

Conversations as field texts

Jane's Story

Date: 6 February 2006

Interview transcript No: 1

Participant: Female

Experience: 32 years

Venue: Libra Primary School

TRANSCRIPT

Jack: Hello Jane(pseudonym). Thank you for accepting my invitation to participate in this study. I want you to relax and talk to me as openly as possible. I'm not here to pass judgment on you but rather to learn from you and gather as much information from you about learner assessment in the Foundation Phase because I believe that the story that emanates from your experiences in the classroom all through these years will be invaluable to all stakeholders in education.

Tell me a little about yourself. Where did you start teaching? What made you get into teaching? I just want to know a little about your background, like how you started out? What made you get into the profession?

Jane: Okay. I'm teaching for 32 years now. I taught at three schools. I taught in Durban then I moved to Benoni, finally I moved to Lenz. Okay.

CODE

Learner assessment in the Foundation Phase

The story of experiences in the classroom

Experienced teacher

MEMO

I felt that my initial question was too long I will have to shorten the questions in future to ensure that the participant is able to answer all the facets of the questions.

Participant satisfies the requirements for purposive sampling

Jack: Jane, I would like you to tell me about your experiences in outcomes-based assessment in the Foundation classroom...er...I'm sorry, in a Foundation Phase classroom. We know you've been teaching for a very long time and I want you to move to the past and then come to the present and then move onto the future. You may start at any point that you choose. But start...er...let's say, prior to 1997. Tell us about how you experienced learner...the assessment of learners and as opposed to these changes and transformation that has come about because of OBE and what do you envisage for the future.

Experiences of learners assessment

Jane: I found that in the old days, you had a structured way of assessing children...er... the children were not loved as now...with so many varieties of assessments... although we did try a lot more assessments then ...er...but I found like...although there were restrictions in the old testing...but it was more effective...er ...and because of the diagnostic analysis we were able to focus and pinpoint problem areas and children... and with the result that we were able to work with the children after school...because there were no transport problems...the parents, we enlisted the help of parents... and they were very cooperative. Nowadays of course...there's a lot of rules and regulations that we have to adhere to... the children's rights and everything that comes with it... er... I find that a little bit restricting ... also the large numbers doesn't allow for so much interaction...personal interaction with the children ... although you do know the children ...but we don't have that time to actually work with them. Personally, we can't sit with them during the breaks ...after school the transporters are a problem, so we find that we don't have any other time to work with the children except within the normal school hours and I find it totally unfair if we have to pay more attention to the weak learners because then the brighter children are losing out because then they are now becoming average children They could be high fliers if we had smaller classes because we have enough time to give to the brighter children as well to bring up the very weak children. Also, I find like if we have Saturday classes...okay from like nine to twelve. You only covering those children that are weak. We don't only do teaching like if they are weak in Maths or Language, we give them other choices, and we rotate. That's what I would like as a future way of assessing and improving the children. They can do singing, an hour of singing or half an hour of singing, then they do little bit of art and maybe a little bit of language, reading, comprehension, whatever they weak at and go back and do a little bit of drama and then you come back and do a little bit of Maths and then they have a

Advantages of traditional methods of assessment

At this point, I believe that Jane gives a clear indication of the strengths of traditional methods of assessment.

Changes in school context

A sense of frustration expressed with regard to limited time with learners.

Limited time

Some learners are disadvantaged

Jane has thought of ways to address the problem but I feel that her solutions are unrealistic

Conducting

little break, where they have their sandwiches or normally I work with children in other schools and ...er you find that certain people within the community, on a Saturday apparently providing meals...like maybe there's is like fifty weak learners so they provide meals for the children, so in that way the children have everything, nutrition, they getting arts and culture within that timeframe, so they more relaxed. It is not that formal classroom atmosphere and there's fewer children and I found that this works very well and in the interim also if we find parents coming in with their children and these parents can help us out, if there is other people willing to give them training in anything else that is the parents that we phone knit and do flower arrangements so while the children are learning the parents are also occupied.

