

APPENDIX N

Transcription of participant I

Interviewer: We sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: Uhm... Look err when we talk about inclusion then I think of everything of a learner, I think of background, I think of cultural background I think of in terms of their needs I think of uhm their abilities and even what they are unable to do uhm I think of acceptance, you know of any form in terms of sexuality, in terms of expression, in terms of you know anything. You know of appearance, anything so uhm... It's inclusive of everything. Even the way they learn, the way they respond to things you know... yeah that is basically uhm inclusion and if I look at the inclusion even there err lacking like there social behavior their uhm like their difficulties like drug use, Even that is, should be inclusive in the sense that the moment you should uhm isolate a learner because of their extra mural activities, you know you basically excluding them and that would not be part of the inclusivity of your classroom so. That is what I would say.

Interviewer: Okay so your understanding would say learners of different backgrounds needs, culture the abilities, sexuality, social behaviors such as drug use which would be socio-economic problems. Do you feel that they must be included in your classroom?

Participant: Yes

Interviewer: Ok thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: I feel that it is absolutely important, it's so important like we have a reading program at school. It's a bit irritating you know because we take time out of the day that we could of used for actual teaching, but when you see the benefits of it you know and although some of us, you know, especially the subject teachers, we not language teachers so we don't really see the improvements in terms of reading, in terms of speaking, in terms of so that is minute for us but if you look at a language teacher are quick to actually pick up on these things oh they, they, they there's an improvement so what I do with my learners is that if I see they have a reading problem I try and put emphasis on difficult words. I will break down those words for them. Uhm I start off with terminology. I take it from the simplest form of

what they can relate to, to what err that would make them at least create a picture, so because sometimes the words is not...they can't understand, but they can understand the picture and because they can understand the picture they can get to the answer of an activity and you know we try to read in class and when they read I correct them. I'm like not like this, like that and or the one thing that I pick up and I really stop immediately in my class is when a learner missed, I don't I don't say they mispronounced a word. It's a freedom of expression so the way you read it that's the way you read. Tomato tomato who cares, it's the same thing. You get what the person is saying so I allow that to be free in my class, you know. Even I make mistakes and then we laugh about it. Yeah it's funny but you got what I said that and that's the point. We try to communicate and if you got my message and that the goal of the lesson and so also the goal of when the learner reads. So in terms of reading I feel that a learner must be allowed to mispronounce. A learner must be allowed to express, uhm to also be given that opportunity to uhm to engage in a visual aspect you know and not just with content in terms of words but to create a picture an that's what I try to do uhm sometimes I even move them to the front of the class you know because we have the LSEN learners at school so I move them in front of my class and even the learners that is not in that program uhm if I see you struggling with that subject I'm going to move you to the front of the class and while the other learners are busy working I'm going to be okay so what are you doing, I'm going to look at what you doing I'm going to say, I'm going to say okay this I'm going to re-explain it and in the end make sure that they actually do get it. So it's quite difficult but it's really on your side on how you include them in your lesson and I've seen really good results. They want to participate. They enjoy it more. They smile and they have fun and they feel you know, that they are part of the class so yeah.

Interviewer: Okay so from what you are saying uhm, you can correct me if I'm wrong, uhm I think that you feel very positive about including them because you say that your school has a reading program and uhm the things that you do to help these learners you will break words down for them, you will correct them if they saying something uhm not exactly pronouncing something wrong, you allow hem the freedom of expression but you also correct them and then you give them the opportunity to engage in visual content and how words can be represented visually which is also uhm err caters to a visual learning style so you thinking about that

Participant: Yes

Interviewer: ...you know catering two different learning styles. And uhm you move them around in your class, the LSEN learners. You put them in front of the class so I get the feel you feel very positive that learners with reading difficulties must be in a mainstream school.

Participant: Yeah

Interviewer: Okay thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: No I would still feel the same way about teaching as I would about someone that is not struggling with reading difficulties right so it's for me it's they all the same. There's no difference. The only difference is my dynamics in the classroom and how I teach and the way I approach things and I approach them so that is or needs to be considered you know because they tend to shy away from answering questions. They tend to be very on their own. They exclude themselves automatically because they know that they are struggling. So your dynamics in the classroom...that is just going to be my focus, but in terms of how they treat them, totally the same and I expect the same excellence as I would from anyone else so uhm yeah. So that's about it.

Interviewer: Okay so you feel very positive about learners with reading difficulties in your classroom and you feel you would adjust your teaching approach to accommodate them.

Participant: Yes

Interviewer: Thank You. What would you regard as benefits, if any, of including both the learners with the reading difficulties and the learners without the reading difficulties in your classroom?

Participant: What's the benefits?

Interviewer: Yes. It could be benefits for either learner, benefits for the learner with reading difficulties, or benefits for the learner without reading difficulties.

Participant: Well uhm the benefits I would say is a life experience. Sometimes learners are tend to come from a background where their, the family is well-educated. So they don't know what it's like to be from an area or family that isn't well-educated. So now they learn that patience is a virtue and they see that in a sense that they see different sides of the river right. They see the path that has really good reading abilities and others that don't and then they

also see that in either way we have to respect. So there's that value of respect that both of them learn right. The value of, if err when including both parties, especially the learners that struggling can actually see the value of being included and see themselves as or gain self-worth in a sense because automatically they come there with a deficit in themselves. They, they see themselves lacking and the moment they get a positive response from the learners that are stronger they immediately feel look I'm going to work at it. So they work. They want to be part of it. They form friendship bonds. They form uhm because I've actually seen this in my grade 8 class now because I have a girl that's very very weak. She struggles and I've placed her in front of the class and I've seen the reaction. She never used to smile in class and because she use to be in the back and she placed herself there. I didn't put her there. She decided she's going sit at the back in the corner and when I realized this child's problem, I placed her in front and she never used to smile, she never used to talk, she never used to comment you know, That all changed – the complete opposite. And the child that's sitting next to her, when he saw that in her he automatically smiled so it promotes this type of happiness you know, and I noticed that because for me it was very significant that this child struggling with reading that placed herself in the back of the classroom, and is now in front, automatically there was this contagious type of joy that it brought about in my learning environment and a happy child learns better. So in both instances you could see that a child that doesn't – because this one, he does very good, he does very well and she does not but then they work together so there's this type of collaboration and it's, it's really err nice, enjoyable thing to see you know. Happy kids happy learners so both benefited in that sense.

Interviewer: Okay so just to reiterate what you said uhm you feel that the learners without difficulties they benefit from life experiences where they get exposure to seeing that the world is not perfect and there are learners that struggle uhm those with difficulties etc. and those learners also get the opportunity to learn patience from collaborating with learners with difficulties, reading difficulties and then the benefit for the learner who has the reading difficulties, they feel included and increases their motivation err to work harder. They form friendships and they are happier from feeling included?

