5 Transcription of Interview: Ruby, Ricky, Ryan, Raymond

SPEAKER	TIME STAMP	TRANSCRIPTION
THY	01:18-01:40	So you've been on the program for 5 months already, how has it been for you? Let's say out of 10, how do you rate it? 10 out of 10, or pass, 5 out of 10, 7 out of 10? …Ryan how has the program been?
RYAN	01:41	Probably a 7.
THY	01:42-01:52	7? Okay right now you think about why is it a 7 and then you describe to me. What about Ricky?
RICKY	01:53	7 also.
THY	01:54-02:05	7 also? Okay that's great what about Raymond? Raymond you joined a little later, but out of 10, 10 as in excellent, wonderful or…how do you feel?
RAYMOND	02:06	7.
THY	02:07-02:11	Oh 7? All of y'all united. What about Ruby?
RUBY	02:12	Around 5.
THY	02:13-02:18	Okay. So let's hear the reasons, why is it 7, not 5 not 10 for you?
RYAN	02:19-02:48	For me the reason why it's not under 5…I mean it's a well done tool for us to use it for ourselves, example like essays and stuff. But the reason why I don't put as very as 10 is because it only spots spelling mistakes and grammar mistakes. It doesn't really spot the general content of what you're writing.
THY	02:49-02:52	Okay, it posts mechanical errors, but not-
RYAN	02:53	It's not really complete.
THY	02:54-03:08	Okay, but I thought they can also …sticky sentences, the other 2 groups always talk to me about the sentences, they help you decide if it's too long too short.
RYAN	03:09-03:13	Yeah it will decide for you but usually for myself I don't replace it sometimes.
THY	03:14-03:17	Why don't you replace it?
RYAN	03:18-03:26	Sometimes it feels wrong. It may feel wrong and it may feel right at the same time, but usually it may feel wrong.
THY	03:27-03:39	Ok, so you talk about that one because I want to understand that a little bit more. By the way if I ask follow up questions it's not because I don't believe you or whatever, it's because I need to understand more, I need to walk in your shoes more.
RUBY	03:40-03:43	I have a question, can we keep the markers?
THY	03:44-03:52	If that's helpful, if you want that. Okay, so Ricky why 7? Why not 5, why not 10?
RICKY	03:53-03:56	Basically the same thing as Ryan,
THY	03:57-04:02	Cannot do that…
RICKY	04:03-04:18	Like it helps you with all your studies and everything, it's like a general knowledge. Like when you write something

		about stuff, they just talk about the wrong spelling mistakes, similar to Ryan.
	04:19-04:38	They say that something is wrong, your spelling is wrong, better sentence to use. So it's like those kind of Youtube ads, Grammarly, something like that one. But the thing is it doesn't go with the topic, it just suggests you the best answer.
	04:39-04:51	So it's basically like AI program. Like when you make coffee, the ?? function, it still does the same thing even if there's nothing being done.
THY	04:52-04:56	It's like those coffee machines when there's no capsule and it's still trying to make water and all that.
RICKY	04:57-05:04	Like when it's trying to draw but it doesn't pick up the pen properly but still draws. Nothing comes out because the pen was there.
THY	05:05-05:18	Okay, wow very much into AI. We'll talk about that later on, but very quickly out of curiosity do y'all use Scribo also with your schoolwork?
RUBY, RAYMOND, RICKY	05:19	No.
RUBY	05:20-05:23	No never, because our teachers don't support AI.
THY	05:24-05:26	Okay, your teachers don't allow for them to be used?
RYAN	05:27-05:36	Maybe because we can use it to cheat, it does make a point when the teacher doesn't allow us to use because we use it as our advantage.
THY	05:37-05:39	…using ChatGPT.
RYAN	05:40-05:43	Yeah. Could be the same [inaudible] also.
RUBY	05:42-05:44	Our school don't support ChatGPT.
THY	05:45-06:04	Okay, but anyone using Grammarly, or QuillBot? Quillbot is actually paraphrasing tool, but I hope y'all don't see Scribo as a cheating thing right, because it's supposed to be helping…
RYAN	06:05-06:07	It's a tool for you to output your essay.