Jack: Up to now Jane, I could not help but notice that you kept using the term "we." Jane my intention here is to try to find out about your own personal experiences. Jane right...Jane up to now I've noticed you talking in the second person... maybe its because you see yourself as belonging to a team of teachers...but I also think that it is important for me to know or for you to tell me how outcomes-based education (OBE) and more particularly the implementation of OBA ... how do you experience this in your classroom, also the change... as an individual...going back into the past... years ago...lets for example say...31 years ago... you may choose the moment in time...how did you experience outcomes-based ...er.. I mean the more traditional...ja...you know the more traditional ...you know...conventional methods of assessment compared to OBE... remember to focus on your own experiences and if you can remember...like important things that stand out...in terms...in terms of how you saw the conventional methods...the old methods...er...you can highlight a few incidents...which you can recall...and for me ...for once I have to tell you why I got so interested in this thing...I remember as a little ten year old boy feeling cheated by a teacher because I had a certain mark...eh...eh...I felt that the mark had been changed...you know as a little boy I did not understand the concepts of moderation and so on...so at that time I really believed that my teacher robbed me...cause nothing about assessment was explained to me. We were given tests and I remember learners being given "one cut" (which was actually being hit on the palm of ones hand with a stick) for each question answered incorrectly. Can you tell me a little about learner assessment during your early teaching experiences and then the move towards the present?

Jane: Um...alright...the important thing is that in the old method... although it was conventional... and very stereotype...I might add ...children were not

enrichment and remedial classes over weekends.

Drawing on the parental support of learners.

Avoiding her personal experiences refers to group experiences.

The change from traditional assessment practices to OBA

Moving backwards-recalling past experiences

Limitations of the traditional methods of assessment.

OBE provides many

I believe that Jane unconsciously talks in the second person because she sees herself as part of a community of teachers who probably share the same or similar experiences and problems.

At this point, I wanted Jane to focus on her own experiences. I felt that her reference to Saturday classes was taking our conversation in the wrong direction.

I used my own past experiences here as a way of trying to give Jane an idea of the information I wanted from her. I wanted her to tell me about her personal experiences regarding learner assessment.

At this point I'm sensing that Jane favours OBA

given so many types of assessment...they were just given one assessment and if they failed...and that's it. But now with the OBE...because there is so many different types of assessment for just assessing one concept a child is able to achieve it...like for instance, a group assessment, a peer assessment, a teacher's assessment and the child's own assessment and if the teacher feels that the child didn't do well...then obviously...then the teacher goes and finds out what other way can I use to assess the child so that he is able to achieve ...if it was written or practical or oral or even pictorially or even a role play but as long as the child understands the concept and he knows what he is going to do. It's not always possible for a child to express his views if he can't express verbally he is able to draw...and so that gives the child a chance...right ...to at least work himself up to the standards of all the others.

options.

Varieties of learner assessment methods are now available.

Helping the child to meet outcomes.

Jack: Okay... Now tell me about your classroom...let's go back to about say twenty years...tell me about your classroom context...what were the children like...how did you...like in terms of assessment...how did you go about conducting your assessment...what did entail, what did you do to assess a learner on ...go back in time...remember that you can start at any point in time.

Change in classroom context

Here I'm attempting to get Jane to tell me about her outward experiences (context) and backward experiences (her past) simultaneously.

Jane: Er...twenty years ago, primarily the children were basically mostly Indian...so...understanding that the child's point of view to adapt when spoken to, so it wasn't a problem unless of course the child was having a learning problem as such...and over and above that because there were fewer children we were able to pick up all the problems or the weak learners and we were able to work with them there. But, in those days there weren't so many different types of learning assessment. We assessed the child and if the child couldn't understand ...you went on to the next one and the next one along the way...sometimes the child lost out.

Easier working with Indian learners.

Here I'm sensing that Jane feels that with the traditional method of assessment the learners were disadvantaged.

Jack: Let's come to the present day right...let's look...let's look post 1997...around the time that OBE was introduced into the Foundation Phase... I think around 1997. Tell me about your experiences in the classroom...how did you feel...Go back and tell me about the composition of the class ...the learners in the class.

Jane: Er...Now...er... we have a majority of Black children...and ...er ...many of them have learning problems that are language problems...because they can't understand...so when you...when I have to assess them... I get that the child does not get what I want...I get somebody to somebody to translate into

The language problem- Black learners

I'm also becoming aware that Jane is giving short and simple answers and this may not be adequate enough. I needed to use probing questions to get more information from her. I felt a little anxious about ensuring that I asked the right questions. My focus is more on asking the right questions and in doing so I realize now that I did not give Jane enough opportunity to reflect. I seemed to be uncertain and anxious. This was very distracting to me.

the home language, so the child knows...so even he responds in his own mother tongue...but he knows what he is saying...and he understands what is required of him and now I find of course it is a challenge because there are bigger problems, there is more to do and lots of preparation because there is so many different learning areas that you have to integrate although there also was integration also but here the integration is more vast .