Participant: Yes

Interviewer: Okay Thank You. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: What would you regard as challengers okay, well the curriculum is packed, it is so packed that even the learners that are not, that does not have reading difficulties are struggling to so that I can get it done, you know. So I have a lot of content that I need to get through a certain time finish, right. So you can imagine the pressure also on these learners that are struggling with learning difficulties. Uhm with reading difficulties uhm also what I found was in the beginning when a learner is maybe reading, I allow them to read I class that you used to have these rude kids that use to make fun out of them which I didn't allow uhm so you first have to address those problems, problems that roots back into their mannerism and respect for others' abilities. So that was a big challenge to get them, you know... teach them the value of respecting others to accept that there are going to be times when things are going to be a bit slow in class but you don't say it in that way but you sort of maneuver it in a way that learners can say look this is 8b, if 8b wants to pass 100% because we always announce at the end of the term who passed 100% the class, there is not going to be you and you that they going to mention they going to say 8b so do you want 8b to have this pass rate or do we want to include everyone so let's work hard together to get that 100% pass rate? So I think that value to instill in the learners takes a very long time to get across and in that sense you get them to be tolerable of taking time with these learners you know with working with them and then they like okay we understand Miss I we going to read because now you find those learners that's struggling with reading, they going to be "Miss I don't understand that. Can you just explain it to me again?" So now you find because you have created that environment, they going to be more prone to say "Miss, you know, just explain that" Then I'm going to do it whereas a child that doesn't struggle is going to get irritated and then they going to start you now fidgeting and that but because they get the value of we working towards a common goal, we not going to get irritated and then they learn to ease into that culture so it's quite difficult but you get there, you really do get there. It just about having perseverance.

Interviewer: Okay so basically you find that uhm when having learners with reading difficulties in your class you find that the curriculum is very demanding so that is a challenge err to get the curriculum done. And then err that also affects the time to teach so uhm... okay and you also said that there would be discipline issues in your class where learners without the difficulties must learn to respect those with the reading difficulties and you would need to take time to teach them those values that would, values of respect and then that would help to decrease the discipline issues.

Participant: Yeah

Interviewer: Okay so those are the difficulties.

Participant: Yeah

Interviewer: Thank You. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: Wow this is a tough one. It's everyone's responsibility because how do you expect for a child to, you know, excel if everyone... This is, this is what we do our work is with children and uhm at the end of the day we are producing uhm... we are producing the future within our learners and if at school we do not have a positive attitude in teaching these kids you know, come read for me, do this for me uhm if there isn't that atmosphere or that attitude from teachers towards learners then how are we going to expect these learners to achieve their full potential? So the reading part is everyone's responsibility. It's not just the LSEN specialist. It's not just the mother, the dad, the grandma only. It is everyone. So everyone in that child's life must be pro-active. Even their friends because my friend use to struggle in school and in maths and even every subject, they used to come. Right, I'm good at math. I going to help you. You good in English. You going to help me. So there's that constant exchange of knowledge that must always happen between people even right now me as a teacher and you as a student you know because it's so, that is how we make things better. This is how we make things grow, and this is what we want for our kids. We want them to grow, and we want them to learn. We want them to improve and if we don't want that as a teacher then what are you doing in this profession, right? So everyone. That is my opinion. Everyone should be a part of that.

Interviewer: Okay so if by everyone you mean yourself obviously right the teacher and then LSEN teachers and then parents, friends, is there anyone else you can think of is that it for everyone?

Participant: Shew! For me it's literally...it's a... it's a whole community. It's the community. It's also how we view this learners in your perspective and so yeah that's basically everyone.

Interviewer: Okay thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: Uhm you see... uhm hyperactive learners are just learners that have a different... they just different in a sense that uhm they have increased energy levels. They have increased...you know, they just need to do something. They need to be busy. So for me, I don't have a problem with learners that are suffering from err ADHD. The only thing I do think is that, I feel that these learners that are being pumped with these medicine and medication and producing a different child and that is my concern really. It – I have a girl in my classroom that is also suffering from ADHD and she sits, she just sits and sometimes she's non-responsive and when she doesn't do then she cries. She's this emotional rollercoaster but at most, she's happy, but there's that energy that is missing because of the medication that she's taking...the ritalin that she's taking.

And it breaks my heart because I know learners that are hyperactive and I enjoy that energy that they emit in the class. And I, you know, I draw from it. I draw from it because I'm as a teacher teach 6 lessons in a day of an hour with 45 kids maximum. It drains you. You have to give attention to everyone but when these kids are in your class and they "Hello Miss. How you doing?" You know. They, they all happy then it's sort of you know you draw of that energy uhm and for me it is to include them is very important also because its, its, it's not about the fact that they have that condition it's about how are you, how are you going to address it? How you going to teach them? It's really how you teach them because I have ADHD learners in my class and they listen to me they work with me and I accept that sometimes these learners are going to go out of bounds you know that is not the norm but then the onus is on you as the teacher to draw them back.

Okay so it takes time. It really takes time and patience but I do because I love my job and if you don't have that aspect as a foundation where you can't as a teacher do that for that learner. So the way I feel, I feel positive about them. I feel that they are necessary because it introduces difference in the class, diversity. It introduces learners to a different type of learning environment, you know, spontaneity uhm impulsivity in some cases but in, in many times that is needed to make the atmosphere light uhm and not judging these learners you know. In many cases you don't even know they sitting with that condition, so you take it as it comes to you. Yeah.

Interviewer: Okay so basically you don't have a problem with them generally being in the mainstream schools you feel that they should be included but your concern is that they are on medication and you feel positive about changing your approach to teaching them and uhm a

benefit is also that it introduces diversity uhm in the classroom and learners get to see spontaneity.

Participant: Yeah

Interviewer: Okay Thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I would have no problem with that (laughs). Basically the same, just changing my approach you now uhm making them feel part of the class, redirecting them when they are not..... I hate the word 'conformed' to be honest with you because you feel like... you see the dynamics at a school uhm is sort of..... It is sort of forced onto the teacher. If it was my class and you know I didn't have to worry about people coming into my classroom... checking up on whether we were doing the right thing, I would have these kids right you guys go in a group, you guys do this in a group and they would just enjoy themselves cause I like to set up tasks that with clay and needle and you now because I do life sciences so I, you know you make it interesting you let them build something, work together and uhm in cases people see that as rowdy and noisy but for me I see it as learning, as people enjoying themselves. These are human beings and how do we enjoy ourselves best is when we get to communicate, when we get to talk about what we are doing and engage with other learners so uhm for me I would really love that aspect of letting these learners be part of the classroom so no problems no issues.

Interviewer: Okay so you feel positive about teaching them in your class?

Participant: Yes

Interviewer: And you like the element of group work and communication.

Participant: Absolutely.

Interviewer: Okay. What would you regard as benefits if anyof including learners with both hyperactive behaviors and learners without hyperactive behavior in your class room?

Participant: uhm... Patience.

Interviewer: Patience for who?

Participant: (Laughs) Patience for the learners that are, have ADHD that are hyperactive uhm...

Interviewer: You're saying that they will learn patience.

Participant: No... not...

Interviewer: Okay where were we... We were talking about the benefits...

Participant: Yes the benefits of the learner not struggling with the hyperactivity. Uhm sometimes what I find in my classroom is that these learners are uhm...they so excited about something you know cause I like to include fun facts scientific fun facts, lets watch this video some day and they will go totally out of bounds and then sometimes it's quite a few in the classroom and they are totally excited, whether its hyperactive or not and uhm it's, its, its actually trying to get them to all co-operate and tell them look here I'm one person and you guys are 45. Let me decipher what you all want to say so let's start with you, so you have to calm them you know so you have to there's this uhm I always say right "let's breathe in and out" Let's just create a calming atmosphere and uhm so you have the patience with these learners because you, you, because they tend to go a bit the excitement sometimes becomes too much and everything and then if I look at at uhm... the value of allowing them to express themselves uhm that is a benefit to the learners with hyperactivity so I allow them to do that so they will have this like twenty seconds where they just like let go, let go of what you feel right now and uhm then I say okay now we going to draw it back to what we want to do, what we want to learn from this right so the benefits of that and I feel it's a benefit for both because it's quite tough when learners to go from one period to the second and they not allowed to talk. I would hate that (laughs). I would hate that so in certain instances you just let it all out and then okay let's regroup and we say, let's take it from that point and this point and that point. So it's important to give these learners a breather you know. And I sometimes do that in my classroom when they just get into the classroom. I let them make a noise, talk it out and then I say okay guys let's just relax now and start with the lesson. Uhm the benefit is when I do that they are so much more calmer. They are cooperative rather than shouting at a child. They more...then they become more aggressive. They, they don't want to open up to you so uhm I've really learnt in my six years that your approach to learners and even the way they come to you right... you must be approachable but the benefits is for both parties. I feel is, is really good when you allow them to just be who they are at the end of the day.

