

Procedure

Pass the RTA Procedure

Round 1 – Familiarising: every group starts fresh

- Note any of your initial reactions or observations about the transcript that relate broadly to the research goal.
- Feel free to write comments or highlight keywords (or both).

Round 2 – Coding: builds upon the work of a previous group

- Open-code the transcript
- Feel free to build upon the notes/highlights from the previous group

Round 3 – Grouping codes: builds upon the work of two previous groups

- Group the open codes toward initial themes
- Look for shared meaning or patterns
- Feel free to refine/relabel the codes in the process

Debrief – all groups report back

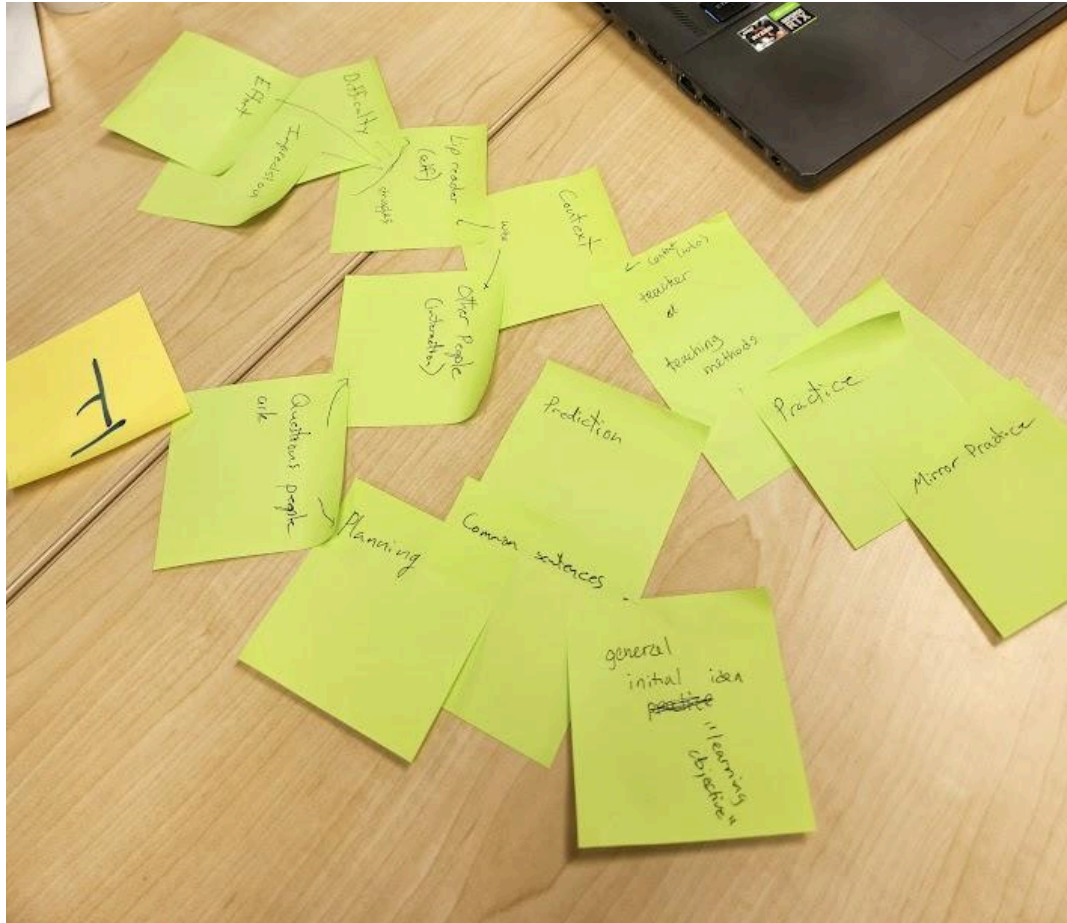
- What are the notable takeaways from this exercise?
- How does this group approach differ from your prior experiences?

Group A

Round 1 – Group A

Round 2 – Group G

Round 3 – Group F



Research goal: Design new technologies to improve speechreading acquisition (lipreading learning)

P4, 57, has typical hearing. She has been teaching speechreading for 18 years. She also works as a Speech and Language Therapist for the Scottish National Health Service. P4 teaches one class per week and also trains tutors as part of the Scottish Course to Train Tutors of Lipreading.

[...]

