty following directions [Y] [N] DN
- (d) are slow to answer questions [Y] [N] DN
- (e) use sign language [Y] [N] DN
- (f) are able to tell the direction of the sound (localize) [Y] [N] DN
- (g) have low self-esteem [Y] [N] DN
- (h) have reading and spelling problems [Y] [N] DN
- (i) have memory problems [Y] [N] DN
- (j) are disturbed (distracted) by what they see and hear (visual auditory stimuli) [Y] [N] DN
- (k) need repetition when spoken to [Y] [N] DN
- (l) watch the speaker's face closely [Y] [N] DN
- (m) misunderstand what is said to them [Y] [N] DN
- (n) respond only some of the time to sounds and speech [Y] [N] DN
- (o) have difficulty listening when the class is noisy [Y] [N] DN

10. Children with auditory processing disorders are as

- (a) intelligent [Y] [N]
- (b) more intelligent [Y] [N]
- (c) less intelligent [Y] [N]

than other children in the class.


Do you think the following factors cause auditory processing disorders?

- (a) watching TV a lot [Y] [N] DN
- (b) born of deaf parents [Y] [N] DN
- (c) verbal, emotional or sexual abuse [Y] [N] DN
- (d) mental problems/disturbances [Y] [N] DN
- (e) painful and discharging ears [Y] [N] DN
- (f) low socio-economic status [Y] [N] DN
- (g) bed wetting [Y] [N] DN
- (h) heredity [Y] [N] DN
- (i) left handedness [Y] [N] DN
- (j) hearing loss [Y] [N] DN
- (k) problem with the parts of the brain that receive sound/speech form the ear [Y] [N] DN
- (l) slow development [Y] [N] DN
SECTION C:

PLEASE TICK THE BOX[ES] THAT YOU FEEL ANSWER THE QUESTION

12. Do you think the following people can help a child with auditory processing disorders?

<table>
<thead>
<tr>
<th>(a) Doctor</th>
<th>Y</th>
<th>N</th>
<th>DN</th>
<th>V40</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Religious leader</td>
<td></td>
<td></td>
<td></td>
<td>V41</td>
</tr>
<tr>
<td>(c) Sangoma</td>
<td></td>
<td></td>
<td></td>
<td>V42</td>
</tr>
<tr>
<td>(d) Teacher</td>
<td></td>
<td></td>
<td></td>
<td>V43</td>
</tr>
<tr>
<td>(e) Speech Therapist</td>
<td></td>
<td></td>
<td></td>
<td>V44</td>
</tr>
<tr>
<td>(f) Speech and drama teacher</td>
<td></td>
<td></td>
<td></td>
<td>V45</td>
</tr>
<tr>
<td>(g) Remedial teacher</td>
<td></td>
<td></td>
<td></td>
<td>V46</td>
</tr>
<tr>
<td>(h) Physiotherapist</td>
<td></td>
<td></td>
<td></td>
<td>V47</td>
</tr>
<tr>
<td>(i) Occupational Therapists</td>
<td></td>
<td></td>
<td></td>
<td>V48</td>
</tr>
<tr>
<td>(j) Parents</td>
<td></td>
<td></td>
<td></td>
<td>V49</td>
</tr>
<tr>
<td>(k) Friends</td>
<td></td>
<td></td>
<td></td>
<td>V50</td>
</tr>
<tr>
<td>(l) Psychologist</td>
<td></td>
<td></td>
<td></td>
<td>V51</td>
</tr>
<tr>
<td>(m) Dietician</td>
<td></td>
<td></td>
<td></td>
<td>V52</td>
</tr>
<tr>
<td>(n) The child him/herself</td>
<td></td>
<td></td>
<td></td>
<td>V53</td>
</tr>
<tr>
<td>(o) None (nobody)</td>
<td></td>
<td></td>
<td></td>
<td>V54</td>
</tr>
</tbody>
</table>

13. Should children with auditory processing disorders be treated the same or differently from other children in the class?