Interviewer: Okay so basically you say that the benefits for the learner without hyperactivity is that they will be able to learn patience and then the benefit for the learner with hyperactivity will be able to express him or herself and then the benefit for both of them is that it's quite tough going from one class to the next without being able to talk and you give them little bit of leeway to where they can talk to each other.

Participant: Yes

Interviewer: Okay Thank You. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: (Coughs) Sorry...Okay can you just repeat the question?

Interviewer: What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: It takes a lot of time right so is time-constraining.

Interviewer: Okay so it's time-constraining.

Participant: Yes in a sense that in order to get them on the same page like the rest of the class, you need to explain to them certain things right, For example what I would do is uhm let's say they, they excited about a question, so let's say they, I ask a question in the classroom and they get excited and just shout out an answer. Then I have to first tell them look here I know you excited but I need to make sure that everyone gets the answer so you are going to be a genius that has to... you know, if that person is wrong, then I'm going to ask you to give the right answer right, so it takes a bit of a time to let them see Okay Miss, Miss I need to let others to also learn so uhm that is one of the challenges that I have in terms of time. Uhm the whole shouting out of answers sometimes uhm they repeat what I say so it's a bit...or they want to complete my sentences and it gets like really irritating and I have to keep my cool and I have to say "look here I, its disruptive" Right so I have to reprimand them which isn't always lekker because they sort of feel that you know yoh miss just dissed me now or things like that. Uhm so the teaching of the whole classroom dynamics uhm takes patience. It takes time and it takes a lot of love. (Laughs) Really a lot of love and you find that these kids are the ones that like on my birthday they are the ones that give me a hug and that... to reciprocate that you have to open yourself up as because you a professional right. So you a professional working with human beings. So you can't, there can't be a barrier so you need to

be the breaking down of the barrier needs to happen and if that doesn't happen, then you are sort of you seen as this one-sided person which I don't, I, I, I have my distance from the learners but I also have that closeness so you have a distance with a closeness and it's very difficult to manage that because sometimes these learners want to be in your space and then I tell them look here just move a bit to that side you know that is also a challenge in maintaining your personal space as an educator so yeah I would say those are the challenges.

Interviewer: Okay so basically you feel that it is time consuming with the learners because they do things like shouting out and they repeat your words and then that's a little bit of disruptiveness in the lesson and then sometimes them in your space as well.

Participant: Yes

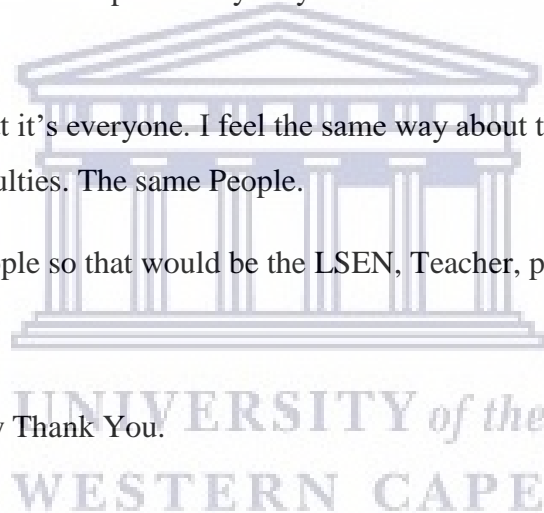
Interviewer: Thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Uhm I feel that it's everyone. I feel the same way about the question that you asked about reading difficulties. The same People.

Interviewer: The same people so that would be the LSEN, Teacher, parents, community

Participant: Everyone.

Interviewer: Friends. Okay Thank You.



APPENDIX O

Transcription of participant J

Interviewer: The first question is we sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: According to me inclusive education refers to learners with all types of learning barriers including them into the mainstream uhm wether it's a learning disability a child has or a physical disability. So any disability. Anything that you can define as a disability that's inclusion according to me.

Interviewer: Okay so basically you feel that learners with learning barriers such as learning disabilities, physical disabilities and anything else that is described as a disability should be included in the mainstream school.

Participant: Yes

Interviewer: Okay thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream school?

Participant: er... Well from what I've seen after being a teacher for almost 20 years it's not a very good idea, it's extremely difficult not only for the educator but for the child as well because we as educators, normal educators are not qualified to deal with these types of barriers and uhm at the end of the day the child suffers because in most of the cases the building blocks that supposed to be there is not there. So hence the child will suffer specifically in reading, spelling, writing. And that's one of the key points in education. A child needs to, must be able to read, write, spell in order for him to do the other subjects.

Interviewer: Okay so basically you feel that it's difficult to include the learners with reading difficulties in the mainstream school. It's difficult for teachers as well as the learners and teachers are not trained.

Participant: Yes we are not trained to deal with that.

Interviewer: Okay thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: At the moment I have a lot of kids with reading difficulties so what I do is err I'm currently teaching them so it's just a question of you need to change your approach with these type of kids and obviously the type of assessments that you do with them will also be different but unfortunately when it comes to grade FET phase especially grade 10 to 12 uhm you get the different levels of questions but that child will only be able to answer level 1 and 2 questions he will never be able to answer level 3 or 4 questions.

Interviewer: Okay so you feel that uhm you feel positive about including them in your classroom but at the same time er and you also feel positive because you feel the teacher must change their approach to teaching and uhhh the assessments will be different and at the same time you also acknowledge that it is difficult for the learner because you feel the learner is not going to attain that level that the curriculum expects for those difficult sort of questions and when you say that the assessments will be different what do you mean by that?

Participant: For Instance on a question paper you get different types of questions (Phone rings)

Interviewer: Ok so we were talking about uhm including learners with difficulties in your classroom. Okay so I asked you the question about the assessments. You said that the assessments would be different.

Participant: Yes uhm out of a language perspective on your rubric or your, uhm yeah, You have a rubric that actually caters for the child that has reading or any disability when it comes to language but the problem is that child will never achieve above 40%. Although there is room on the uhm, uhm, rubric for the child to get a mark, at least a 40% but that child will never get higher than a 40%. Uhm and should that child decided to pass grade 12 which I doubt, he or she will never be able to study further because there's a backlog and that applicable to all their subjects.

Interviewer: Okay thank you. What would you regard as benefits if any of including both learners with reading difficulties and learners without reading difficulties in your classroom to combine both of them? It could be the benefits of either child?