THY	06:08-06:18	Yeah, it's a tool, and like ChatGPT it can be used for good or for bad. How Raymond? Why 7 out of 10?
RAYMOND	06:19-06:32	Like what Ryan said I think it was okay because it also doesn't identify the content, only the spelling errors and then [inaudible] write wrong sentence.
THY	06:33-06:41	I see, okay why not 5 or 4 if it can only pick out-
RAYMOND	06:42-06:43	I've only been here for 3 lessons.
THY	06:44-07:00	Oh okay, so the 3 lessons one whole unit you finished right? The whole unit of writing or something like that? How often have you used it for Scribo?
RAYMOND	07:01	2 lessons.
THY	07:02-07:12	Okay. Can you describe for me so I know where you are in relation to the rest? How do you use Scribo? Do you recall?

RAYMOND	07:13-07:18	I type out everything then after that I check for spelling errors and the grammar.
THY	07:18-07:22	So you just hit the "check" button?
RAYMOND	07:23-07:25	Then after that I fix it up.
THY	07:26-07:33	Okay so like in Ryan's case you said you might decide not to change, not to-
RAYMOND	07:34-07:38	Sometimes suggestion wrong, sometimes suggestion don't want to change.
THY	07:39-07:41	Can you give me an example when it was wrong?
RAYMOND	07:42-07:47	Forget the word already.
THY	07:48-08:10	Okay no problem. By the way if any point in time there's a question you're not comfortable answering, you can just let me know. Or maybe I could be phrasing it very badly. So Ruby, why 5? I think you gave the lowest score.
RUBY	08:11-08:31	Yeah because there's some pros and cons to it, for example pros although it can help you give straightforward ideas, but the cons are actually when the grammar issues start to come in, they just randomly put the word and just come in.
	08:32-08:47	So some students blindly just accept accept accept. But then when we check the entire essay again, the grammar is all wrong. Grammar is a bit here and there.
THY	08:48-08:52	Okay can you give me a specific example?
RUBY	08:53-08:57	I forgot the word already, it's a long time ago.
THY	08:58-09:24	Okay. So I hear from y'all that…do you find yourself, whether you accept or not, do you find that your schoolwork is better in terms of grammar? Any changes in there? Of course Raymond is only 3 lessons in.
RAYMOND	09:25-09:27	Before or after using?
THY	09:28-09:31	Before and after can you compare? Any changes? Improvement, not improvement?
RUBY	09:32-09:38	The before one was better for mine, but after using Scribo it was worser.
THY	09:39-09:41	Worse? In school or?
RUBY	09:42	In school also.
THY	09:43-09:51	Okay, we'll come back to understanding in what way is it worse, but for the 2 gentlemen who gave it a 7?
RYAN	09:52-10:03	No change from my point of view. Because my English like my grammar and spelling is also very bad so I don't see any changes. From my point of view.
THY	10:04-10:16	Sure sure, but…for your WA did you feel that you were more confident, less confident, doing better for your WA?
RYAN	10:17-10:35	Since WA2 was tested on comprehension, so I don't feel like- I just take average, don't really have any [inaudible], then my confidence is only [inaudible].
THY	10:36	Okay, it's the same?
RYAN	10:37-10:39	Yeah it's just the same.
THY	10:40-10:42	Okay thank you so much, Ricky how?

RICKY	10:42-10:55	Slightly better since there are new words, they show you the synonym that you can use. Then I remember them, then after that I put it in the exam.
THY	10:56-10:58	Oh okay, so your WA was a compo?
RICKY	10:59-11:01	Something like that.
THY	11:02-11:19	Okay, so you managed to use the synonyms in the WA. Did your teachers see any difference during this past term for your common? Did they say anything-
RICKY	11:20-11:22	Say my use of word is slightly better.
THY	11:23-11:38	Okay, that's good congrats. Raymond? 3 weeks only but what do you feel yourself? Any changes, improvement?
RAYMOND	11:39	[shakes head] Nothing.