Jack: There's a problem where I mean...very often... from reviews and teacher studies mention has been made about the training...er... the quality of training...I want you to tell me a little your own experiences regarding the training of the teachers and ...er...the other issue was the huge administrative burden...that teachers were being bogged down with administrative work ...work stemming from learner assessment tasks...lets just start with the administrative part of it...tell me how did teachers in those years...how was your administrative workload ...with regard to learner assessment...as compared to now...lets look at the transition. Tell me a little about the old and how you feel presently.

Jane: In the old system there wasn't so much of paperwork, there wasn't so much of recording of marks...er...assessments were done once in a while...not so often as it is now...and so there wasn't such a burden as recording...now a lot has been placed on assessments and how you record it and then because you have to record and record and record there's a lot of recording to do, there's not much time actually to teach the learner...to get the values and the information and the knowledge and the skills and the values out of the learner, with the result that I feel that the children are actually loosing out. I think less emphasis should be placed on so many assessments, recording so many assessments. If you have four assessments that you can work with...like...I'm setting aside this assessment for this learning area...two assessments for this term, and whatever I do, everything that I do will be based on these two assessments criteria as far I can see so there's less emphasis placed on assessing and assessing walking around and assessing...assessing...because that is all you are concentrating on...you are not exactly teaching and helping the child to achieve that outcome... because you only just assessing...if the child does not know you put not achieved...not achieved ...partially achieved and I feel the child is losing out. I feel more emphasis must be placed on giving the child knowledge, bringing out the knowledge from the child. Every child is born with this latent knowledge. The latent skills and values, the child has it you cannot teach it to him, but you have to

Quality of training

Administrative burden-paperwork.

Huge amount of paperwork involved in OBE

Actual teaching replaced by learner assessment.

Assessment tasks becoming unmanageable

Active teaching being replaced by assessment tasks. Learners are being disadvantage The acquisition of knowledge, skill and values versus

Here I used a leading question to get information about the quality of teacher training for the implementation of OBE.

I'm a little upset that the conversation is not flowing. I'm hardly listening to Jane at this stage. I'm so focused on trying to get the all the information I planned to get. I'm aware that I'm dealing with teacher training and teacher's administrative workloads simultaneously. I'm not happy about this.

I am getting the impressing that Jane is frustrated by the number of assessment tasks that needs to be completed. I feel that she is concerned that her teaching tasks are being replaced by assessment tasks and she is unhappy about this.

I feel that Jane has her own beliefs of what good education should entail.

Jane does not give me direct answers to the questions being posed. I

bring it out in the way you present all your work. As a teacher, the way I'm presenting the work because if I have to spend more time now assessing the child, I know that the child by talking to the children and the answers and responses I am getting from the children I already know that the child has achieved or not...so and because I spending so much of time sitting and recording everything...right there is less time to impart all the knowledge to the children and getting information from them and also there is not enough time to pay attention to the weaker learners. We call them weaker learners because they are so slow in understanding what you are trying to put across to them. So I think if there's less recording, you have more time to work with the children and to bring up the standard of those children that are struggling with the work. And... and... that's my personal opinion and as for the paperwork and the recording of children's work, a lot of emphasis is placed also on recording children's work because whenever people want to look at child's work...they look...very little work...so that means you didn't teach ...a lot of...and I...I...I'm talking from experience ...I...I know a lot of teachers that have been giving work...work...work...okay...there's lots of work in their books but what does the child understand and I find the more work we put in the child's book the less they understand...but the more time we spend making him understand what he have to learn because everything comes from within him because the child must understand what is required, what does he understand by all these things. I can put on a glorious lot of charts and work on the board and tell him to do it...he'll do it because he has to do it because that is what it is boiling down to, but he doesn't understand what he has done and that's my personal opinion and this is what I've noted through the years...right...if a child can do two sentences but he has done it well because he understood, he has understood the two words that he is making the sentence with, then we have achieved something. If we put ten words on the board and say make sentences, the child will write a whole string of words but he hasn't understood anything... that's my opinion of assessment.

Jack: Now tell me a little about the training you received in terms of preparing you for the implementation of OBE...tell me about the quality of training...how did you see it...er...did you feel about it...was it enough to equip the teachers...what are the shortfalls, what needs to be improved in terms of equipping the people to function at a more competent level so that they are able to implement this system of assessment.

Jane: The training was not adequate...because we ...in the Foundation Phase were trained in the

assessing learners.