Participant: I think one that might benefit will be the child with the learning disability when it comes to peer, to group work and, and peer assessment. There the child will definitely benefit but with individual work or you can perhaps ask the like what I do in my class... we just had a writing piece now, creative writing and what I do is after they have written there piece, they

check each other's stuff so they help each other with spelling errors and so forth and uhm what also benefits the child is what I... do you don't just write. You have to read your introduction so I let all 40 of them read their introduction so that the one can listen is this write? Does it sound right? Is mine fine? Can I maybe change mine? That's my way of trying to help them and they not aware of the fact that they helping each other because those type of kids are usually very withdrawn from the others and they not very outspoken because of their lack but in other cases some of them are quite ill disciplined also because of this barrier. So you get the 2 type of kids – the one that's totally introvert and then you get the extreme cases because of the fact that the child does not understand the work, he or she tries to disrupt the class the whole time.

Interviewer: Okay so this actually falls under one of the other questions.

Participant: Is it?

Interviewer: Yeah so you feel that a benefit for the child with the reading difficulties is that they well be able to benefit from peer collaboration?

Participant: Yes

Interviewer: They edit each other's work. Thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: The challenges are basically the fact that we are not trained. Not all teachers are equipped to, to deal with these kids and what I've also noticed is like I was fortunate enough to teach at a primary school. At high school with all due respect but most of my colleagues doesn't really know what an intervention is. What type of interventions you need to do. Some of them just regard an intervention as phoning a parent. That's part of an intervention. So what I usually do is if I now see but this child is unable to write this essay, I will give him maybe a second chance uhm depending on the level or the grade or leave out certain words. I will leave the original one but I will do my 2 or 3 interventions as proof that at the beginning the child was unable to do this but when I asked them to do like what do they call this in English now... this is the close exercise per say or something where they fill in the missing words, so that the type of intervention that I usually do with these kids

Interviewer: Yes

Participant: And obviously drilling, doing small tests uhm...especially with the grade 8 and 9's in language. They, they children learn through visualization. So when it comes to certain parts of the words, I actually make them draw and that is when I realize that the child understands it much better or instead of just giving a lesson, make a story out of it. So that helps a lot.

Interviewer: Okay so uhm the challenges you would, I would summarize is that you were not trained so you don't know how to adequately deal with those kind of kids. Those are the challenges with including them and but you do try with having by different interventions?

Participant: Yeah, Yes

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: I feel we need the proper trained LSEN teachers to do it.

Interviewer: Okay.

Participant: And it must start from pre-primary and obviously it's like we call it here, Its 3 legs. It's the teacher, the parent and the child. And that lacks in our schools. In government schools you don't have that co-operation for parents or sometimes many parents are not even able to help their kid. So it's... firstly it must be a trained LSEN teacher and then with the help of the parent, the child and the teacher.

Interviewer: Okay so just to reiterate you feel it's the LSEN teacher, you feel it should be yourself as well as the teacher in collaboration with the parents and the children.

Participant: Yes

Interviewer: Thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: To be quite honest that, that is a big disruption in the class. We have a few kids here in the school that, that has AD what?

Interviewer: ADHD.

Participant: ADHD and, and most of the time we as educators are not aware of it or we don't know how to handle the situation and they sometimes become very aggressive so it's quite

difficult for us because now you have to deal with this child and there's 30, 39 other kids in the class so you have to spend about 10, 20 minutes with these, this type of children and it just at the end of the day they the other kids in the class they the ones that suffer but I've also realized that we need to change our approach with these kids because there's one boy at the school...he has the tendency to get very, very, very angry and like becomes a bully and what I've noticed is that the minute, the moment I start speaking calmly to him, treat him differently, ask him to do certain chores for me then he's a totally different child but if you scream and shout and complain the whole time it's not going to work so it is a big, big, big challenge.

Interviewer: So you feel it is very difficult to include the learners in the mainstream schools because you feel teachers are not adequately equipped on how to handle them which leans towards again training. They are not trained uhm and you feel that you are not aware fully of ADHD and what that entails and uhm you also feels it's difficult because learners can become aggressive and on the other hand you also acknowledge that teachers should change their approach on how to handle them so uhm is that sort of a mixed sort of feeling about including them here or do you feel definitely they shouldn't be included in the mainstream?

Participant: You know what for me its er it's a, it's still a child its uhm,,, it's a mixed emotion because if it was my child I would of preferred him to be in a normal stream but when dealing with a child, when you in a situation you actually realize but that a child doesn't belong in a mainstream because at the end of the day it doesn't benefit the child at all.

Interviewer: Okay so it's a mixed feeling?

Participant: Yeah

Interviewer: Okay thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: Frustrated.

Interviewer: Okay so it's difficult.

Participant: Yeah

Interviewer: And the reasons why?

Participant: Because uhm... as I said before if I had a manual on how to do it, and whether the amount of learners that you sit with in class its quite difficult to, to focus on that child specifically as I have said before you need to, they never sit still and then you get those days where they took there tablets and then they, they zombies so then you don't get anything out of them. Even with marking there scripts I've noticed that there's always blank spaces and the child just writes something that has nothing to do with the work so it's too much for that child to take in because we work at a very, very fast pace also especially when it come to the grade 8 and 9's I've noticed that I don't know if they babysit them in primary school but they can never keep up with the pace. The work and is and I'm referring to now to mainstream. Most of the time the work is incomplete. The tasks are always late. Uhm they not on the level they supposed to be. Hence it's more difficult for the child that. Now you can just imagine that how difficult it must be for the child that has this disability. If the mainstream child can't cope properly then how would that child cope?

Interviewer: Okay so you feel it's very difficult to have that child in your classroom because teachers, you are not trained to adequately teach them and then you also feel the class size is huge. How many learners are in the class on average?

Participant: On average 40, 45.

Interviewer: About 45 and that affects uhm how they behave in a class. And then you also say that having them in a class there's not enough time to focus on them individually. Another challenge is that when they are medicated they don't learn effectively that way. And then the curriculum is fast paced which means they cannot cope with that pace and they cannot cope with what the curriculum expects from them.

Participant: Mm. Mm

Interviewer: Okay thank you. What would you regard as benefits, if any, with including learners with both the hyperactive behavior and learners without hyperactive behavior in your classroom? It could be benefits for both the child with hyperactivity and or for the child without hyperactivity.

Participant: I don't think there is any benefit in it because the child that is hyperactive gets labelled. So at the end of the day that child suffers the most. I've noticed it here at school also. Kids will tell you, "*nee juffrou hy is mal*" you know things like that. So uhm there is no benefits according to me. The child suffers.

Interviewer: Okay

Participant: The child that is hyperactive, he or she suffers because the whole class will tell you, No this child is not normal don't bother about him/her. She is like that.

Interviewer: And do you feel there is no benefits for the child without hyperactivity?

Participant: Yes

Interviewer: Okay so there's no benefits for either of them. Thank you. What would you regard as challenges with including learners with hyperactivity in your classroom?

Participant: Isn't that the same question.

Interviewer: No the previous one was about the benefits and this one is specifically about the challenges so yes we have mentioned it in the previous.

Participant: What would I regard as.....

Interviewer: ...challenges with including learners with hyperactivity in your classroom? hyperactivity, the challenges....

Participant: Didn't I answer that one.... (Laughs)

Interviewer: Yes so in the previous question I asked you how do you feel about them in your classroom so you feel that you felt frustrated so you can answer the same thing.

Participant: Okay, okay it's the teaching method obviously you'll have to change it uhm different types of assessments that you'll have to do with these types, these kids. Uhm, also uhm being aware of the fact that you don't exclude the child. That's another problem, so the child, the child must not be aware of the fact that but now this teacher is basically excluding me from the rest of the, of the kids because now you have to sit with that child. Do a different type of assessment, explain more to the child and obviously they, they teenagers so their image I feel is also, are also being affected by that.