THY	11:40-11:47	Okay fair fair. Ruby I'm very curious why you said worse, now that you've gone in this program.
RUBY	11:48-12:02	Because before when I started this Scribo thing, I was passing my English exam. Then suddenly I used Scribo and it just went downhill.
THY	12:03-12:18	Okay, the exam was in WA right, sometimes there's a difference between Sec 2 and Sec 3, could it be because of the difference from Sec 2 to Sec 3?
RUBY	12:19	I'm not sure.
THY	12:20-12:25	Okay, so what was your WA this time?
RUBY	12:26-12:40	This time was not compre, not compo, was planned response. I tried to use the words from Scribo but then when the teacher gave me the feedback, she said some of the grammar was wrong.
THY	12:41-12:48	Okay, planned response, that sounds- is it like
RUBY	12:49	Like oral.
THY	12:50-12:51	Oh okay
RUBY	12:52-12:59	Yeah it's no longer read from the paper, you have to write the response and then you say to the teacher within 2 minutes.
THY	13:00-13:31	Okay. Well obviously the CDAC program is not just about the Scribo, it's all the other things that your teacher does with you guys as well, so maybe you help me understand what the cher does. The cher in CDAC, how is he same or different from the cher back in school?
	13:32-13:37	Is there any difference in the way he teach? And which one is more helpful for you?
RUBY	13:38-13:40	Cher teach more fun.
THY	13:41-13:49	Which cher? The CDAC cher. Okay, so he teach more fun. Can you describe to me when you say "more fun"?
RUBY	13:50-14:13	Because my English cher from my school, the only thing she does is scold the class and then ask us to stand outside and stuff. When you are absent, because for me I was absent quite recently because of flu, I didn't have the worksheet and she just asked me to stand outside.
	14:14-14:20	And she just scolded me. At least I have the decency to take out something to do.

THY	14:21-14:23	Oh dear. So when you say "more fun", what does he do that was fun?
RUBY	14:24	No scold.
THY	14:25-14:33	Okay he doesn't scold, so that's a positive. Anything else that he does which is not…you know?
RUBY	14:40	Play Kahoot. My English teacher don't do that at all.
THY	14:41-14:47	What about Raymond? Comparing cher here and comparing cher back in school?
RAYMOND	14:48-14:56	I think similar but then this cher is more friendly and the school cher is a bit more strict. But both are friendly.
THY	14:57-15:12	Okay, both are friendly but comparatively. What are the things that is helpful apart from friendly and not friendly? What does he do that is helpful for English?
RAYMOND	15:16-15:19	He help me if I need help.
THY	15:20-15:32	Okay thank you Raymond. What about Ricky, how? Comparing?
RICKY	15:33-16:02	The CDAC slightly better since it uses technology to do stuff. Whereas the school use last year test paper- they take little bit by little bit from all the past year and put it into one together and teach us.
THY	16:03-16:06	Okay, so is that helpful?
RICKY	16:07-16:27	Okay *lah*. Because after a while you'll get used to it and then it's not that fun anymore. That's why [here] more fun because get to do this AI and show suggestions.
THY	16:28-16:47	So school is test after test. What is it that you enjoy about the AI? I thought just now you said it gives rubbish, why is the use of AI better than what is happening in school?
RICKY	16:48	It's more fun.
THY	16:49-17:02	It's more fun, can describe to me more fun? I understand it's making use of Kahoot, but how is it more fun? **Just by the use of Scribo?**
RICKY	17:03-17:14	Because we get to read the other people…compo writing. We get to leave comments.
RUBY	17:15	Like peer review.
THY	17:16-17:21	Ah okay, so you enjoy peer review?
RYAN	17:22-17:23	It is very helpful.
RUBY	17:24-17:34	Yeah because the cher here will give us a lot of pointers, like what to tell them. Like how to improve the whole thing.
THY	17:35-17:42	Okay, so that's a good point because sometimes when students are asked to give comments, they will say "what?" but here you're actually given pointers as to what you should be saying
RUBY	17:43-17:54	Yeah he give us a piece of paper, and then like "here are the 9 pointers, you can ask them 'what you're trying to do'", ask them.
