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Appendix 1: Observation Schedules

1a: Pupil A

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: A

Adaptation of Leuven Scale |

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	2	4	3	4	5	5
Interest and Motivation	4	3	3	4	5	5
Engagement	2	2	3	4	5	5

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: B

Adaptation of Leuven Scale |

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	3	3	3	3	4	4
Interest and Motivation	4	4	3	3	4	4
Engagement	3	3	4	3	4	5

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: C

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	3	4	4	1	4	2
Interest and Motivation	4	4	4	1	4	3
Engagement	4	5	4	1	4	4

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: X

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
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4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	4	5	5
Interest and Motivation	4	5	5	5	5	5
Engagement	5	5	4	5	5	5

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: Y

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
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5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	5	5	5
Interest and Motivation	5	5	5	5	5	5
Engagement	5	5	4	5	5	5

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: Z

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
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5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	5	5	5
Interest and Motivation	4	5	5	4	5	5
Engagement	4	3	3	4	5	5

Appendix 2: Focus Group Interview Questions

2a: Year 2

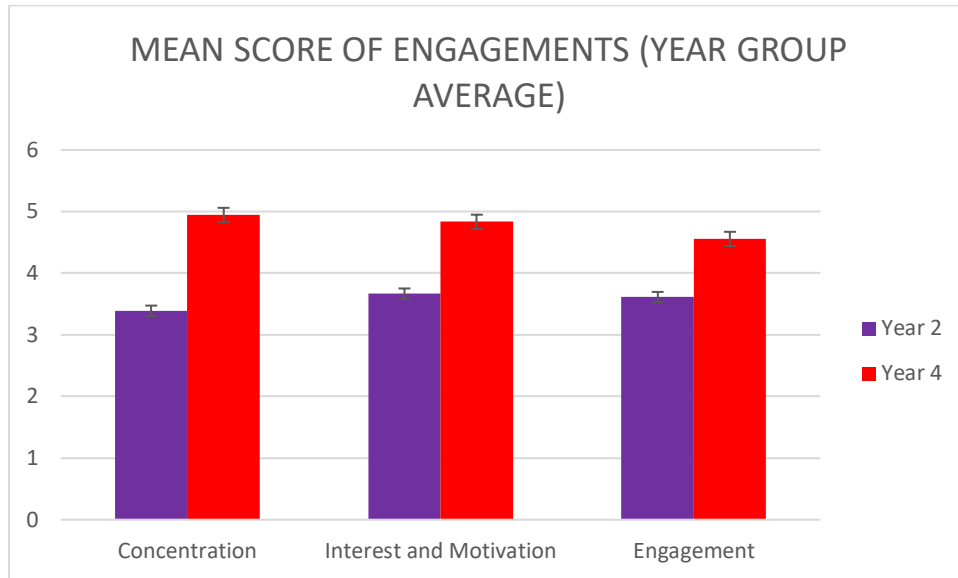
- **Do you like the read-alouds? What do you like about them?**
 - a. Tells you a story
 - b. Really fun because you get to listen to a safety. You can find out about your safety. So fun
 - c. Of course. It breaks my heart because they're really lovely. Find out different waysAll: yes, of course
- **Can you concentrate during the read-alouds?**
 - a. Yes I can really concentrate because the pictures I can look at make me concentrate
 - b. Yes because if there weren't the pictures then you would fiddle but you don't get distracted because the pictures are there to look at
 - c. Yes?
- **How do you feel when listening to the read aloud while looking at the slideshow?**
 - a. I feel happy because I can concentrate and don't fiddle with things
 - b. I feel excited because I don't know what's coming up and I get a big surprise
 - c. It's really cool. I felt very nice.
- **Do you find the read alouds interesting? If yes, what interests you?**
 - a. I find them really interesting because the pictures tell you what they mean and you find out more things about them and its interesting. I do like the story because it told me about safety. [relates example to their life]
 - b. I do find them interesting. The story is really fun and interesting
 - c. Yes because you know, you know.
- **Do the read-alouds help you with your work? If yes, how?**
 - a. Because they tell you a lot of the information about what you need to know. The stories and pictures and things help usAll: yes
- **Is there anything you don't like about the read-alouds?**
 - a. I never get to listen properly to the story because people ask me the same questions. Some people don't listen because some people are not interested.

- b. When I am listening to the read aloud a lot of children around me start annoying me
 - c. Some people fuss with me and I get distracted
- **What could we do better to help you next time?**
 - a. More exciting
 - b. More fun, a class outside sometime?
 - c. You can do the same thing as last week like [specific example]