Interviewer: so what do you consider to be the basic teachable unit? So is it words, syllables, maybe speech sounds or the movements?

Participant4: I would actually go with **words, or phrases** lip reading in chunks

Interviewer: Ok that makes sense

Participant4: Phrases are much easier to see, because you are relying on somebody's semantics **relying on their context**, their understanding of language and what's going on, so words if not phrases

Interviewer: Ok that makes sense. So in terms of the majority of material is it based on story's or sentences within that or are they just phrases or?

Participant4: I would go for sentence based more, I mean there is a mixture within the class, we do stories, but the stories tend to be broken down into manageable **sentences**

Interviewer: But they all follow the same topic?

Participant4: They follow the same topic the story would be about something, today is Earth Day so it could be about Earth Day, but you would present it in sentences **lip reading taught through fixed stories**

[...]

Interviewer: Ok, right that's fine. So do they advocate for mirror practice in your class?

Participant4: When I'm doing speech movements [...] We would start with **mirrors** and then go onto doing it in pairs, doing it with other members of the class

Interviewer: Ok, so do they take, do they have **mirror practice** at home as well?

Participant4: Yes, yes, so we'd recommend that, so I would recommend that they stand or sit in front of a mirror **lip reading can be practiced**

Interviewer: Ok

Participant4: And seeing what their own mouth does

Interviewer: Ok that makes sense, so do you find it's better to teach students to recognise individual sounds or is it better to get students to look for the overall idea that someone is trying to convey in maybe a sentence, word or phrase?

Participant4: I'm very much of the belief that the **general idea**, because **speech is so quick, because we move our mouths so quickly between sounds, by the time you have thought is that a p, b, m, I've said another 4 or 5 words so it's too late to work that out**, so no I would go with the general idea of what's being said.

Interviewer: Ok, general idea. Ok so other side. So as well as the lesson being focused on a particular topic, is it also focused on a particular movement, word or that sort of thing?

Participant4: We tend to have a general topic for the class, depending when I'm making up a class if I think that week I am doing to be teaching a particular speech movement so if I am doing something on a movement an f, a f sound then I might choose a topic that begins with that sound, so I might talk about fireworks or fire or something like that, so I would do something

around that, the whole lesson will not be around that particular speech sound again teaching lip reading through fixed stories (like how reading is taught to children or new language learners)

Interviewer: Right ok

Participant4: But a certain chunk of it will, so if I taught that sound, I would do a follow up story or exercise with that sound appearing it in regularly

[...]

Interviewer: Ok, so in terms of the first month what do they tend to focus on learning?

Participant4: What I try and teach them to do is to focus on anticipating words interesting

Interviewer: Right ok

Participant4: So if you are focusing on a particular topic, I would be getting them to think at the start of the class, what kind of words are going to appear within the next two hours within the class and see if they could anticipate that, so we are using these semantics, the context and things

Interviewer: Right ok

Participant4: And I think after the first kinda four weeks in the class, I would be expecting them to be trying to anticipate some of the words that could be coming up

Interviewer: Right ok. So if they were in a particular place, they would perhaps know?

Participant4: If they were sitting in a cafe, what kind of things would they be asked

Interviewer: right ok

Participant4: You know what's the waiter going to say, when they first come up to you in a cafe

Interviewer: Right ok

Participant4: That sort of information, so it makes learning things an awful lot easier and quicker

Interviewer: So do you do scenario based practices as well?

Participant4: We can do yes, we can do some of that building in what we call coping strategies why does the participant call it "coping" strategies?

Interviewer: Right ok

Participant4: You know we'll build in the scenario of the cafe to something

Interviewer: Right ok

Participant4: Or you know going to a dentist, or going to the doctors, what kind of things are you likely to be asked

Interviewer: And would they do that in pairs as well?

Participant4: They can do it, we do some of that in small groups [...] Depending on the size of the class, I would do it in pairs

Interviewer: Right ok

Participant4: I could do a conversation, a kind of mockup conversation between say a waiter and a customer *getting at the purpose of lip-reading classes—to 'integrate' into hearing society?*

Interviewer: Right yeah

Participant4: So they are getting this, you know, what am I expecting to hear and what are my answers going to be

Interviewer: Yeah, ok. So they are actually not lipreading as much as they would need to almost

Participant4: They are lipreading but *they are lipreading from a basis of I think I know what might be said, 9 times out of ten they will be right*

Interviewer: Yeah

Participant4: *There is always going to be a time when they are going to lipread the wrong thing and it's gonna take them in completely the wrong direction but, you know if 9 times out of 10 they get it thats better than 1 out of 10*

Interviewer: Yeah that's pretty good, yeah. Ok thats good

Participant4: Ok

Interviewer: So when they all first start is there any particular area that they maybe find difficult, maybe a particular movement or just a particular way of doing something or?