THY	17:55-18:00	Okay, so I noticed you jumped in, that means you really benefited from the peer review?
RYAN	18:01- 18:03	Somewhat helpful.

THY	18:04-18:16	Okay, helpful to somewhat helpful. So what was it helpful, in terms of content, in terms of grammar, in terms of what?
RYAN	18:17-18:26	I think everything, because example like you read yours, [inaudible] essay, you do not know what to do so the teacher comes in and help you. So you do your own essay.
	18:27-18:47	So a peer review is like asking a peer person to read the essay that you've written, and then there will be a question then asking yourself do you understand the essay that your friend written. So if they do not understand, you can just say that some part you don't understand this and that,
	18:48-18:53	Then you might say this is their spelling mistakes, grammar mistakes.
THY	18:54-19:00	Okay, so you're mentioning it as the person giving the feedback, and you find that helpful for yourself?
RYAN	19:01-19:08	Yeah helpful for yourself because he can understand what went wrong, so then you can improve from the mistakes that you've done.
THY	19:09-19:13	Okay so by telling him his mistakes that helps you?
RYAN	19:14	No like him telling me.
THY	19:15-19:24	Oh he telling you, so when he tells you. But teacher can also tell you what, Scribo can also tell you.
RYAN	19:25-19:36	I mean teachers and friends can give me peer reviews, but I find that a friend giving you review is slightly better.
RICKY	19:37-19:40	Like it makes you want to remember your mistake.
RYAN	19:41-19:44	It's slightly better than the teacher giving you a review.
THY	19:45-19:57	It's not that I disagree with you, I'm trying to understand. So if your friend gives you that comment, you're more likely to act on it than what the teacher tells you?
RYAN	19:58	Depends.
THY	19:59-20:06	Okay, but it's just that generally y'all prefer if your friend is the one giving you feedback.
RUBY	20:07-20:15	Yeah because it's like not a lot of pressure. If the teacher tell you "oh you can improve on this" you feel a lot of pressure.
THY	20:16-20:23	Okay. So that's exactly what I needed to understand. But if Scribo tells you that's even less pressure right?
RUBY	20:24-20:26	Yeah but sometimes Scribo gives the wrong suggestions.
THY	20:27-20:51	Sure. Okay, so that is very helpful for me to understand. What else has the cher here done that was helpful apart from peer review? What about all those- I know that they give a lot of resources, watch videos, then they give y'all the helping words and all that?
RUBY	20:52-20:55	I don't really use the helping words at Scribo.
THY	20:56-21:03	So what about y'all, Raymond and the rest? The gentlemen? Do y'all use the resources that's given? Helping words or whatever structure?
RICKY	21:04	Somewhat.
RYAN	21:05	Yeah somewhat [inaudible]

THY	21:06-21:14	I'm still trying to understand the somewhat. Somewhat meaning a little bit?
RYAN	21:15-21:20	Yeah you use a little bit, then the rest you don't want to use, or you just don't feel like using it. Doesn't fit into the essay-
RICKY	21:20-21:23	Like not suitable in the content area.
THY	21:24-21:28	Oh, so not suitable. So y'all got give feedback to your cher or not? That it is not suitable?
RICKY	21:29-21:30	Because we write different stuff.
RYAN	21:30-21:35	Yeah, so we have different opinions for the [inaudible] so it could really affect it.
THY	21:36-21:44	Okay, so y'all were writing an exposition right, on jobs?
RYAN	21:45-21:49	It was about your ball (?) What can your ball (?) do for climate change.
THY	21:50-21:53	Okay so you all have your own point of view.
RYAN	21:54-22:02	And then another one was about how would you set up a class climate change for the festival thing or something.
THY	22:03-22:16	Ah okay, because that was about teens taking a stand right, something again about climate change. Wasn't there one on jobs is it? No?
RUBY	21:17	I don't remember.
THY	21:18-21:23	Okay, because "Module 2: Jobs" it says here. So I thought-
RUBY	21:24-21:25	I don't think we have covered Module 2
THY	21:26-21:29	Okay. Y'all didn't write a personal recount?