2b: Year 4

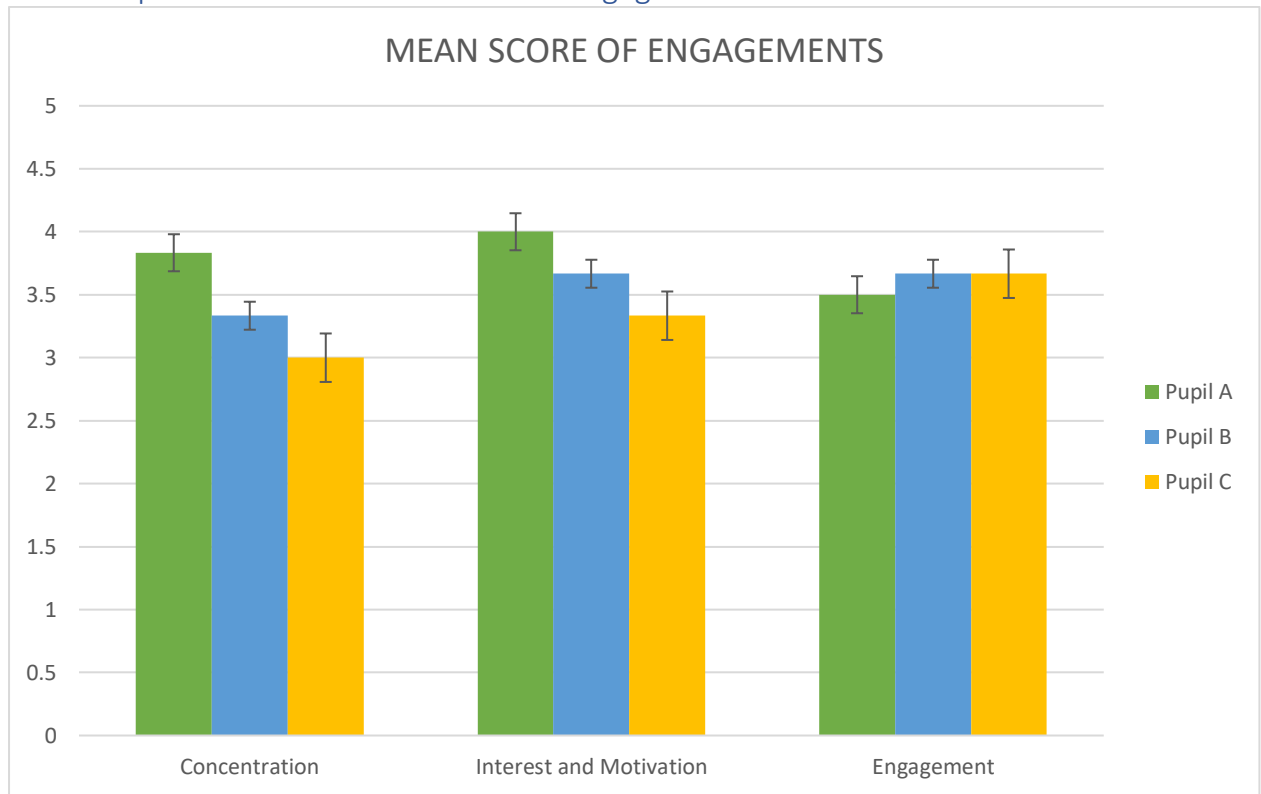
- **Do you like the read-alouds? What do you like about them?**
 - (All) Yes
 - (X) More information
 - (Z) Interesting and cool, true story and fiction, I like both.
 - (Y) When [Miss] is reading we can see the big pictures, and you can picture the writing.
- **How do you feel when listening to the read aloud while looking at the slideshow?**
 - (X) Pictures can help with concentrating
 - (Y) Makes me feel like I'm in the story.
 - (Z) You can imagine it in your head
- **Do you find the read alouds interesting? If yes, what interests you?**
 - (X) It interests me because it makes me more interested and confident to learn more facts at home
 - (Y) The pictures and the words are interesting
- **Do the read-alouds help you with your work? If yes, how?**
 - (All) Yes
 - (Z) There's lots more facts
 - (X) We learn specific facts so we can write about them in our own words
 - (Y) We wouldn't know about things like the Colosseum
 - (Z) When we do english it's all one thing but this is a bunch of information
- **Is there anything you don't like about the read-alouds?**
 - (Z) We need more questions
 - (X) Need to answer questions to understand and help us answer
 - (Y) Questions in the middle not just at the end
- **What could we do better to help you next time?**
 - (Z) More vocabulary. Practice the read aloud so you don't get stuck on the words