Participant4: I think it's the *effort of concentration*

Interviewer: Right ok yeah

Participant4: As to how tiring it is to sit and watch somebody for near enough two hours, we build in breaks but its still *a lot of effort and a lot of concentration and its very tiring* and I think thats what comes after two or three weeks you see them, somebody will come up to you and say you know I went home and I was absolutely exhausted and I didn't realise how tiring it was [...]

Group B

Round 1 – Group B

Round 2 – Group A

Round 3 – Group

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Interviewer: Ok, so do they take, do they have mirror practice at home as well?

Participant4: Yes, yes, so we'd recommend that, so I would recommend that they stand or sit in front of a mirror

Interviewer: Ok

Participant4: And seeing what their own mouth does

Interviewer: Ok that makes sense, so do you find it's better to teach students to recognise individual sounds or is it better to get students to look for the overall idea that someone is trying to convey in maybe a sentence, word or phrase?

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Interviewer: Ok, general idea. Ok so other side. So as well as the lesson being focused on a particular topic, is it also focused on a particular movement, word or that sort of thing?

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Interviewer: Right ok

Participant4: But a certain chunk of it will, so if I taught that sound, I would do a follow up story or exercise with that sound appearing it in regularly

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Interviewer: Ok, so in terms of the first month what do they tend to focus on learning?

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Interviewer: Right ok

Participant4: So if you are focusing on a particular topic, I would be getting them to think at the start of the class, what kind of words are going to appear within the next two hours within the class and see if they could anticipate that, so we are using these semantics, the context and things

Interviewer: Right ok

Participant4: And I think after the first kinda four weeks in the class, I would be expecting them to be trying to anticipate some of the words that could be coming up

Interviewer: Right ok. So if they were in a particular place, they would perhaps know?

Participant4: If they were sitting in a cafe, what kind of things would they be asked

Interviewer: right ok

Participant4: You know what's the waiter going to say, when they first come up to you in a cafe

Interviewer: Right ok

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Participant4: We can do yes, we can do some of that building in what we call coping strategies

Interviewer: Right ok

Participant4: You know we'll build in the scenario of the cafe to something

Interviewer: Right ok

Participant4: Or you know going to a dentist, or going to the doctors, what kind of things are you likely to be asked

Interviewer: And would they do that in pairs as well?

Participant4: They can do it, we do some of that in small groups [...] Depending on the size of the class, I would do it in pairs

Interviewer: Right ok

Participant4: I could do a conversation, a kind of mockup conversation between say a waiter and a customer

Interviewer: Right yeah

Participant4: So they are getting this, you know, what am I expecting to hear and what are my answers going to be

Interviewer: Yeah, ok. So they are actually not lipreading as much as they would need to almost

Participant4: They are lipreading but they are lipreading from a basis of I think I know what might be said, 9 times out of ten they will be right

Interviewer: Yeah

Participant4: There is always going to be a time when they are going to lipread the wrong thing and it's gonna take them in completely the wrong direction but, you know if 9 times out of 10 they get it that's better than 1 out of 10

Interviewer: Yeah that's pretty good, yeah. Ok that's good

Participant4: Ok

Interviewer: So when they all first start is there any particular area that they maybe find difficult, maybe a particular movement or just a particular way of doing something or?

Participant4: I think it's the effort of concentration

Interviewer: Right ok yeah

- Participant4: As to how tiring it is to sit and watch somebody for near enough two hours, we build in breaks but its still a lot of effort and a lot of concentration and its very tiring and I think thats what comes after two or three weeks you see them, somebody will come up to you and say you know I went home and I was absolutely exhausted and I didn't realise how tiring it was

[...]

Group C

Round 1 – Group C

Round 2 – Group B

Round 3 – Group A

Research goal: Design new technologies to improve **speechreading** acquisition (lipreading learning)

P4, 57, has typical hearing. She has been teaching speechreading for 18 years. She also works as a Speech and Language Therapist for the Scottish National Health Service. P4 teaches one class per week and also trains tutors as part of the Scottish Course to Train Tutors of Lipreading.