RUBY	21:30	No,
THY	21:31-22:48	…So it was all about the exposition, the climate change. So this is exposition writing, did y'all do exposition writing in school yet?
RUBY	22:49-22:50	I don't know what that is.
THY	22:51-22:57	Okay so exposition is to talk about something, to elaborate on something.
RYAN	22:58	Is it to elaborate your stand?
THY	22:59	Yeah.
RYAN	23:00-23:02	Yeah I've done it recently.
RUBY	23:03	I never, my school never.
RAYMOND	23:04-23:05	Is it argumentative writing?
THY	23:06-23:26	Argumentative is a little bit more…it's a branch off exposition because exposition I can make a stand without having to argue pros and cons. So like "Singapore should do this this this and this for climate change", that's exposition.
	23:27-23:43	But if I say "the pros and cons of us doing this", then that becomes argumentative. So I guess argumentative is a subset of exposition. So I gather Raymond you have done argumentative in school? Okay so you've done a form of exposition.
RUBY	23:44-23:46	I also got do argumentative in school also.
THY	23:47-23:51	Okay, so did y'all apply what y'all learn here in school?

RUBY	23:52-24:00	Somewhat. But then when I use the grammar from Scribo, when the results come in, like marginally fail.
THY	24:01-24:09	Alright, but structure and all that did y'all make use of what y'all learnt here?
RUBY	24:10	I tried.
THY	24:11-24:19	So apart from the grammar, but when you tried did it make it easier for you?
RUBY	24:20-24:26	No. Because I have a hard time remembering what I just learnt.
THY	24:27-24:39	Okay, so this is once a week right? Yeah? Okay maybe it was very long time ago that you did it and you had [inaudible]. What about yourself? Since you've done-
RYAN	24:40-25:01	Same with Raymond. Because both of us are in the same class. We're in the same school. It's about whether VIA is compulsory or not. Maybe the reason why I don't really use it from the Scribo to our school is because I just forget sometimes.
THY	25:01-25:14	Okay so the things you learn, you forget. Fair enough. Ricky, no, not at all?
RICKY	25:16-25:19	Same thing as Ryan, I forget also.
THY	25:20	Also forget.
RYAN	25:21-25:22	I mean we have too many things to worry so...
RUBY	25:23-25:26	We have other stuff to worry about cher.
THY	25:27-25:30	Y'all like old people like that, very busy, many things to remember and all that…
	25:49-26:02	Okay so let's talk about what happens in school after your teacher gives you- she marks, gives you feedback, what happens after that?
RYAN	26:03-26:14	You just take it, like when she go through the paper she either keep it for marking the correction, or she ask you to take back and that's it.
RUBY	26:15-26:24	My school doesn't need do corrections. The teacher also don't go through the paper. They just continue what they want to do
THY	26:25-26:28	Wow so don't need to do corrections one.
RUBY	26:29-26:35	But because some of the parents also like "why never do corrections?", then they start scolding.
THY	26:36-26:39	So because the parents ask for corrections then y'all end up doing corrections?
RUBY	26:40-26:50	No it's because right, when the parents ask for corrections, then we tell them "teacher never go through, teacher never say." Then in the end we get scolded.
THY	26:51-26:55	Okay so your parents scold y'all not scold the teachers.
RUBY	26:56-27:05	Then after we tell them that the teachers never tell us to do, then they call the teacher and start scolding them.
THY	27:06-27:12	Okay, so is that the same with you as well Ricky? You don't have to do corrections?
RICKY	27:13-27:35	She give out the paper and then the next day ask us to do correction. She do on the whiteboard then we just follow

		her, and she explains. She explain and then she say why it's this answer, why it's not that answer. Then sometimes she also ask for suggestion.
THY	27:36	Suggestions of what?
RICKY	27:37-27:39	To make the idea better.
RYAN	27:40-27:52	So like example this is the answer that she gave, then she will ask if anyone has a different answer. Then someone raise up their hand because that person got it correct.
RICKY	27:53-28:05	A bit like [inaudible] 4 people, if the person is sitting here, the person vertically and behind and left and right must stand up. The last to stand up must answer the question, so that's like fun.