Appendix 3: Comparative Engagement Analysis

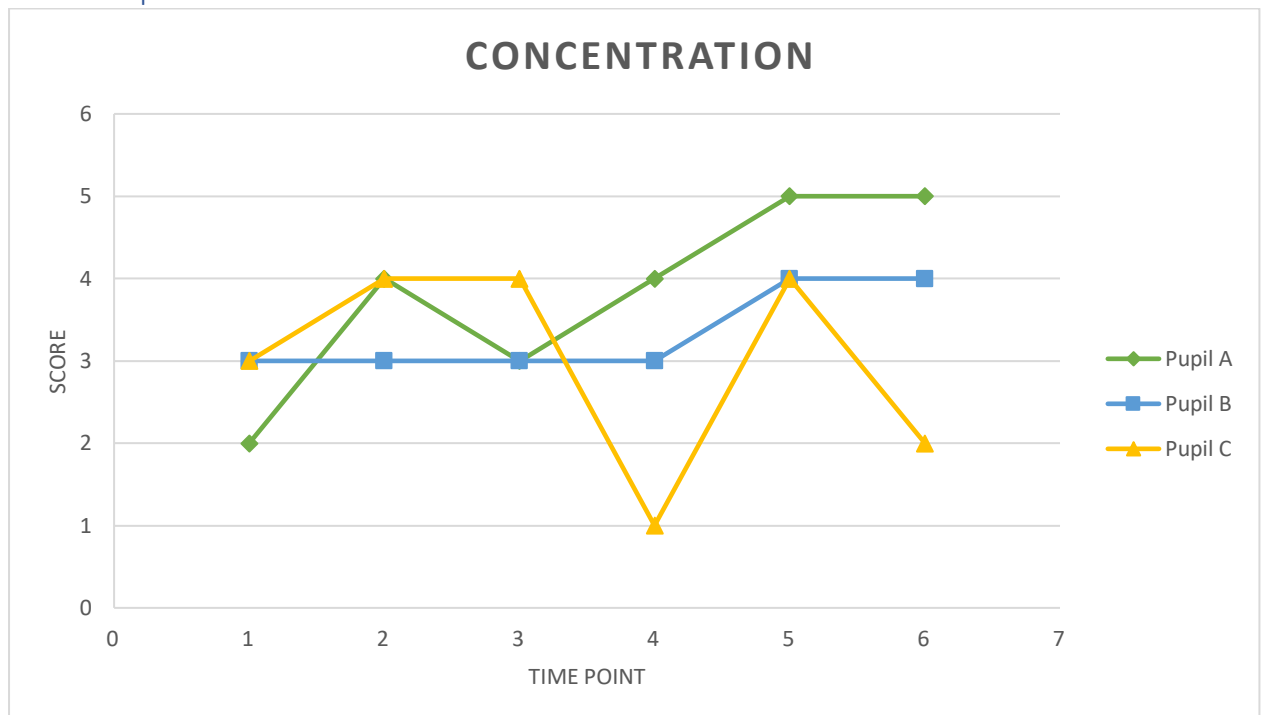


Appendix 4: Year 2 Analysis

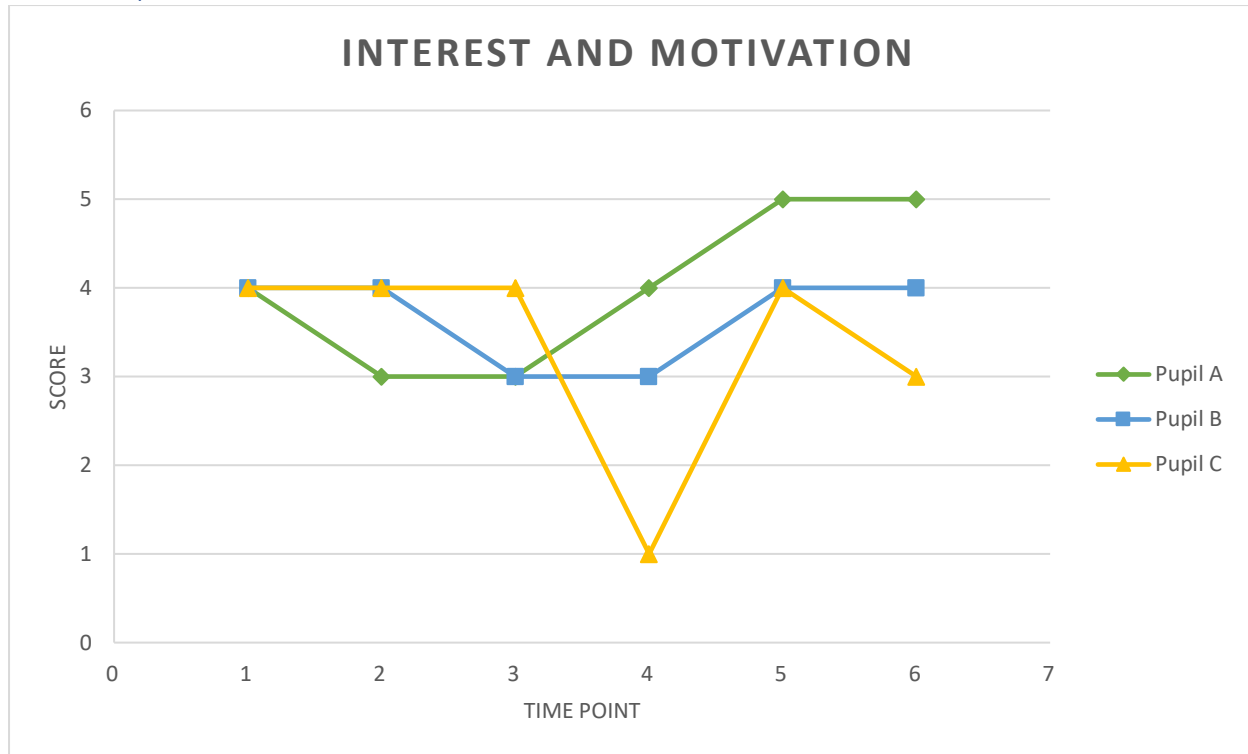
4a: A Graph to Show the Mean Score of Engagements



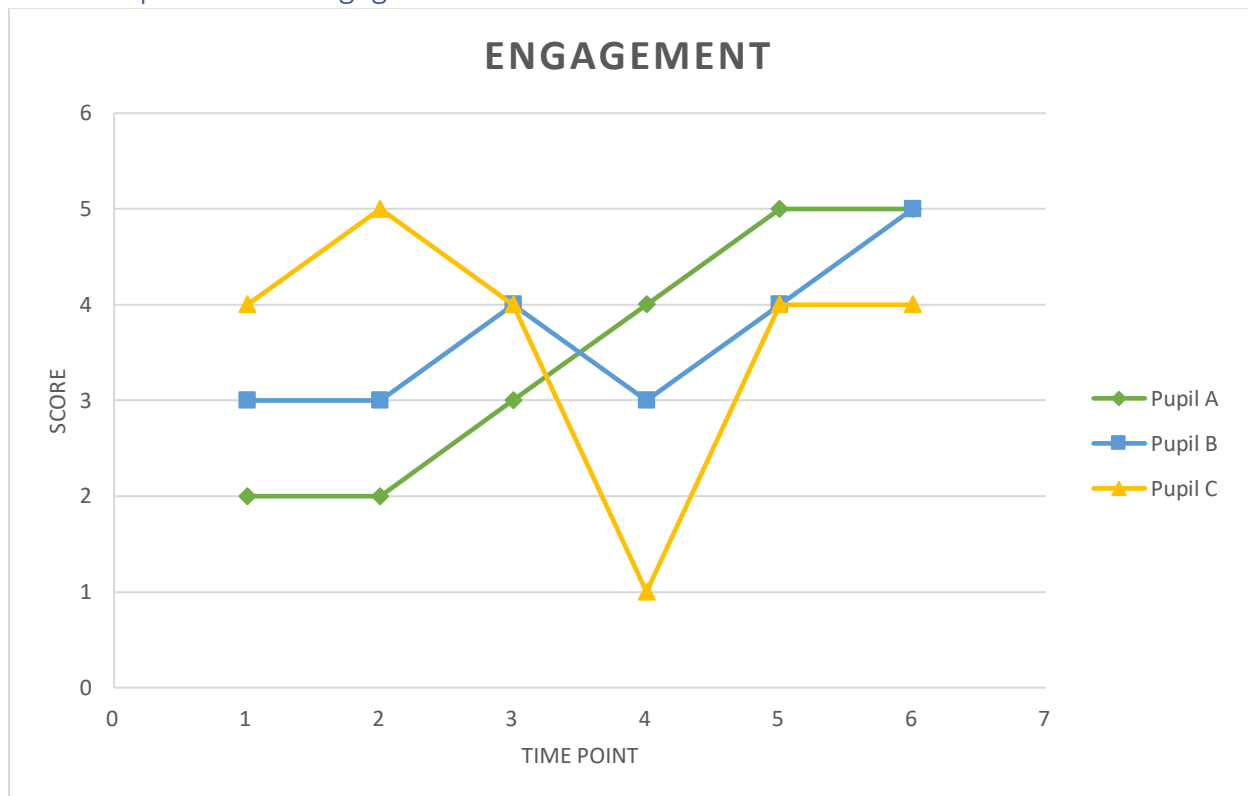
4b: A Graph to Show Concentration Levels Over Time