[...]

Interviewer: So what do you consider to be the **basic teachable unit**? So is it words, syllables, maybe speech sounds or the movements?

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Interviewer: Ok that makes sense

Participant4: Phrases are much easier to see, because you are relying on somebody's semantics relying on their **context**, their understanding of language and what's going on, so words if not phrases

Interviewer: Ok that makes sense. So in terms of the majority of material is it based on story's or sentences within that or are they just phrases or?

Participant4: I would go for sentence based more, I mean there is a mixture within the class, we do stories, but the stories tend to be broken down into manageable sentences

Interviewer: But they all follow the same topic?

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[...]

Interviewer: Ok, right that's fine. So do they advocate for mirror practice in your class?

Participant4: When I'm doing speech movements [...] We would start with mirrors and then go onto doing it in **pairs**, doing it with other members of the class

Interviewer: Ok, so do they take, do they have mirror practice at home as well?

Participant4: Yes, yes, so we'd recommend that, so I would recommend that they stand or sit in front of a mirror

Interviewer: Ok

Participant4: And seeing what their own mouth does

Interviewer: Ok that makes sense, so do you find it's better to teach students to recognise individual sounds or is it better to get students to look for the overall idea that someone is trying to convey in maybe a sentence, word or phrase?

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Interviewer: Ok, general idea. Ok so other side. So as well as the lesson being focused on a particular topic, is it also focused on a particular movement, word or that sort of thing?

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Interviewer: Right ok

Participant4: But a certain chunk of it will, so if I taught that sound, I would do a follow up story or exercise with that **sound appearing it in regularly**

[...]

Interviewer: Ok, so in terms of the first month what do they tend to focus on learning?

Participant4: What I try and teach them to do is to focus on **anticipating** words

Interviewer: Right ok

Participant4: So if you are focusing on a particular topic, I would be getting them to think at the start of the class, what kind of words are going to appear within the next two hours within the class and see if they could **anticipate** that, so we are using these semantics, the context and things

Interviewer: Right ok

Participant4: And I think after the first kinda four weeks in the class, I would be expecting them to be trying to **anticipate** some of the words that could be coming up

Interviewer: Right ok. So if they were in a particular place, they would perhaps know?

Participant4: If they were sitting in a cafe, what kind of things would they be asked

Interviewer: right ok

Participant4: You know what's the waiter going to say, when they first come up to you in a cafe

Interviewer: Right ok

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Interviewer: So do you do **scenario based practices** as well?

Participant4: We can do yes, we can do some of that building in what we call coping strategies

Interviewer: Right ok

Participant4: You know we'll build in the scenario of the cafe to something

Interviewer: Right ok

Participant4: Or you know going to a dentist, or going to the doctors, **what kind of things are you likely to be asked**

Interviewer: And would they do that in pairs as well?

Participant4: They can do it, we do some of that in small groups [...] Depending on the size of the class, I would do it in **pairs**

Interviewer: Right ok

Participant4: I could do a conversation, a kind of **mockup** conversation between say a waiter and a customer

Interviewer: Right yeah

Participant4: So they are getting this, you know, what am I **expecting to hear** and what are my answers going to be

Interviewer: Yeah, ok. So they are actually not lipreading as much as they would need to almost

Participant4: They are lipreading but they are lipreading from a basis of I think I know what **might be said**, 9 times out of ten they will be right

Interviewer: Yeah

Participant4: There is always going to be a time when they are going to lipread the wrong thing and it's gonna take them in completely the wrong direction but, you know if 9 times out of 10 they get it that's better than 1 out of 10

Interviewer: Yeah that's pretty good, yeah. Ok that's good

Participant4: Ok

Interviewer: So when they all first start is there any particular area that they maybe find difficult, maybe a **particular movement** or just a particular way of doing something or?

Participant4: I think it's the effort of concentration

Interviewer: Right ok yeah

Participant4: As to how tiring it is to sit and watch somebody for near enough two hours, we build in **breaks** but its still a lot of effort and a lot of concentration and its very tiring and I think thats what comes after two or three weeks you see them, somebody will come up to you and say you know I went home and I was absolutely **exhausted** and I didn't realise how tiring it was

[...]

Group D

Round 1 – Group D

Round 2 – Group C

Round 3 – Group B

Codebook:

Phrase: The statement refers to identifying a phrase (as opposed to a sound or word)

Context: The statement refers to the context, scenario of the conversation being important.