<table>
<thead>
<tr>
<th>Same</th>
<th>Differently</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V55 63</td>
<td></td>
</tr>
</tbody>
</table>

14. Do children with auditory processing disorders outgrow it?

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>DN</th>
<th>V56 64</th>
</tr>
</thead>
</table>

15. Which of the following methods can the teacher use to help children with auditory processing disorders?

<table>
<thead>
<tr>
<th>(a) Ignoring the child</th>
<th>Y</th>
<th>N</th>
<th>DN</th>
<th>V57 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Punishment</td>
<td></td>
<td></td>
<td></td>
<td>V58 66</td>
</tr>
<tr>
<td>(c) Special attention</td>
<td></td>
<td></td>
<td></td>
<td>V59 67</td>
</tr>
<tr>
<td>(d) Hearing aids</td>
<td></td>
<td></td>
<td></td>
<td>V60 68</td>
</tr>
<tr>
<td>(e) Seating the child at the front row</td>
<td></td>
<td></td>
<td></td>
<td>V61 69</td>
</tr>
<tr>
<td>(f) Reducing noise in the classroom by using carpets and curtains</td>
<td></td>
<td></td>
<td></td>
<td>V62 70</td>
</tr>
<tr>
<td>(g) Looking straight at the child while speaking</td>
<td></td>
<td></td>
<td></td>
<td>V63 71</td>
</tr>
<tr>
<td>(h) Repetition of questions and orders</td>
<td></td>
<td></td>
<td></td>
<td>V64 72</td>
</tr>
<tr>
<td>(i) Speaking loud when talking to the child</td>
<td></td>
<td></td>
<td></td>
<td>V65 73</td>
</tr>
<tr>
<td>(j) Asking someone to take notes for the child</td>
<td></td>
<td></td>
<td></td>
<td>V66 74</td>
</tr>
<tr>
<td>(k) Repeat the information from time to time</td>
<td></td>
<td></td>
<td></td>
<td>V67 75</td>
</tr>
<tr>
<td>(l) Check from time to time to see if the child understands</td>
<td></td>
<td></td>
<td></td>
<td>V68 76</td>
</tr>
</tbody>
</table>
### SECTION D:

PLEASE ANSWER THE FOLLOWING QUESTIONS AND GIVE REASONS FOR YOUR ANSWER WHERE NECESSARY        YES [Y] NO [N] UNCERTAIN [UC]

16. During your training as a teacher, did you have lectures/courses on auditory processing disorders?
   
   If yes, please describe the nature of the lectures or courses [how many and what did the lectures or courses cover]?

   Y N

17. Do you think teachers should be trained in auditory processing?
   
   If yes, please say why .................................................................

   Y N

18. Were you aware of auditory processing disorders prior to this project?

   Y N

   If yes, how and where? .................................................................

19. Do you think teachers should be trained to treat children with auditory processing disorders?

   Y N

20. If your answer is "YES" for question 19, at which level of training should auditory processing lectures/courses be introduced?

   Y N UC

   (a) 1st year
   (b) 2nd year
   (c) 3rd year
   (d) 4th year
   (e) To newly qualified (in service training)
   (f) Other, please say what .................................................................

Any other comments ..............................................................................
Dear Colleague

I am a masters student at the University of Pretoria, doing some research in areas related to speech-language therapy and teaching. I am specifically interested in children with auditory processing disorders.

When a child hears a sound he must make full use of the sound – that means he must interpret a sound and eventually attach meaning to the sound. Many children are unable to do this – they have an auditory processing disorder.

I appeal for your assistance in this research. The data that I receive should enable to help professionals working with these children, it will extend and improve the service to the children and eventually it will help you as teachers in the classroom to cope with such children.

The questionnaire should not take more than twenty (20) minutes to complete. I also promise to treat all information confidentially and to give feedback after the completion of the research. If there are any questions you do not understand, please mark with an (*) and comment where necessary.

Thank you for your time and co-operation.

Thank you.

Yours faithfully

TINTSWALO HLABANGWANE (MISS)
TH/th

Tel. No.: (011) 984-1517, (013) 653-2182 or 082 686 2060

SUPERVISORS: Prof. R.S. Hugo and Mrs N.G. Campbell
Appendix IV

Covering letter for the questionnaire
Dear Colleague

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