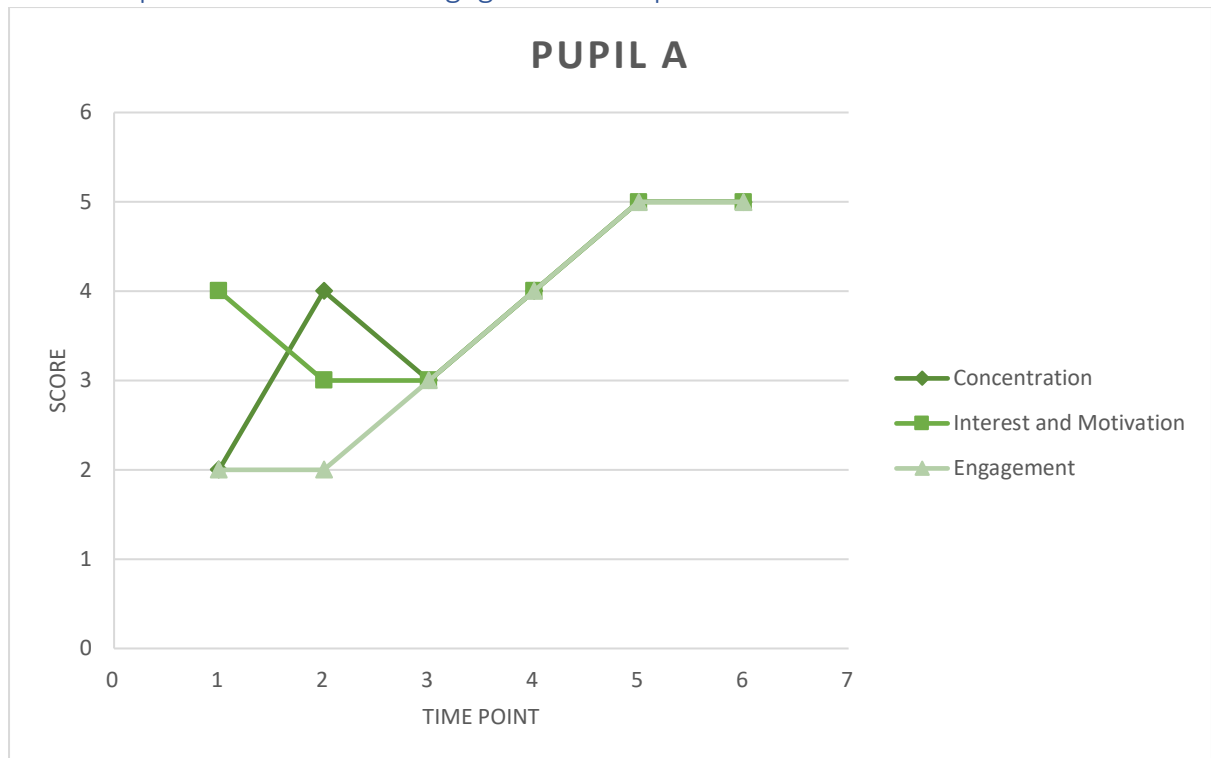
4c: A Graph to Show Interest and Motivation Levels Over Time



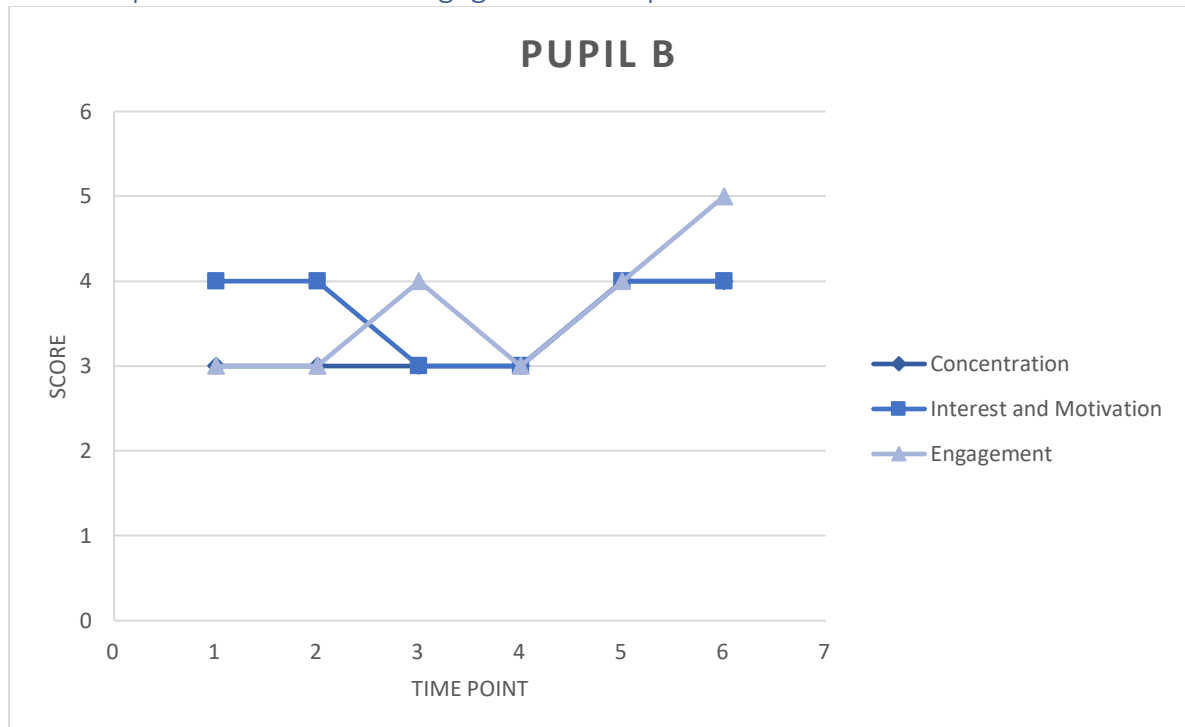
4d: A Graph to Show Engagement Levels Over Time



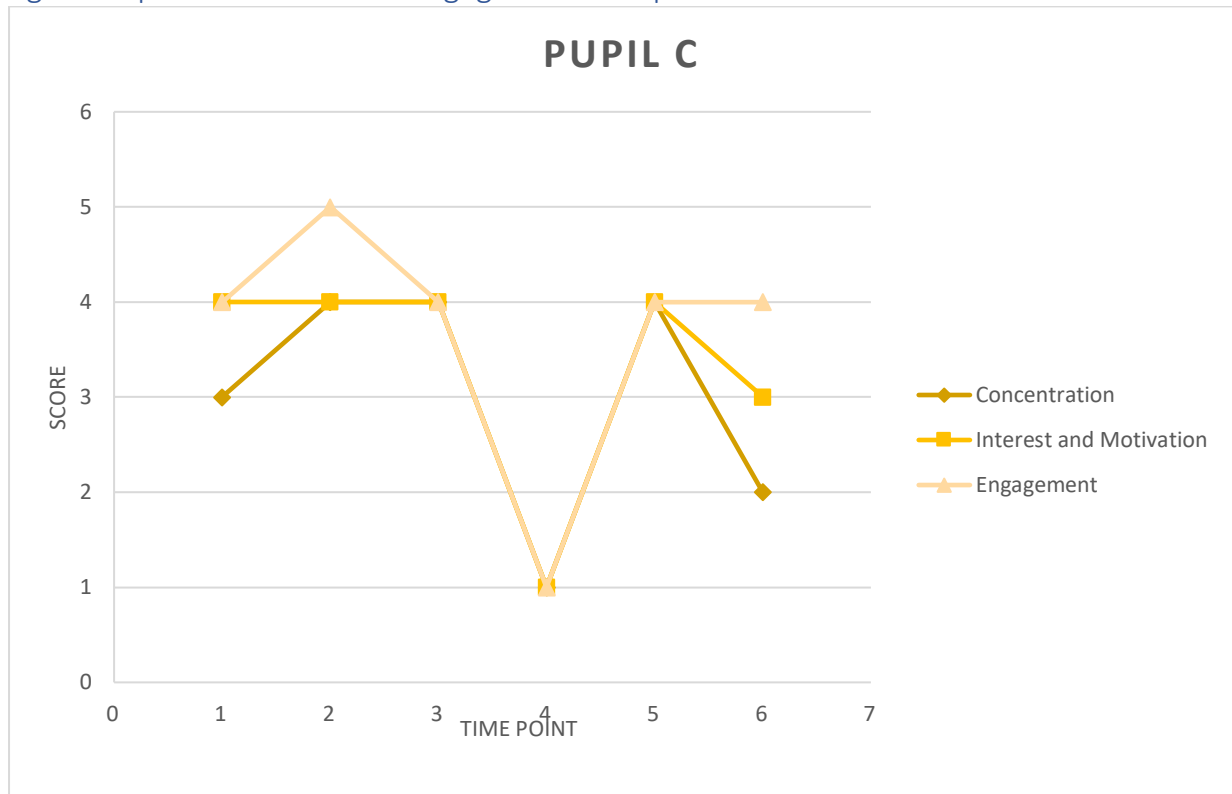
4e: A Graph to Show Overall Engagement – Pupil A