Anticipation: The code refers to the idea of anticipating the word

Understanding: refers to the understanding of the language

Education Process: Code refers the flow of an education scenario

Teaching method: Methods and strategies to teach speechreading.

Maybe anticipation and understanding could be one larger theme?

Research goal: Design new technologies to improve speechreading acquisition (lipreading learning)

Concentration

P4, 57, has typical hearing. She has been teaching speechreading for 18 years. She also works as a Speech and Language Therapist for the Scottish National Health Service. P4 teaches one class per week and also trains tutors as part of the Scottish Course to Train Tutors of Lipreading.

[...]

Interviewer: so what do you consider to be the basic teachable unit? So is it words, syllables, maybe speech sounds or the movements?

Participant4: I would actually go with words, or phrases

Code: Phrase

Interviewer: Ok that makes sense

Participant4: Phrases are much easier to see, because you are relying on somebody's semantics relying on their context, their understanding of language and what's going on, so words if not phrases

Code: Context, understanding,

Interviewer: Ok that makes sense. So in terms of the majority of material is it based on story's or sentences within that or are they just phrases or?

Participant4: I would go for sentence based more, I mean there is a mixture within the class, we do stories, but the stories tend to be broken down into manageable sentences

Code: Phrase

Interviewer: But they all follow the same topic?

Participant4: They follow the same topic the story would be about something, today is Earth Day so it could be about Earth Day, but you would present it in sentences

Code: Context

[...]

Interviewer: Ok, right that's fine. So do they advocate for mirror practice in your class?

Participant4: When I'm doing speech movements [...] We would start with mirrors and then go onto doing it in pairs, doing it with other members of the class

Code: Education Process

Interviewer: Ok, so do they take, do they have mirror practice at home as well?

Participant4: Yes, yes, so we'd recommend that, so I would recommend that they stand or sit in front of a mirror

Code: Education Process

Interviewer: Ok

Participant4: And seeing what their own mouth does

Code: Education Process

Interviewer: Ok that makes sense, so do you find it's better to teach students to recognise individual sounds or is it better to get students to look for the overall idea that someone is trying to convey in maybe a sentence, word or phrase?

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doing something on a movement an f, a f sound then I might choose a topic that begins with that sound, so I might talk about fireworks or fire or something like that, so I would do something around that, the whole lesson will not be around that particular speech sound

Code: Teaching method

Interviewer: Right ok

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[...]

Interviewer: Ok, so in terms of the first month what do they tend to focus on learning?

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Interviewer: Right ok

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Code: Anticipation

Interviewer: Right ok

Participant4: And I think after the first kinda four weeks in the class, I would be expecting them to be trying to anticipate some of the words that could be coming up

Code: Anticipation

Interviewer: Right ok. So if they were in a particular place, they would perhaps know?

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Interviewer: right ok

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Group E

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Round 2 – Group

Round 3 – Group C

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Participant4: Or you know going to a dentist, or going to the doctors, what kind of things are you likely to be asked

Interviewer: And would they do that in pairs as well?

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Participant4: They are lipreading but they are lipreading from a basis of I think I know what might be said, 9 times out of ten they will be right

Interviewer: Yeah

Participant4: There is always going to be a time when they are going to lipread the wrong thing and it's gonna take them in completely the wrong direction but, you know if 9 times out of 10 they get it that's better than 1 out of 10

Interviewer: Yeah that's pretty good, yeah. Ok thats good

Participant4: Ok

Interviewer: So when they all first start is there any particular area that they maybe find difficult, maybe a particular movement or just a particular way of doing something or?

Participant4: I think it's the effort of concentration

Interviewer: Right ok yeah

Participant4: As to how tiring it is to sit and watch somebody for near enough two hours, we build in breaks but its still a lot of effort and a lot of concentration and its very tiring and I think thats what comes after two or three weeks you see them, somebody will come up to you and say you know I went home and I was absolutely exhausted and I didn't realise how tiring it was

[...]

speed of conversation,

Context: wrong direction, correct direction, context, correct direction, context, context, context, context, context, generalizaing ideas,

Learning Process: practice can be done in groups or pairs, breaking up into groups, observing self, two learning techniques, learning

Mental Load:Level of concentration, intensive concentration, Lack of concentration

Anticipation: anticipate what words will come up in a scenario, learning and anticipation, anticipation, learning to anticipate based on context, anticipating words, wrong direction, correct direction, correct direction,

Group F

Round 1 – Group F

Round 2 – Group E

Round 3 – Group

Info

Research goal: Design new technologies to improve speechreading acquisition (lipreading learning)

P4, 57, has typical hearing. She has been teaching speechreading for 18 years. She also works as a Speech and Language Therapist for the Scottish National Health Service. P4 teaches one class per week and also trains tutors as part of the Course to Train Tutors of Lipreading.