Interviewer: Okay, so you feel that uhm you've got to change your teach, teaching methods uhm in order to teach them do you feel that that is... how do you feel about changing your teaching methods?

Participant: As I said, the curriculum is packed, and its, its certain things that you need to do in a certain way.

Interviewer: Mm

Participant: You can't change that. Like for instance now we busy with oral, just to make an example, grade 12 and it's pressure time now. So to sit with a child that you have to beg and beg, come and talk, you need to do your oral, you must do it. It influence the marks of the whole group. You see, that type of things. Whereas the child that doesn't have the disability, he or she knows exactly the importance of this whole exercise. Whereas the child with the disability is, they just have this I, I don't care attitude, its fine.

Interviewer: Okay, so you feel that its time consuming to change your teaching methods.

Participant: Yes

Interviewer: And then you also that uhm you must be aware of how to include them. Is that also time consuming to, to sort of, I don't know, to get that knowledge of how to include them?

Participant: Not necessarily, it depends on, on... say now if we get training before time and, and another things that's also important is, you need to know who is in your class. And most of the time you don't know it. Especially if the child starts in grade 8, you are not aware of fact, always aware of the fact that this child has ADHD. Only when the problem starts then the parent will come and, but most of the parents are not upfront about it. So you struggle with a child for almost 2 terms and only then parents start to pitch and say but no this child has a problem. The child can't, has learning difficulties, ADH whatever. So you need to know beforehand who you dealing with and in most cases like with myself, the classes that that I'm teaching this year, 90% of them I've not taught before so I don't know the child. So it's only after doing an assessment, by the second or third assessment that you realize but there is really something wrong here. It's not very, you can't pick it up easily.

Interviewer: Okay, so uhm you feel that you don't know which learners must get individual attention or special intervention because parents are not upfront about it in the beginning. It only comes out afterwards, so you are not able to implement proper interventions from the beginning. And then uhm another challenge is it affects the child's image that's what you said early, earlier when they receive sort of more attention in class and then uhm you've got to

also explain more to them in order to be able get them to focus on the work. Those are the challenges?

Participant: Yes

Interviewer: Okay

Participant: And usually they also don't do the work. I know the one boy, he's not in my class, I'm not teaching him but when they maybe, there is a teacher absent and they must come and sit in my class and you say you'll have to take out your books, you will have to tell that child about 3 or 4 times. Take out your book, uhm, and at the end I've realize I must actually give, give him something to do in the class. That's the only way, he or she would sit still but the minute you tell them sit down, do your work, they can't.

Interviewer: Okay, so they don't have that interest in doing the work.

Participant: No, most of them would sit and draw. I noticed they draw on their hands and they would actually, some of them would ask you, can I sweep the class? They would rather do that instead of writing or, or reading or and obviously it's most probably because they don't know how to do it. That's then thing that, that they comfortable with or they would sit and tease the other kids or make sure they work on their nerves. Do something, bang on the desk or ...

Interviewer: Okay so another challenge that you identify with them is that they are a bit disruptive?

Participant: Yes

Interviewer: Okay, thank you. What, okay, whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: I feel, they, they it's the responsibility, firstly, okay with the teaching now. It's the it's the responsibility of the WCED uhm with the uhm stake holders. These kids needs to be identified in grade R already and, and like at ex module C schools, they have all these people at their school. Whereas with us, I mean we have, we have so much trauma here in the community. We hear gunshots here every day uhm, one of our teachers almost got shot 2 weeks ago when he walked out of his classroom. The bullets just came

Interviewer: Oh my word.

Participant: Yeah. So an we had to wait about 2 days for safer schools to respond, so the WCED needs to focus more on their, if I can put it in this way, that there governments schools because that is where the big problem is. We sitting with our *fas, fas, fas*, what's a fuss in English? Fetal alcohol syndrome. We sitting with that in our schools. We sitting with the the kids that, whose mummies use drugs. You don't find them in the ex-module C schools but still here we don't have the service provider to deal with these type children. Like if I may say that we have one of these kids at our school... his father is a teacher at one of the neighboring schools and uhm he asked us one day can't we just keep his child, make sure his child take his tablets every day because he doesn't have time for it. Man, you see things like that, it becomes our responsibility and it's not supposed to be our responsibility. Our core function is to teach but nowadays we are much more than teachers. We social workers, we parents, we psychologists and these things we didn't study for. So yeah I feel it's the WCED, the stake holders.

Interviewer: So when you say the stake holders, what do you mean, like to be specific?

Participant: Uhm everybody that sits, that sits with and work out these policies. They the people that really needs to look into it and I don't know if they do studies or something because at the end of the day the dropout rate of these kids becomes very big. Because obviously they can't cope and, and, and they become aggressive. They give behavioral problems. They more in the office than in class and at the end of the day the parents just take them out of school.

Interviewer: Okay so...

Participant: So trained qualified people from the WCED side must come in and whichever stake holders, whether its people like you from the universities that's doing research or a psychologist. Like I know for instance, we have 1 psychologist that must do about 30 schools. So if a child, say for instance get raped or whatever here, that child has to wait for days on end before the psychologist will be able to, especially if it's a child that can't afford things like that.

Interviewer: So you believe that its trained people and qualified people that the WCED must provide, it could be researchers, psychologists and yeah.

Participant: And of course very importantly, the OT.

Interviewer: Occupational therapist?

Participant: Yes, yes.

Interviewer: Okay.

Participant: I feel every school needs an OT because they know how to, how to deal with kids. They can sense the problem, they can identify the problem. When I taught in Johannesburg, at a primary school, we were fortunate enough to have er to have 2 OTs that came out twice a week and after that we as teachers were actually able to how the child, the child's behaviour works and what to do in cases like that and even when I came here in 2007, the first thing I asked was why don't we have an OT at our school? Because they know exactly what to do and they can actually guide you on how to work with these kids.

Interviewer: Yeah, okay, thank you very much.

Participant: Pleasure, I hope I've helped you.



APPENDIX P

Transcription of participant K

Interviewer: we sometimes hear people talk about inclusion or inclusive education, what does that mean to you?

Participant: To me it means you have to include each learner in your class, not only the strong ones in the class but the ones that struggling in class that cant probably uhm grasp, grasp the work from the start. So that, that's what inclusive means to me.

Interviewer: Okay, so you have to include the learners that are not only strong but weak also.

Participant: Yeah, to, to say it like that or from different races also, different ethnicity groups, that kind of thing.

Interviewer: Different backgrounds, races or ethnicity. Okay, thank you. How do you feel about inclusion of learners with reading difficulty in the mainstream schools?

Participant: Uhm, what do you mean about that?

Interviewer: Okay so like you get special needs schools and then you get uhm the, this type of school is called a mainstream school, Yeah.

Participant: Okay so the question was?

Interviewer: How do you feel about those learners with reading difficulties being in this type of school because uhm, it doesn't mean that they must be in a special needs school because inclusive education wants them to be in this school.

Participant: Err, Yeah. No I don't think there's a problem having learners in a mainstream school that's not able to read but I mean then it's a teacher's uhm responsibility to help or to identify those learners and maybe the school has a special program where they help these learners, to help including these learners in classrooms and I think the main thing is for us as a teacher to, to do the extra classes uhm thing. Cause that's the time when you can actually help your learner that's, that has difficulty with reading cause I know most of the learners are so shy. When I ask them to read me a question sometimes in class, they don't want to. Most of the time because the kid struggles with reading and then I won't know in class because there's no time. Not time but you are, you are not in a hurry to finish your lesson but, there's

the rest of the class waiting. So you have to ask someone else to, okay the read the question to me or do that question for me and then you neglect that child at the end of the day. It is important that we give attention to those learners also.