4f: A Graph to Show Overall Engagement – Pupil B

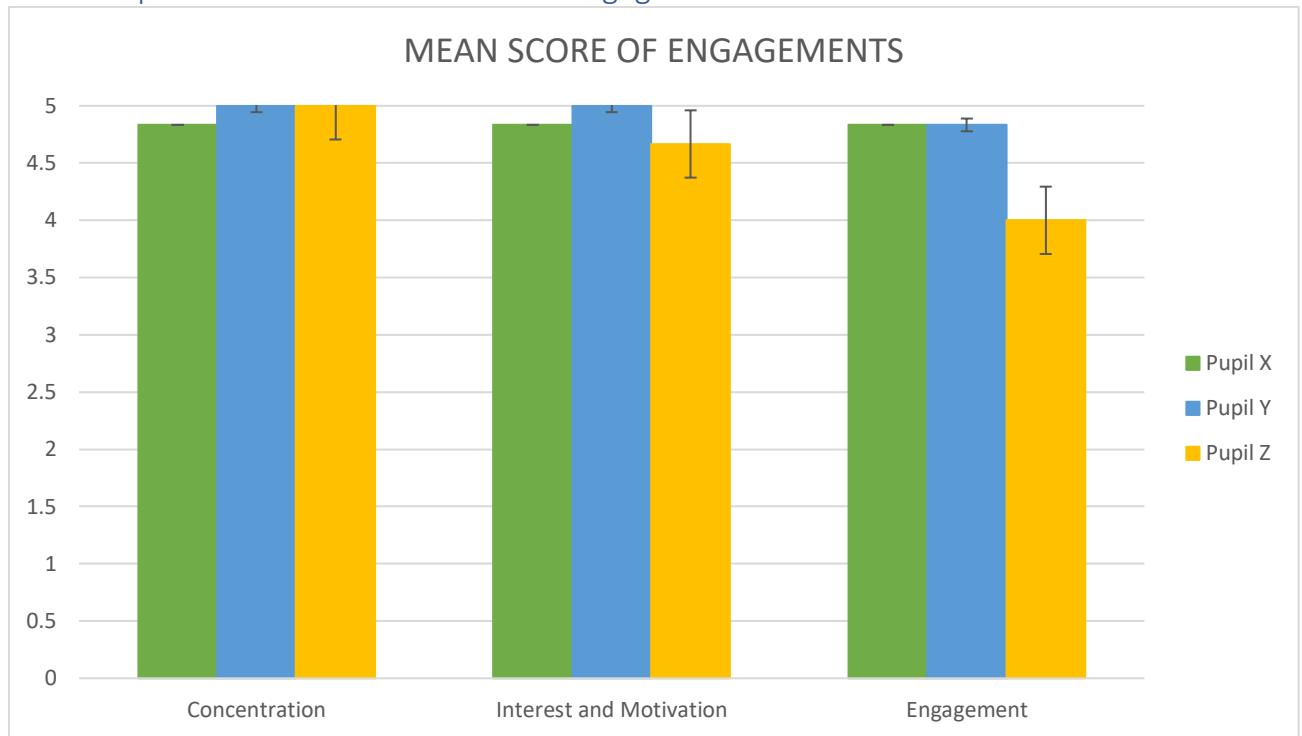


4g: A Graph to Show Overall Engagement – Pupil C

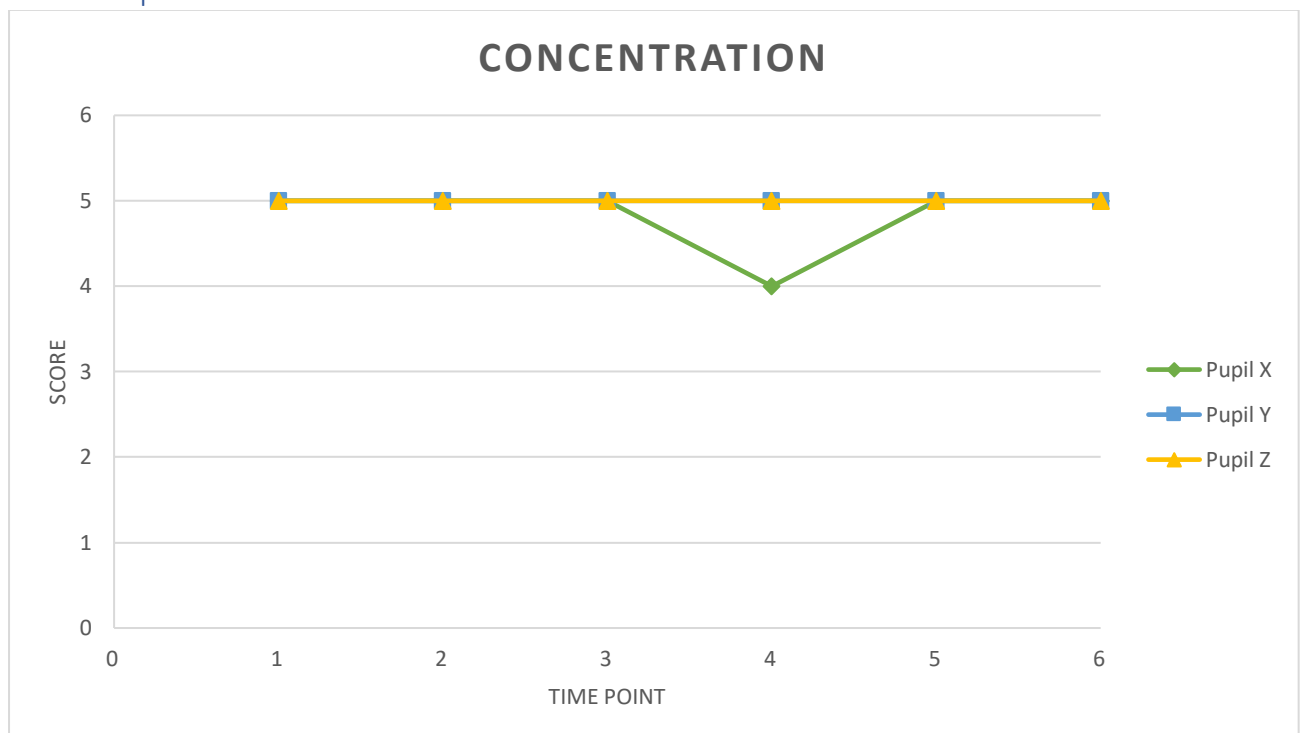


Appendix 5: Year 4 Analysis