Transcript

Section 1

[...]

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Interviewer: Ok that makes sense

Participant4: Phrases are much easier to see, because you are relying on somebody's semantics relying on their context, their understanding of language and what's going on, so words if not phrases

Interviewer: Ok that makes sense. So in terms of the majority of material is it based on story's or sentences within that or are they just phrases or?

Participant4: I would go for sentence based more, I mean there is a mixture within the class, we do stories, but the stories tend to be broken down into manageable sentences

Interviewer: But they all follow the same topic?

Participant4: They follow the same topic the story would be about something, today is Earth Day so it could be about Earth Day, but you would present it in sentences

Section 2

[...]

Interviewer: Ok, right that's fine. So do they advocate for **mirror practice** in your class?

Participant4: When I'm doing speech movements [...] We would start with mirrors and then go onto doing it in pairs, doing it with other members of the class

Interviewer: Ok, so do they take, do they have mirror practice at home as well?

Participant4: Yes, yes, so we'd recommend that, so I would recommend that they stand or sit in front of a mirror

Interviewer: Ok

Participant4: And seeing what their own mouth does

Interviewer: Ok that makes sense, so do you find it's better to teach students to recognise individual sounds or is it better to get students to look for the overall idea that someone is trying to convey in maybe a sentence, word or phrase?

Participant4: I'm very much of the belief that the general idea, because speech is so quick, because we move our mouths so quickly between sounds, by the time you have thought is that a p, b, m, I've said another 4 or 5 words so it's too late to work that out, so no I would go with the general idea of what's being said.

Interviewer: Ok, general idea. Ok so other side. So as well as the lesson being focused on a particular topic, is it also focused on a particular movement, word or that sort of thing?

Participant4: We tend to have a general topic for the class, depending when I'm making up a class if I think that week I am doing to be teaching a particular speech movement so if I am doing something on a movement an f, a f sound then I might choose a topic that begins with that sound, so I might talk about fireworks or fire or something like that, so I would do something around that, the whole lesson will not be around that particular speech sound

Interviewer: Right ok

Participant4: But a certain chunk of it will, so if I taught that sound, I would do a follow up story or exercise with that sound appearing it in regularly

Section 3

[...]

Interviewer: Ok, so in terms of the first month what do they tend to focus on learning?

Participant4: What I try and teach them to do is to focus on anticipating words

Interviewer: Right ok

Participant4: So if you are focusing on a particular topic, I would be getting them to think at the start of the class, what kind of words are going to appear within the next two hours within the class and see if they could anticipate that, so we are using these semantics, the context and things

Interviewer: Right ok

Participant4: And I think after the first kinda four weeks in the class, I would be expecting them to be trying to anticipate some of the words that could be coming up

Interviewer: Right ok. So if they were in a particular place, they would perhaps know?

Participant4: If they were sitting in a cafe, what kind of things would they be asked

Interviewer: right ok

Participant4: You know what's the waiter going to say, when they first come up to you in a cafe

Interviewer: Right ok

Participant4: That sort of information, so it makes learning things an awful lot easier and quicker

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https://miro.com/app/board/uXjVlwafbuk=?share_link_id=772913640712

Group G

- Size of the teachable unit
 - Teachable unit
 - Size of the unit
 - Breaking down into smaller pieces
- Context
 - Context of the information being lipread
 - Sounds from topics
 - Relying on context
 - Anticipation/planning
 - Context for speech
 - Anticipating others
- Approach to Speechreading
 - Understanding conversation
- Practice method
 - Home practice
 - Mirror practice
- Pedagogic approach
 - Combination of topics in a lesson
 - Teaching focus
 - Teaching method (topic, story, scenario, speech movement)
-
- Making Progress
 - Milestones
 - Short time intervals
- Challenges
 - Speechreading challenge
 - Implied very short interval of time
 - Energy of practice

Round 1 – Group G

Round 2 – Group F

Round 3 – Group E

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