Too much time spent on assessing learners.

Weaker learners are disadvantaged

Huge amount of paperwork

Lack of support to weaker learners- time constraints.

Recording assessment is too time consuming

Quality outweighs quantity

Learners understanding must be prioritised

Quality of teacher training

feel that Jane focuses more on given her own perceptions and interpretation of what she considers to be important to learning and teaching.

My hunch is that Jane wants to spend more time teaching learners rather than assessing them. She considers actual teaching more valuable than recording learner performance. I get the impression that she is frustrated by the amount of recording that has to be done.

I feel that Jane strongly believes that recording and records of work mean little if learners do not understand the work and that people are easily fooled by records of work

I get the impression that Jane prefers to spend time supporting the learners to achieve the outcomes rather than assessing them

At this stage I feel that Jane is not giving me the information I want. I feel she is more concerned about expressing her own beliefs and feelings on issues that she felt strongly about. I also felt that my questions are not well -structured

beginning and the trainers themselves were not qualified enough at that stage. They did not anticipate...the... the problems...and ...which were numerous...in the way...er... they put the themes across and how they were supposed to be planned ...and preps and things like that... not much training was given. The teachers not ready of course to implement they were flustered ...they were floundering...and not much assistance was given to us from the...er...district. We had to find our own solutions...we had to work through all the problems...and I feel that before a new concept is introduced...especially in such a major way...an entire year of training is supposed to have been given...you do not train for a week and expect a teacher to implement it thoroughly...from that point onwards till whenever... and I think that part of it was very badly done...er...especially when it came to planning ...they had to...they had to...the teachers should have been given such training in planning on how to implement...how to go about work because when we have training... er...one day was given to each learning area and that was not at all sufficient ...and something like this had to be planned for well in advance and the trainers themselves had to be ...perfect... they had to know what they are doing and how to get it across and the majority of the teachers were not happy because this was something so new...and ...er...and it confounded a lot of the teachers they did not know what was happening, they were just copying the next person, and just taking things from the next person and just implementing it without understanding it and those were the problems arose and then, of course when the district came back to us and asked us what were the problems ...the list was endless...and all they said was go back and sort it out yourselves, find solutions...that was not the way to handle it, because now, we feel they were not competent enough to handle this...it was the teachers themselves that through trial and error have went through the process...and have refined everything and worked accordingly...to what suits their own learning capacity. That's what I feel about the training sessions of OBE. Still sufficient training was much needed.

Jack: Okay... I just want you to ...er...tell me...the types of assessment and the methods of assessment that you use in your classroom...you know like how do you go about it...you know in outcomes-based education there is a strong emphasis on linking learning activities to assessment...in other words your assessment is built into your learning activity. Just briefly tell me what do you do at the beginning...what kinds of assessment...er...what kind of assessment tools did you use most often and how did you manage the assessments. Is it becoming too overwhelming? Or

Inadequate teacher training

Teachers insecure and unsure

Little support from authorities

Teachers left on their own to find solutions

Absence of ongoing training

Poor quality of teacher training

Unhappy teachers

Teachers insecure and unsure

Left to find solutions for themselves.

Adapts to changes that suited themselves.

Ongoing training much needed

Variety that OBA offers.

Managing and implementing assessment- the present.

and should have been a little shorter and more focused.

Jane is dissatisfied with the quality of teacher training in preparation for OBE.

Her reference to teachers rather than "I" indicates to me that she too is uncertain and unsure. I interpret her reference to "We" instead of "I" as a way of not wanting to be alone in a situation but as a member of a community that share peculiar problems for which there is no immediate solution.

I perceived Jane to be a teacher who was always thinking about ways to improve the situation. She knew that the quality of teacher training could be improved. I felt that her own thoughts and feelings were expressed here rather than that of teachers in general.

I believe that Jane is optimistic that teachers will find solutions themselves in order to cope.

Jane had been talking in the second person. I needed her to give me a more personal perspective of her experiences so I attempted to try to get her to tell me something about her personal assessment practices.

are you coping with it? Just briefly, describe your experiences.

Jane: Sometimes...I find it overwhelming...not only for the learners, but for the teachers as well. If I find that it is too much...I cut down on the assessments and also on the volume of work

Jack : Are you using a...are you implementing a variety of assessment methods and tools. Name a few...those that you use most often.

Jane: Ja

Jack: Tell me a bit about those that you use most often.