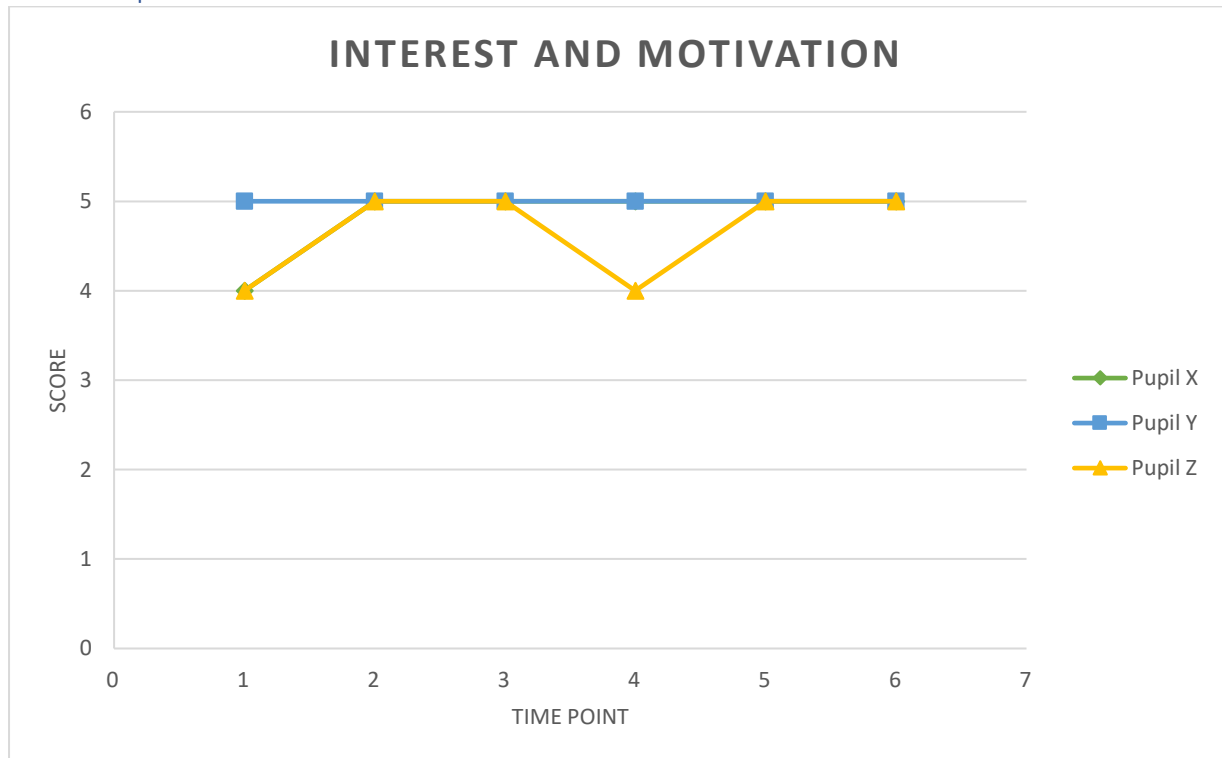
5a: A Graph to Show the Mean Score of Engagements



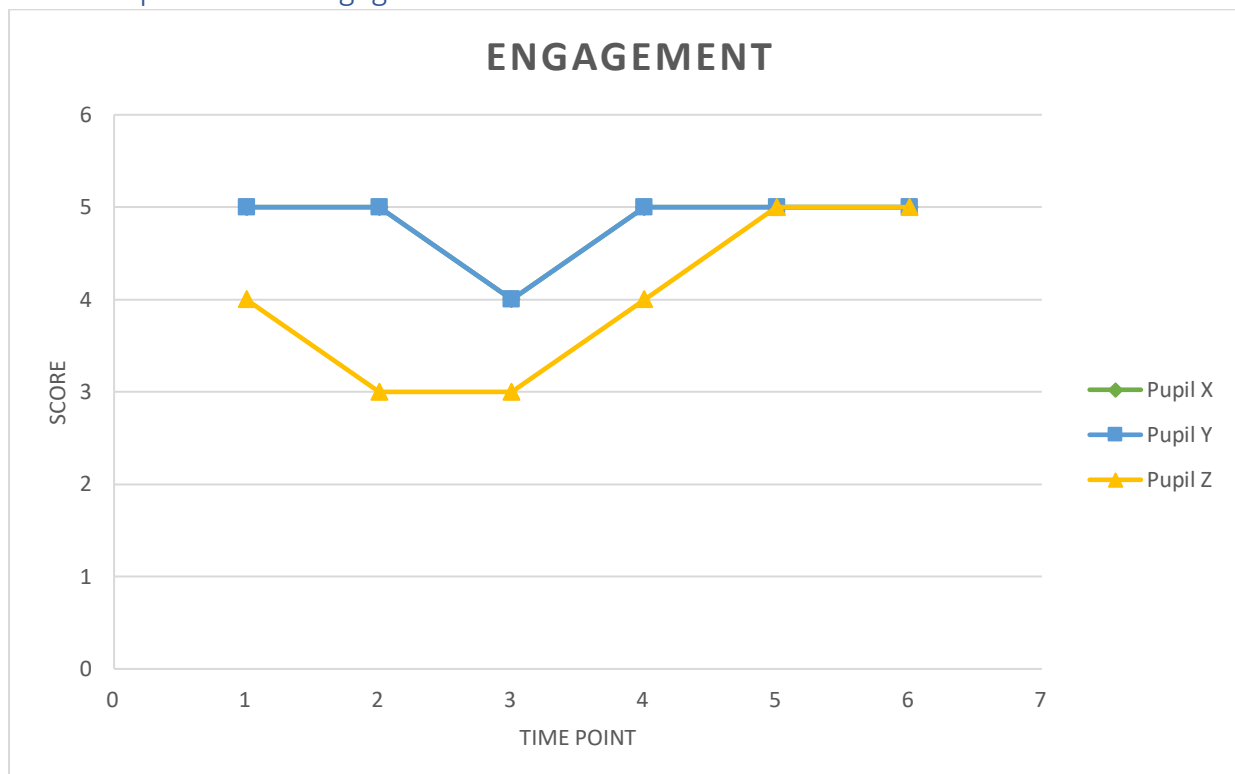
5b: A Graph to Show Concentration Levels Over Time