THY	28:06-28:10	Cool, everybody start standing and all that.
RYAN	28:11-28:12	Yeah it's a fun way to engage.
THY	28:13-28:15	Are you…not the same school right?
RYAN	28:16-28:20	But my mother teacher did it before during Sec 2 then now she's not my mother teacher anymore.
THY	28:21-28:39	Your mother tongue- ah okay your mother tongue teacher. So it's just to force everybody to be engaged, not sit there and- …talk me through, teacher gives y'all a piece of homework, y'all do it, hand it in-
RYAN	28:40-28:46	She marks, we do corrections or you don't, and then she either keeps it to see the corrections, or she just gives it back to you. Nothing else.
RUBY	28:46	That's all.
RAYMOND	28:47-28:55	So you do finish already, then she write feedback. She only ask you read the feedback, she never personally find you.
RYAN	28:56-28:59	Yeah. And then you just file inside your English file.
THY	29:00-29:10	Okay, so how is that same or different here? Because here y'all check, y'all key it in, it checks right?
RAYMOND	29:11-29:13	The teacher give personal feedback.
RUBY	29:13-29:15	The teacher will also give teacher feedback.
THY	29:16-29:18	Okay, and then what happens after that? Y'all also *bochap* ah?
RUBY	29:19-29:20	Just improve on that one.
RAYMOND	29:21	Peer feedback also.
THY	29:22-29:25	But after the peer feedback what happens? Also *bochap*?
RAYMOND	29:26-29:27	No I mean after the teacher feedback then we do again.
RICKY	29:27-29:29	So we improve it.
RYAN	29:30-29:32	…what the comments have said.
RAYMOND	29:33	Then we fix.
RYAN	29:34-29:39	It's like error, so if you have a error and then just fix it.
THY	29:40-29:54	Okay, so there's at least some- you have to pay attention to the feedback that's given to you. Y'all do redraft it as well. On your own do y'all redraft?
RUBY	29:55-29:57	I don't. Personally I [inaudible].
THY	29:58-30:01	So that means the teacher gives you a topic and you just [write]?
RUBY	30:02	Yeah I don't.

THY	30:03-30:11	*Bochap* then do you run through Scribo and then look to what Scribo says to do a- to at least edit it for draft number 2?
RAYMOND	30:12-30:16	I usually just run the grammar one.
THY	30:17	Only once?
RAYMOND	30:18-30:20	I only run the grammar one.
RICKY	30:20	Because we don't have time.
THY	30:21	Only run the grammar one, the whole time?
RYAN	30:22-30:27	Usually when we finish we only have left with 10 minutes to-
RUBY	30:28	5, 10 minutes left only
RAYMOND	30:28-30:31	We type until like don't know how to type already.
THY	30:32-30:34	Very fast or a lot?
RUBY	30:35-30:36	My one is like that one.
RAYMOND	30:36-30:37	For me, I type until don't know what to type.
THY	30:38-30:47	So what does that mean, that you…you had so much to say? Or you just-
RAYMOND	30:48-30:50	I say everything I want to say already, I don't know what to say already.
THY	30:51-31:01	Okay so that's a good point that I want to bring up, because Scribo also counts number of words right, word count? So are y'all writing more now, or less?
RUBY	31:02	Lesser.
RAYMOND	31:03	Same.
RYAN	31:04	For me it's more.
THY	31:05-31:08	Okay so less, same…but it's because you're only 3-
RAYMOND	31:09-31:11	I write a lot.
THY	31:12-31:18	Oh you write a lot, so- very much okay, but in your case more. Why are you writing more now?
RYAN	31:19-31:26	I guess because it's because of the peer review and the teacher's feedback so there's a way to improve.
THY	31:27-31:28	But in school are you writing more?
RYAN	31:29-31:48	Less, I write less, below 150 words. I don't have any- usually I don't have any idea on what's going on. So when I ask the teacher then the teacher explain to me then I understand. But then in the end I still won't get the idea. I just miss out the point and then just scoop it away.