Interviewer: Okay so you feel positively about the learners with reading difficulties to be included in the mainstream schools

Participant: ...in the mainstream schools.

Interviewer: ...and you feel that teachers should help them with intervention programmes,

Participant: ...intervention programmes.

Interviewer: ...and more attention?

Participant: More attention. Yes.

Interviewer: okay, thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: uhm, now that you asking, I have this one learner in my class, he's in grade 11 but he's very quiet. I didn't know he has a, he speaks slowly cause he struggles to ask you a question but the one time I asked him in class then uhm I told him to answer me the question and he couldn't answer the question. I was not getting frustrated cause I thought he just didn't want to answer me. But when I went to him afterwards and I ask him why you didn't understand. Then he struggled, I was so shocked at that moment. But then I ask his parent to come in during parent evening cause his, his not a disruptive learner in my class. He doesn't talk in class and then I spoke to his parents and she told me that she asked him to take the letter to uhm to each educator he's going to so that they can be uhm, they can know his problem. So that's one of my learners but I'm giving him extra classes now at the moment. Because he can't, he struggles to ask you a question because of his speech.

Interviewer: So his got little to no functional speech?

Participant: Yes, I didn't know that cause none of his uhm class teachers didn't told us or the HoD didn't told us so. And the one day I was almost, not rude to him but the kids are so, no miss I'm not going to answer. So I thought he was one of them that didn't want to answer the question or read the question but when I went to him and I saw, and I was so shocked cause I

didn't know what to do but I asked him after class to come to me and I talk to him but he actually starts to uhm what do you call it?

Interviewer: Shake or get nervous?

Participant: Shake or get nervous but now during class, I go to him when the class is busy and then I sit next to him and I ask him, can miss help you and then he tries to speak but I give him a chance. So now it's better but I think we should be more attentive to such things in our classrooms.

Interviewer: So you feel you that should be aware when learners have special, sort of needs when they have that kind of needs and uhm you feel that you, the teacher should be more attentive to it.

Participant: To it, to it. Yeah also.

Interviewer: Okay and then the, the, the learner with reading difficulties being in your classroom or the learner who can't read, how would you feel about having that learner there or those kind of learners?

Participant: No I won't have a problem with having a learner who can't read in my class but for math lit it is actually important to read because it's a lot of reading taking place to get information to do your calculation. So it's going to be difficult for the learner, but I won't say I will I know what to do with that learner cause I'm not trained to help that learner, you see? But I don't see, I don't see there's a problem having that learner in my class.

Interviewer: Okay so you feel positively about them being there even though you're not trained to deal adequately with them.

Participant: Yeah.

Interviewer: Thank you. What would you regard as benefits if any of including both learners with reading difficulties and learners without reading difficulties in your classroom? So uhm, do you feel there's benefits, any benefits for having both of them combined, the one with no reading difficulties and the one with reading difficulties together in your class. It could be benefits for either of them.

Participant: Yeah cause I mean the kids should be able to understand what I'm trying to teach there in front. So yeah the kid can't read but most, I'm mostly doing my stuff in front of the class. Reading some of the stuff or asking learners to read in class. So if I'm aware that this child can't read then I won't ask him, come read a passage in the class for us cause I know the kids can't read at the moment so I'm gonna uhm, I'm gonna lose that child in my class at that stage cause the kid is gonna um pull away, pull away and not participate in class whereas the kid can sit in class and listen to us in class – the kids that can read – and the teacher explaining so I don't think there is uhm its not beneficial for them to not be in class. So it benefits both the kid that can read and the one that can't read.

Interviewer: Okay and then uhm do you say that uhm what did you say exactly was the benefit for the ones that can read they can be able to participate right?

Participant: Yeah they can participate in class obviously and the one that can't participate that can't read they will be able to listen yeah.

Interviewer: so they will also benefit from the learning process but in a different way.

Participant: In a different way yeah.

Interviewer: Okay thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: Uhm challenges.... Uhm I think time. Time is one of the challenges cause there's no time in class for me as their math's teacher to test them to read in class but we can do something afterwards but learners doesn't want to come to you after school. It's so difficult. There's some learners I have identified that doesn't do that well in class and I ask them to come to me after school or during their intervals but it's so difficult to get them to you so you want to help sometimes but it has to come from the learners side also.

Interviewer: Okay so uhm so you feel that learners don't want to come after school, you feel that they don't have the motivation to come and then you feel that time uhm... there's not enough time to help them individually.

Participant: Individually yes

Interviewer: Okay

Participant: Because we have so a lot of stuff after school we can't always have the time for a learner afterschool also. That was one of my struggles during in my second term here because most of my learners wanted extra classes or so but I couldn't because there was so much going on after school.

Interviewer: Mm okay thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: Say again

Interviewer: Whose responsibility do you feel it should be to teach learners with reading difficulties in a high school? Is it your responsibility or do you feel its other peoples or people together? Yours and somebody else...

Participant: Yeah I think me and somebody else but I don't think it's not my responsibility. It is my responsibility.

Interviewer: Okay so you feel it's the teacher's responsibility?

Participant: Yes

Interviewer: Okay thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: Yes (laughs) Uhm you have to include those learners and some of them are your stronger learners in your class so uhm I'm always trying ways to include these learners because they walking around in class. They eating in class sometimes but and that's disruptive towards your lesson also but most of them is not disrespectful it's just that they are hyperactive mainly. So uhm... to answer your question you have to include those learners also.

Interviewer: Okay so you feel positively about including them here.

Participant: Yes

Interviewer: Okay. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I also had this one learner but I think he was on ADHD yes he's on medication because I spoke to his mom during the parent teacher meeting but it's just that sometimes I'm

giving him a job in class. I ask him okay clean this and clean that because it's not just, I saw this last term. He can do his work. He's really a bright learner but he can't sit still in class but I spoke to his mommy and he's mommy told me that I must give him something to do in class sometimes not all the time. He has to work in class but you must help him to do something to leave the other learners because he's always trying to influence the other learners in class. They working but now he doesn't want to work in class so he's talking to them you see so sometimes I will ask him, please rearrange this for me in class then he would do it. He won't be disrespectful and say no miss leave me alone or so but sometimes then there's days when he's working. So you have to get ways to include that learner in class otherwise he's going to disrupt your whole class.

Interviewer: Okay so you feel positively about including the hyperactive learners in your class. You feel that you can support them and you feel that teachers must look for ways to manage to those learners and parents also must collaborate with you on working with that child.

Participant: With the child yes.

Interviewer: Okay thank you. What would you regard as benefits, if any, of including learners with hyperactive behavior and learners without hyperactive behavior in your classroom?

Participant: The learners with hyperactive behavior, there's actually learning taking place because they want to take part in the lesson because those are the learners that shout out the answers to me, those are the learners that want to come to the board and work. Work out the examples or the problem so in that sense it's a positive. Its beneficial to my classroom and the ones that are not so hyperactive uhm yeah they are just, they not, not taking part they just sitting there doing their thing or they just don't want to come to the board and do the er problem solve but it's also beneficial for them because they actually pay attention in class when one of the hyperactive learners is there in front trying to do the work and explaining the stuff and doing the examples so I think its beneficial for both of the learners.