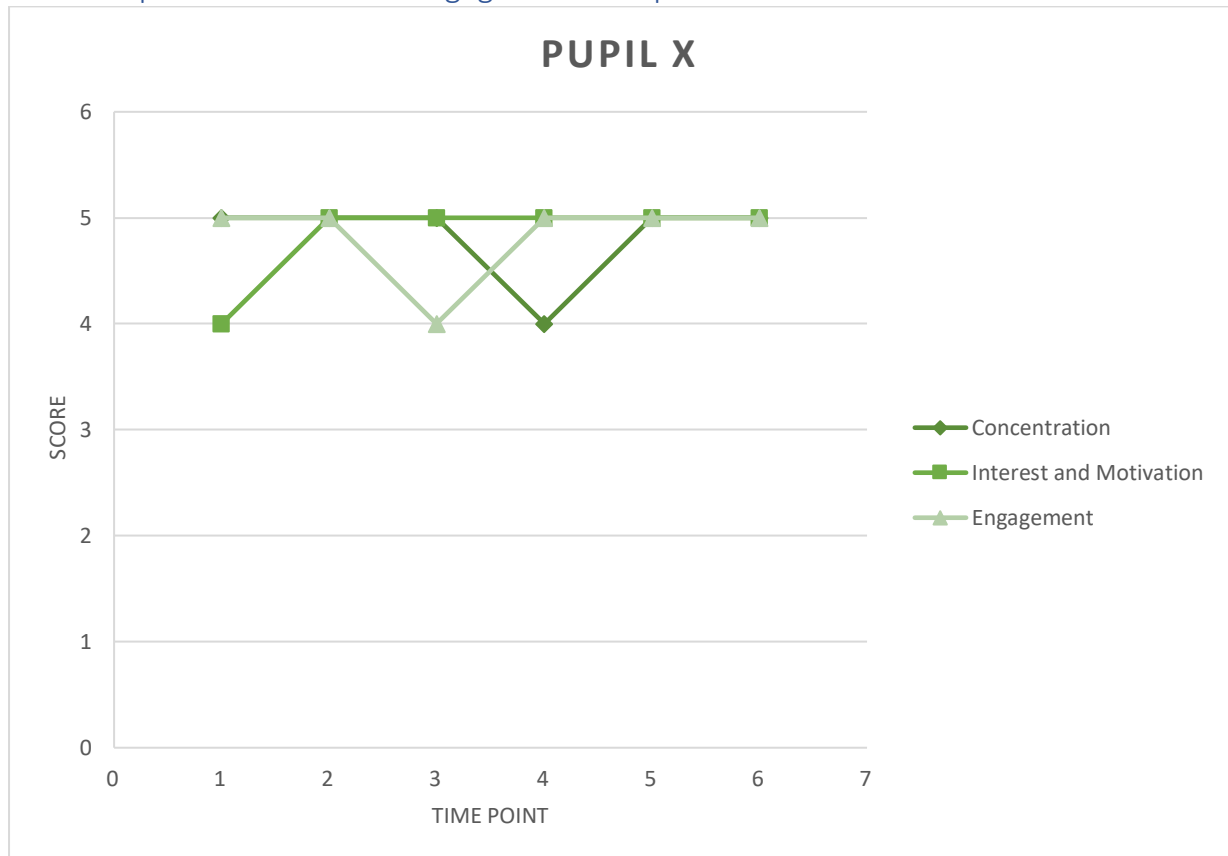
5c: A Graph to Show Interest and Motivation Levels Over Time



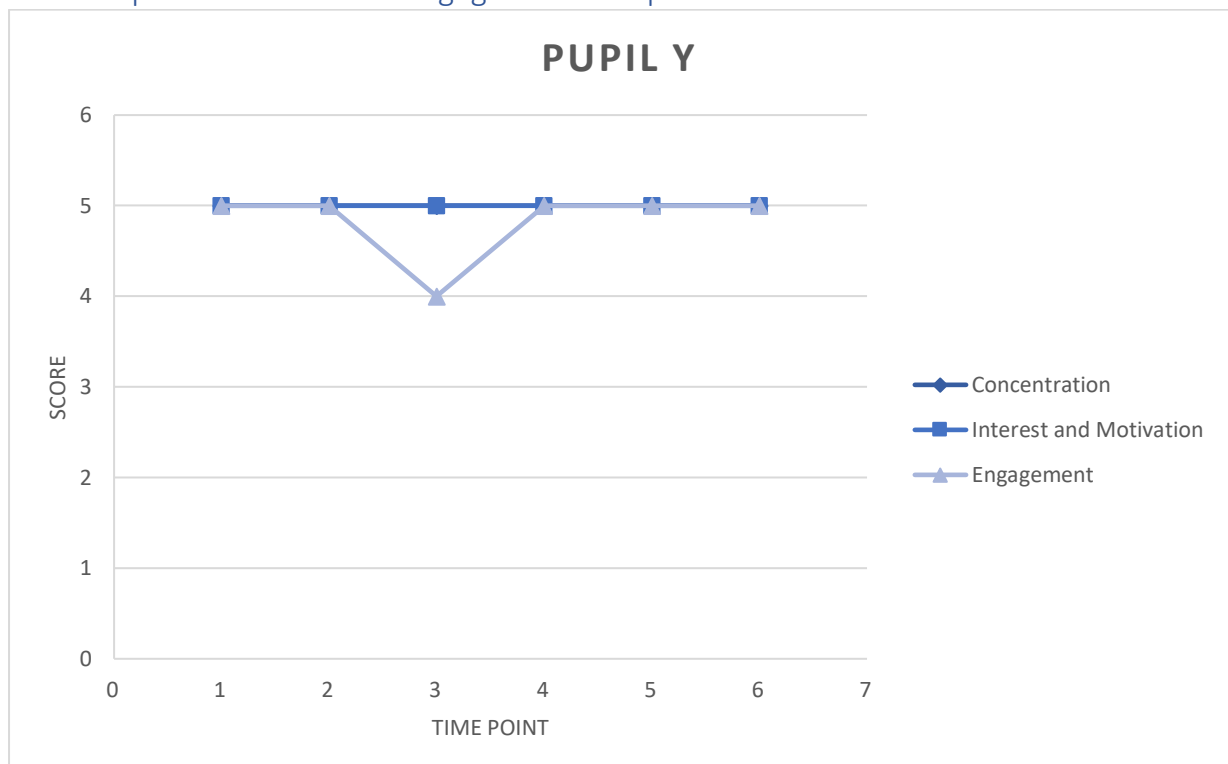
5d: A Graph to Show Engagement Levels Over Time