THY	31:49-31:52	Okay, what about Ricky?
RICKY	31:53	More.
THY	31:54	Write more?
RICKY	31:55	Get more points.
THY	31:56-32:05	So you were…but I think writing more also the whole idea of confidence. Do y'all feel that you're more confident now?
RUBY	32:06	Less confident.
THY	32:07-32:12	Okay I hear the consistent story from Ruby that she's less confident.
RICKY	32:13	More.
RYAN	32:14	No change.

THY	32:15-32:21	No change, more. Why no change? You have so much support here and all that.
RYAN	32:22-32:37	I just don't feel any confidence…[inaudible] because it's just a normal essay. I mean you started doing essay like in Primary 4, Primary 5, so it's just technically the same thing.
THY	32:38-32:48	The support from Scribo and all that that's not helping? Ricky what about you? You said more, more confident now in writing. You're writing more?
RICKY	32:49	Yeah.
THY	32:50-32:54	Because you have more ideas? So the ideas come from where ah?
RICKY	32:55	My brain.
THY	32:56-36:12	Sorry? Your brain? Your brain must be stimulated by something right, all of a sudden- even creative people must have been inspired by something. So was it from all the discussions in class or anything like that?
RYAN	36:12-36:16	No it could be in discussion, or we research it on the internet.
RUBY	36:17-36:19	Like using ChatGPT, but I don't use already.
RYAN	36:20-33:33	Or you just type in- for example talking about climate change, so like "what is climate change?" then there is an article, then you just read through it.
RICKY	33:34-33:42	Like in school they make us read the article news, then label (?) knowledge about them like climate change.
RAYMOND	33:42-33:54	I think Scribo if you make it can like see the content, then you all can put websites that can help with the content.
RICKY	33:53-33:55	Like links, hyperlink.
RAYMOND	33:56	But it's probably very hard to code right?
THY	33:57-34:10	Okay so actually this is a good point because part of it is also to understand how can the program be improved. So what I'm hearing from Raymond is that to inspire y'all with the areas to be-
RAYMOND	34:11-34:16	More idea. It's like to help with the idea for the content.
RYAN	34:16-34:22	Like starting tools, for example like starting tools.
THY	34:23	Starting tools?
RAYMOND	34:24-34:36	Like let's say the question is "What are the ways the government can make Singapore more sustainable?", then after we write maybe y'all can put URA link.
THY	34:37-34:41	Okay, for y'all to go and ownself on your own, go and
RAYMOND	34:40	Go and read them.
THY	34:41-34:47	Yup. Actually I was under the impression that there was a lot given already but you probably want to choose your own lah?
RYAN	34:48	Yeah.
RUBY	34:51	Because more unique.
THY	34:52-34:58	Yeah, it could be that choose and-if it's the same set everybody ends up writing the same thing.
RYAN	34:58	Also a bit boring.

THY	34:59-35:06	Yeah it's gonna be boring. Ruby what are some ideas for improving the program then?
RUBY	35:07-35:16	Maybe improve the intelligence of the AI? Maybe like improve the grammar issue. The bug.
THY	35:17-35:35	Yeah I keep hearing from you that there is a problem. You know what you can do is those that have a problem you write it down, because we have a direct- I know the person who came up with this, the people who are putting this, and I can tell them "Hey look at these areas."
	35:36-35:49	Because I remember last year when I talked to your seniors, they were so fed up that the program- because somebody wrote "a tin of sardines", then the program-
RICKY	35:48-25:59	Because they say they put "can" right? Yeah then after that they ask you- because you use the word too many times, then the synonym will be "tin", like the "can", "tin"-
RYAN	25:59-36:02	Then suddenly it says it's wrong.
RICKY	36:02-36:04	Like they get the wrong meaning of the word.
THY	36:05-36:08	Yeah because "can" can be also [inaudible]
RICKY	36:07-36:15	"The climate can change", then suddenly the synonym say "the climate tin change".
RAYMOND	36:16-36:36	Another thing about the word, like the grammar thing, let's say you're correct, then you want to write this word, then the word which they ask you to change is a lesser- less stronger meaning to it. Like lacks emphasis.