Jane: A lot of it is written...er...but also practical...because sometimes I find that the learner can understand practically...they do it...but it is not recorded, so for that particular learner, I will not say, not achieved, because he can do it practically, maybe he can draw the pictures and tell you how he got the answer, but he cannot put it down in written form, but sometimes if it is a sentence that I want. He cannot write the sentence but he can tell you the sentence so that he understands the meaning...so for such a learner I cannot say that he doesn't understand or that he hasn't achieved that outcome...because he knows what he is doing it's just that he cannot record it because of the language problem and his mental capacity to put his thoughts into sequence is not there. That will come later as we build up and that is why I won't rush with him. I feel that if that child cannot cope I will give him as little work as possible...but if that say still does not work right ...it takes me two weeks to assess him on that one concept...to make sure he gets to what he has to know.

Jack: Er... a lot has been said about learners assessing work...I want you to tell me a little about how you feel about this kind of assessment ...especially in the Foundation Phase...where children are so young. I know they have been developed for them in order make it easier for them to cope with it...I just want to know a little about how do you think the learner assesses. How well do learners assess in the Foundation Phase when it comes to self- assessment and learner assessment?

Jane: Self- assessment ...I say...a lot of the times it doesn't work...because the children don't understand the concept and they will...er...no matter how badly they have done...they will still give themselves a good mark because they don't understand what is required of them, so that part of it I think shouldn't be done, or alternatively they will copy what the next one has got... if they were supposed to give themselves a sad face, but if the next child has a happy face they will just copy it, because they don't understand that...and so okay peer assessment , okay it works...because they marking somebody else's work and they understand if it's not good, if it doesn't look

Too much paperwork

Quality rather than quantity

Designing assessment tasks to meet learner needs.

Authenticity of self and peer assessment.

Shortcomings of self - assessment

Self- assessment not suited

I feel that Jane has constantly tried to avoid giving direct answers to questions. I began to wonder whether she lacked the theoretical knowledge of OBA or whether she only focused on issues around assessment that she felt strongly about.

I found her responses too simplistic at this point and I began to wonder whether my experiences of learner assessment in the senior phase and intermediate phase clouded my understanding of how Foundation phase teachers understood and thought about OBA.

At this point, I wanted Jane to share some personal thoughts on some of her assessment practices in her classroom. I also wanted to gauge if she used such assessment practices in the classroom. I was happy with the direct answers that she gave me. I believe that she sees some benefits of using peer and self - assessment tasks but she doesn't feel that it is suited to such young

right, that a lot of the work is wrong, so the child hasn't done very well...and they given the criteria...er... okay...if the work is very nice ...a happy face...if they got lots of it right and not so many wrong ...okay also a happy face...but...if there was too many wrong, a sad face. If the work is untidy a crying face is given...then they know what face to give because that is what they work with a happy face or a sad face or a crying face or whatever it is ...and that's how they work but when it comes to assessing themselves every child will never let himself down because for him no matter what untidy work it is, he feels that's his best work and that's why he'll give himself a happy face. Very few of them will understand that my work is really not good so I'll give myself a sad face. Every child sees himself as being good ...actually in a way it is good...because he is seeing the positive self in himself, he cannot understand, right, that the child's work is better than mine so mine cannot be very good so I'll have to give myself a sad face. He doesn't understand that. For him that is his best effort...that's his best effort and that's is all he sees ...so for him giving him a happy face is good.

Jack: I just want to touch on what you see...in terms of learner assessment...how do you see the future, you, yourself as a teacher... put yourself in a little...just from your own perspective... tell me what do you see for yourself, how should things improve in terms of learner assessment...what do you see yourself moving towards where you are able to cope. Do you know having practiced both kinds of assessment...I mean maybe one can take a little bit from the old and the new. I just want your idea of how you see learner assessment, let's say over the next few years. What to you see in development what do you expect it to be like ...you know you are saying to me that it is a bit difficult to cope with learner assessment as such ...so how would you as a person ...like it's your little wish for learner assessment for the future.

Jane: Obviously... it's for some of them if you tell them they having a test they get a bit stressed and when children get stressed they have a mental block and even if they know the work they won't do it. A lot of them...especially at grade one level...is not supposed to be so formal, and I feel it must be very informal and in that informal setting the teachers can also record what the child is learning to know because the informal way is best way to get things out of the child...but I feel like from the grade three level a little bit of formal testing must be given because the child must know now that he must be responsible for his own learning and it's not always a play way...but you have to combine both...a little bit of the old and a

learners.