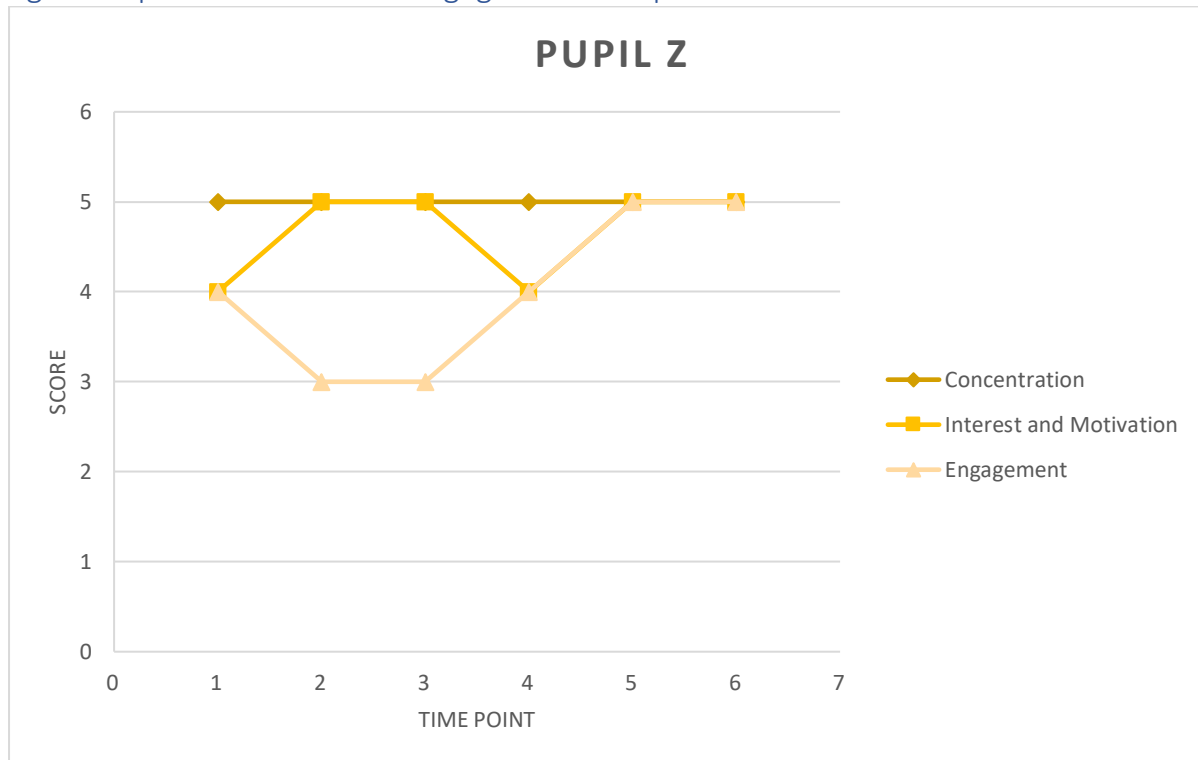
5e: A Graph to Show Overall Engagement – Pupil X



5f: A Graph to Show Overall Engagement – Pupil Y



5g: A Graph to Show Overall Engagement – Pupil Z



Appendix 6: Reflection Proforma

(Based on Gibbs, 1989)

Description – What happened?

The lessons both followed the structure of: the pupils engaged with retrieval practice then listened to the read-aloud whilst tracking the whiteboard of images. Questions were answered throughout through cold-calling. This was followed by an individual and/or group work.

Feelings – What were you thinking and feeling?

I felt that my lesson went exceptionally well, I was proud of the children and how engaged they were throughout the lesson. Their behaviour was also exceptional. In regards to the research, I felt the whole process was highly beneficial to my development as a student teacher.

Evaluation – What was good and bad about the experience?

The research was unnerving to have my colleague in observing me, however, when I was observing I found it immensely interesting. The process has given me strategies to take into my next teaching practice.

Analysis – What sense can you make of this situation?

Through analysis of the research, I have found that when children find a topic interesting, dual-coding can be an excellent teaching tool. Middle ability children found the read-alouds most engaging.

Conclusion – What else could you have done?

I could have ensured that I knew all the latin words within the text to make the whole reading more flowing. That said, the lesson went extremely well and I was very proud of how it went.

Action Plan – If it arose again what would you do?

If we were to repeat this study, I would use more children, more researchers and more time-points in the research to get more accurate and reliable data. In regards to the lesson, it went exceptionally well and there is nothing I would change other than the fluidity of the reading.

Appendix 7

7a: Parent/Guardian Information Sheet

PARENT/GUARDIAN INFORMATION SHEET

PROJECT TITLE: *Are pupils engaged with a 'dual coding' input during a domain lesson within a knowledge-rich curriculum?*

Dear Parent / Guardian,

My name is Miss Dooley and I am studying for a PGCE qualification at ~~Yr Athrofa~~ University of Wales Trinity Saint David. I am currently a student teacher within St. Joseph's RC Primary and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is: *Are pupils engaged with a 'dual coding' input during a domain lesson within a knowledge-rich curriculum?* Dual coding refers to using visual and auditory information to deepen the learning experience. This usually takes place during domain lessons on a daily basis and research will take part during a normal lesson on a normal school day. The process will involve an observation and a group interview with their peers. Through your child's participation, I hope to develop an understanding of their engagement, interest and motivation for this style of teaching.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on password protected cloud storage and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss E Dooley

7b: Parent/Guardian Consent Form

PARENT/GUARDIAN CONSENT FORM

PROJECT TITLE: *Are pupils engaged with a 'dual coding' input during a domain lesson within a knowledge-rich curriculum?*

Name of Researcher: Miss Dooley and Miss De-vall

Please tick box:

- ☐ I confirm that I have read and understand the information sheet for the above study.
- ☐ I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.
- ☐ I understand that my child can choose to withdraw at any time, without giving a reason.
- ☐ I understand that the information given by my child will be used in a university assignment.
- ☐ I understand that my child's name will not appear at any time.
- ☐ I agree for my child to take part in the above study.

Child's name

Parent signature

Date

When completed, please return to Miss Ttophi by Friday 31st of January.

Thank you.