Interviewer: Okay so you feel that both types of learners can learn the one with hyperactivity and the one without hyperactivity. They both are able to learn in the class. Those learners with no hyperactive behavior they focus more and those with hyperactive behavior are more keen or more or how do I say? They like to participate more by coming to the front.

Participant: Yes coming to the front yes.

Interviewer: This benefits for both of them. Thank you. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: Challenges...I have to be honest that not every day I win with those learners. Some days you can say anything to them but most days you can work with those learners but as soon as those learners decide to, they not going to listen to anyone in class they going to do their own thing then I struggle. I struggle in class so there is sometimes disadvantages having those learners in the class and especially when they 2 or 3 at the moment because 1 I can handle then I can tell them keep quiet and sit one side or not sit one side but just keep quiet. I can do that to him or talk to him 3, 4, 5 times in class but to have 3 or 4 learner's disrupting your class, hyperactive learners, then it's a disadvantage.

Interviewer: Okay so you feel the challenge with them is that they are sometimes disruptive?

Participant: Yes

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Uhm.... I don't mind having those learners in my classroom but I think there needs to be more support from the office side Yeah we can put them in detention but detention doesn't help because the learner will go for detention today or tomorrow but he's coming back to your class with the same, same attitude. I think there needs to be some sort of support from the office

Interviewer: Office, do you mean

Participant: Yeah, HOD's, Principal them.

Interviewer: Okay so you feel that they should be uhm...taught by teachers in the mainstream school and then you feel that there should be additional support from the people in the office such as HOD'S...

Participant: Yeah mentors...

Interviewer: Who would be a mentor? I mean like, do you mean a teacher...

Participant: Yeah a teacher that is 10 or 12 years in the industry already.

Interviewer: Okay a mentor as in an experienced teacher?

Participant: Experienced. Yeah.

Interviewer: Okay so you would feel that it's the teacher's responsibility and the learner must receive support from the HOD's and mentors so it's like a shared responsibility.

Participant: Yeah a shared responsibility

Interviewer: Okay thank you.



APPENDIX Q

Transcription of participant L

Interviewer: We sometimes hear people talk about inclusion or inclusive education, what does that mean to you?

Participant: Inclusive education means when school, when the principal uhm includes in his decision making the teachers, that is not only the senior staff but the normal teachers also, the post level one teachers with any uhm decisions that they must make that is for me inclusive.

Interviewer: Okay, so it's including the teachers in the decision making process.

Participant: Yes.

Interviewer: Okay, thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: I don't think they can, reading difficult, I picked it up in maths lit. They cannot cope

Interviewer: Okay, so you feel that the learners cannot cope?

Participant: With the reading, they have reading difficulties.

Interviewer: Okay.

Participant: Analyze, and analyze what they've read.

Interviewer: Because they cannot analyze or they can?

Participant: They cannot analyze what they've read because I'm teaching mathematics lit. It's reading and it's interpretation. I picked it up, reading difficulties in my subject.

Interviewer: Okay, so you feel it's very difficult to include them in the mainstream schools?

Participant: Yes.

Interviewer: Okay.

Participant: But I think this the work, you have learners that can cope but you have those that cannot cope and I think the worst cases, they cannot cope in the mainstream.

Interviewer: Okay, thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: Currently, I'm teaching learners with reading difficulties in my classroom so I can cope and in most cases that's the learners that fail because they cannot cope.

Interviewer: Okay so you feel that you can uhm cope with them, with teaching them...

Participant: I cope with them until a certain level where they feel they cannot cope anymore because, because I must teach and if they decide they cannot cope and then they decide to leave the school.

Interviewer: Okay so you feel positively about having them in your classroom. You can cope with having them there but it's them that has the difficulties and sometimes it doesn't uhm allow them to learn effectively, that's how you feel?

Participant: Yes, and then they leave school or yeah, earlier than... possible, yeah, earlier.

Interviewer: Okay, so you feel that they end up sort of dropping out?

Participant: Yes, dropping out because

Interviewer: They cannot learn?

Participant: Yes, because they cannot learn.

Interviewer: Okay, thank you. What would you regard as benefits, if any, of including both the learners with reading difficulties and no reading difficulties in your classroom? It could be benefits for either type of learner.

Participant: The learners with reading, the benefits for the reading difficulty, oh I don't think there's any benefits.

Interviewer: Okay no benefits for the learners with reading difficulties its, its...

Participant: To cope in the mainstream.

Interviewer: Yeah

Participant: No, I don't think so.

Interviewer: And then uhm learners with, okay this question means like combining the two groups together in one classroom.

Participant: So the one is reading difficulties and the other group is the?

Interviewer: no reading difficulties. Just to have both of them in your classroom, are there any benefit for either of them?

Participant: The one that don't have difficulties they will do their works, there's no problem and you see because they work and they give the answers, the others will just sit there and they cannot answer and then the others who do not have problems, they will most of the time give the answers, do their work, etc.

Interviewer: Okay so you feel that the learners without any reading difficulties there's benefits for them because they will excel academically?

Participant: Yes, Mm.

Interviewer: Okay and that there's no benefits for the learners with reading difficulties?

Participant: Yeah because at the end, they will suffer. Not suffer like, they will stay behind because they have reading difficulties.

Interviewer: Okay, thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: They will stay, the reading difficulties with learners is they will fail at the end because they, in my subject, like in math's lit. They cannot do uhm there's reading, there's words. They cannot read, okay not read, they cannot interpret what they've read and now they must apply what they've read or how they interpret, but they cannot do that because they can't read and that is what I'm sitting with in mathematical literacy.

Interviewer: Mm, so you feel that the challenge with these learners is that they will end up failing because they cannot comprehend what they read?

Participant: Yes

Interviewer: It's a challenge, is there anything else?

Participant: Nothing.

Interviewer: Thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: I think that if they picked it up in the primary school, there should be, they should have done something there already. In the early stages, in the early childhood stages because the, the learners coming with that reading difficulties from primary schools, I don't think they only pick it up only in high school. So there somewhere at primary school they have to deal with that

Interviewer: Okay, so you feel that these learners should have received intervention at primary school level?

Participant: At primary school level.

Interviewer: Okay and now that they are in high school and they come with these difficulties uhm, who do you feel, whose responsibility do you feel it is for them to be taught presently?... To be taught by.

Participant: I'm not sure if we have a special teacher that because we, we teaching subjects and in the olden days we had like guidance teachers but we don't have now. So maybe it's the system or the department or whatever.

Interviewer: And if they had? If they could give the assistance?

Participant: Then the department must ma sort out the problem (laughs) so I don't know, I don't have an answer.

Interviewer: Mm, okay you're not sure?

Participant: Yeah, I'm not sure, I don't have an answer. What they must do, what the department must do.

Interviewer: Are you saying you don't have an answer for what the department must do or are you saying.

Participant: Yes, I don't have an answer for what they must do.

Interviewer: But do you feel they should do something?

Participant: Yes.

Interviewer: Okay, so you feel that the department is responsible for catering to this type of.

Participant: Special needs. Yes

Interviewer: Special needs. Okay, thank you. Uhm, number 7, how do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: We dealing with them. We have learners with hyperactive learners at school so we have hyperactive learners that can't sit and they hyperactive.

Interviewer: And then do you feel –

Participant: They, they take part of the school.

Interviewer: And do you feel positively about them being in the mainstream school or...?

Participant: I don't have a problem with them because I'm dealing with them.

Interviewer: Mm. You're dealing with them.

Participant: I'm dealing with them.