I believe that Jane demonstrates a good understanding of her learners' thoughts and actions. This reflects her experience and insight.

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Future learner
assessment practices.

I attempt to get Jane to tell me about what changes she hopes to see in the future

OBA as opposed to
traditional methods

I not too happy about suggesting that she use the traditional and the contemporary methods of assessment. I see this as depriving Jane of the opportunity to express her own views. I should not promote my own ideas.

Informal assessment
practices preferred.

Here again Jane demonstrates a lot of insight in terms of her learners. She suggests that assessment in the early years of teaching should be informal and as the child progresses through school it should become more formal.

Move to more formal
practices in later
years.

Jane agrees that the

little bit of the new...because there is a lot of merit in the old methods also otherwise we would not have had so much of success with it, but there are certain learners who cannot learn in the conservative way so the new methods are good because there are so many different ways of assessing learners and for them especially the new methods are good and it works very well. But, looking to the future I still think that when a child is being assessed not too many assessments must be given and then whatever is assessed the child must be given a chance to achieve that particular assessment standard. In one way or another we've given so many opportunities that is why teachers actually prefer that. They know already those children that haven't achieved and there must be some kind of way to help these children...they could be kept after school...I don't know with the transport problem and whatever else, or maybe the parents can be called and told look on this day and certain days please can you ask the transporter to come a little later or you make arrangements for the child to be picked up a little later because I would like to work with the child because that is what I would like to do. I would like for the parents to be involved, I would like for the district to give us better information-not come in here and say we want this...this...this ...this, because it doesn't help as a teacher, everybody does things because it is required of them and because it's helping the child. In my heart, the only thing that matters is the child. Even if I don't have to even record an assessment, but teach the child and know that the child understands is for me more important than recording just because I have to have a record because the principal is going to come check or the district is going to come and check, that is not important, to me the child is important and how much time I'm going to spend with the child to make sure that I have set aside good time to teach the child and bring him up to the level that I feel happy with...not...not what anybody else wants, but what I know that the child can achieve. I am not happy with seeing volumes of work, volumes of recordings, but at the end of the day when you have to actually get from the child what he is supposed to know he doesn't know because so much of time has been spent on sitting and recording and the children and writing and writing and writing when actually is writing something he knows nothing about. So in my opinion that recording is means nothing and the more the child is understanding how to do things because it if his is learning skills, he must be able to apply...but that's where our children are lacking because they don't have the skills to apply anything. It's just if they have skills, it's a basic skill, but not how to cope with it and how to use their skill in their own everyday life because from a ...when I'm talking to the children what I notice, when you ask

Mixing old and new practices

Adapting to change

Reducing assessment tasks

Creating opportunities for learners to succeed

Supporting weaker learners.

Support from respective district offices

Preference for teaching rather than assessing.

Quality over quantity.

Teaching rather than recording assessments

traditional methods of assessment must be combined with OBA in order to enhance the quality of learner assessment.

Jane feels strongly about cutting down on the number of learner assessments.

She feels that more time should be spent on supporting the learners. It is also clear that Jane has thought about many ways of offering the learners support. What becomes clear to me is that Jane continuously thinks about her work and how to improve a situation. A commitment and dedication to her work is obvious.

Jane considers the actual teaching of learners more important than assessment.

She clearly indicates that she dislikes both herself and the children having to write down huge amounts of information. I feel that she believes that these recordings prove nothing in terms of achievement.

them why are you learning this and the only word they can tell you, is to pass. They don't understand how actually helping... for everyday learning is going to help them in their everyday life in, in everything that they do whether it's home, school, street, wherever it is, that how they feel that learning is just to pass...as a means of passing.

Jack: Madam, I think we will stop here for today. Thank you for your time and your patience. I think that this conversation was very beneficial to my study. We...er will meet again to chat with each other. Are...are there any questions that you may want to ask me.

Jane: No...er... not for now

Jack: Thank you madam.

Learners must know and understand the purpose for learning.

She feels strongly about ensuring that learners understand the purpose of their learning and being able to apply what they learn to solve real life problems.

This was my first interview and I felt that I did not extract as much information from Jane as I would have liked too. The thoughts rolling around in my head while the conversation was progressing distracted from focusing on listening attentively to Jane or allowing the conversation to flow more naturally. This, I believe came about because I was so afraid of not getting the information I wanted and because of my inexperience as an interviewer. I see it necessary to conduct a second conversation with Jane based on my classroom observation.