Interviewer: Ok so you feel positively about them being here and you feel you're dealing with them. That's an indication of you feeling positive about uhm your ability to deal with them.

Participant: I didn't have yet a situation, I'm 27 years that I say, that I can say because of that uhm hyperactive learners it was a total disaster for me you see so we deal with the learners sitting there or whatever the learners are busy. If the learners is getting or are getting too hyper then I will refer it to the grade head because. But didn't I sit with a learner that you get that is so hyperactive that is dis er... *bymawels* or whatever disrupt my class.

Interviewer: So basically you also feel quite confident about your teaching capabilities and your abilities.

Participant: I'm also teaching grade 11 and 12's. Maybe if it's in the lower grades then they will sit with a different problem you see.

Interviewer: So you sitting with the higher grades and that makes it slightly easier and your years of experience has helped you with your teaching capabilities and your confidence to manage them.

Participant: Yes

Interviewer: Okay thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I don't have a problem like I said I have senior learners that are hyperactive.

Interviewer: Okay so you fine with them being in your classroom. Okay. What would you regard as benefits if any of including both learners with hyperactive behavior and learners without hyperactive behavior in you classroom?

Participant: The hyperactive will have a negative impact and sometimes the results negative on the non-hyperactive learners because the non-hyperactive will work and the hyperactive will be busy with whatever they busy with and the hyper can bring down the average of the class and the group and grade and the school.

Interviewer: So you feel that the hyperactive learner disrupts the other learners and hinders their academic progress.

Participant: Yes

Interviewer: Okay er... so the question... that actually falls under the next question which was what were the challenges. So the current question was do you feel that there are any benefits of including uhm

Participant: Both?

Interviewer: Yeah. Both, yeah both in the same class?

Participant: There's no benefits for the non-hyperactive one. The non-hyperactive one will not benefit with the active one.

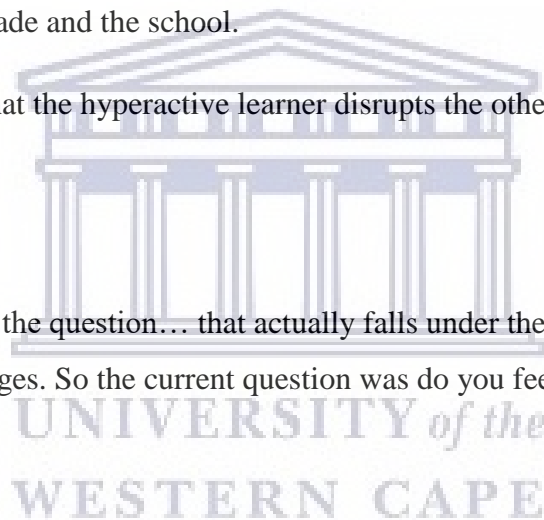
Interviewer: Okay so you saying there are no benefits for the non-hyperactive learner.

Participant: Mm.

Interviewer: Okay. And...

Participant: Because the active learner will disrupt the non-active learner's education

Interviewer: Okay and do you feel there are any benefits for the hyperactive learner?



Participant: No he will not benefit.

Interviewer: Okay thank you. Er... what would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: With regard to challenges you must adapt your teaching style, teaching method uhm... yeah.

Interviewer: How do you feel about adapting your teaching methods?

Participant: It's making you sometimes uhm... not sick because you sitting with hyperactive learners you will have to repeat and basically you sitting with err... *hoe se a mens in Afrikaans nou?*, *nie* problems *nie*, some, they can be disruptive.

Interviewer: Disruptive yes.

Participant: Disruptiveness.

Interviewer: So you feel that the challenges are that you need to change your teaching methods uhm... is it that the usual way is maybe too convenient for you.

Participant: Not teaching method that okay you must to tell them every time, "Stop it now!" and then you must go on err.... etc.

Interviewer: Okay so you have to constantly discipline them because they are disruptive.

Participant: Yeah.

Interviewer: The disruptiveness is a challenge as well.

Participant: It makes you tired also to talk to them the whole time and that is making me tired.

Interviewer: Mm. Okay. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: I think *suma die* government, *ons kan nie sit met hyperactive kinders nie* because the government is looking for results and if they look for results then we can't sit with hyperactive and non-hyperactive so then he government must ma deal with it.

Interviewer: So by the government, that's the department of education. Uhm how would you like them to deal with it?

Participant: Uhm, unless they will tell us how to deal with it.

Interviewer: Training?

Participant: Because we don't do guidance training.

Interviewer: Okay so you would like, would've liked to be trained?

Participant: How to deal with them.

Interviewer: Mm

Participant: Because I don't know how to deal with it.

Interviewer: Mm, okay.

Participant: Because I must discipline them every time.

Interviewer: And uhm do you feel that it's your responsibility to teach them but with the support of the government or uhm it's solely the governments err responsibility to teach them without being with the government?

Participant: With the government's? Err, telling me or, like I say, what's it? Is it your responsibility?

Interviewer: Yeah.

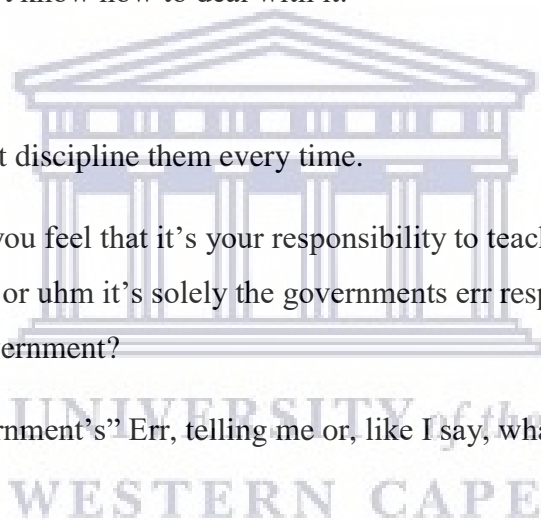
Participant: What was the question?

Interviewer: Whose responsibility do you feel it is?

Participant: To?

Interviewer: To teach these learners, hyperactive?

Participant: Okay, it's my job but if I have guidance from the government then maybe I know what to do, how to deal with certain situations.



Interviewer: Okay so that's, so that's more like a shared responsibility, you feel like it's yours and then with support of the governments such as, as you mentioned earlier uhm, training because you don't know how?

Participant: To handle them.

Interviewer: Okay.

Participant: ...to deal with them.

Interviewer: Okay, thank you and then just coming back to the previous question, number 8. Which was how would you feel about teaching a learner with hyperactive behavior in your classroom? You said that you feel positive about them being in your classroom, uhm and then you said that your, you're teaching senior learners...

Participant: Yeah, I'm if there's problems with the grade 8 and 9s, I don't teach them. So I'm mainly teaching grade 11s and 12s, that's what I'm teaching. So yes we have hyperactiveness but they also realize I'm a senior now.

Interviewer: They realize, oh oh these learners are they realize they are seniors so they are a bit more matured.

Participant: *Daar sy*. They know they hyperactive.

Interviewer: So would you uhm would you feel a bit less positive about including or having the learners if they were grade 8 and 9?

Participant: Yeah because the seniors are more matured, I know how to handle them but with the grade 8s if you doing invigilating with them, by them, then you can see the grade 8s and 9s. That learners is a difference.

Interviewer: Okay you feelings are positive for the seniors and a bit more negative for the juniors.

Participant: Yeah.

Interviewer: Okay thank you very much.

Participant: Pleasure.