THY	36:37-36:53	Okay, probably not suitable, not specific to what it is that y'all want. Thank you for all, you're giving me feedback on this, I'll go and tell them that. So actually-
RUBY	36:53-37:00	I think if improve the thing, then maybe younger children like primary school kids can use the Scribo.
THY	37:01-37:25	Yeah actually they are right now. You know the Sec 2s now actually on the program as well, so that's why we need to understand more from y'all. Okay there was something I wanted to ask, and I forgot. Apart from this "tin" and "can" and all that generally do y'all understand the Scribo feedback?
	37:26-37:31	Are there things that they say " I don't understand, if I don't understand I can't change it."
RUBY	37:32	The grammar thingy.
THY	37:33-37:47	Okay, for example? I mean sometimes were there words that they were commenting on that you all don't understand? Like for example "sticky sentences", last year's group kept mentioning that.
RAYMOND	37:48	What's that?
RICKY	37:49	Synonym?
THY	37:50	No. Synonym-
RUBY	37:51-37:53	Like sticky sentences like stuck together?
RICKY	37:54-38:08	When you write climate change right, they give you something you gotta do, like catastrophe. I don't know what it's called.

THY	38:09-38:11	Catastrophe, yeah. So they suggested that word?
RICKY	38:12-38:32	Something like that, like temperature. So it give like very high level, but then your sentence a bit like…then they give you damn high sentence word, like used in the university.
THY	38:33-38:36	Oh okay so the kind of words that they-
RICKY	38:37-38:40	Like you don't usually see in sentences. It's very rare.
RAYMOND	38:41	*Atas*.
RUBY	38:44	The *atas* word.
THY	38:45-38:47	You know *atas* is Malay right?
RUBY	38:48	Yes.
THY	38:49-38:54	So something that only people in university-
RICKY	38:55	My C I rewrite(?)
THY	38:56-38:58	But isn't it good to show off that you know a word that-
RYAN	38:59	But if you don't know the word-
RICKY	39:00-39:02	Then you can't write it down during exam.
RYAN	39:03-39:06	If you don't understand the word or something then how are you supposed to use it?
RUBY	39:07-39:11	Yeah like if you don't understand how possible is it-
RICKY	39:08-39:17	[inaudible] thinking about something then they give you a hypothetically (?) I don't know what it's called.
THY	39:18-39:30	So I hear that it's not just a problem with the grammar, there's a problem with the vocabulary, and so it's not as helpful as-
RUBY	39:31-39:35	And sometimes the sentences could be like quite annoying. Because it will pop-up again and again.
THY	39:36-39:40	Okay so sticky sentences are like sentences that go on and on and on-
RAYMOND	39:41	Run on?
THY	39:42-39:56	Yeah run-on sentences because you are trying to put too many things in there so it becomes very clumsy. So it's best to break them up and start with that, so that's what sticky sentences is all about.
	39:57-40:40	Promise y'all one last question, because it's 8.30pm and I notice y'all very tired already, and I'll let y'all go back to your cher over there. Tell me at this point in time, what has been your most memorable experience so far in the past 5 months? Something that you remember best of the whole 5 months so far, the lessons here?
RYAN	40:41-40:45	I think it's me figuring out how to use it.
RICKY	40:45	Yeah same.
RYAN	40:46-40:52	Like the functions or- I mean it's your first time using it so I think that's memorable.
THY	40:53-41:18	Okay, by the way y'all know that schools will be using Scribo at some point in time, it's already being rolled out. They got the tender, the company that produces it so in a sense y'all are one step ahead of everybody else. It will be put into SLS, so whatever you type actually can be run through inside.

	41:19-41:27	So that's great. What was the hardest thing that you didn't understand until oh, then you understood?
RYAN	41:28-41:46	Pressing the "check" so checking all your mistakes, everything just starts flowing on right side of the screen. Everything just start flowing because got mistakes. You're kinda pressured to fix these errors.
THY	41:47-41:49	Okay, pressured in a good way or a bad way?
RYAN	41:50-42:07	I don't know [inaudible], but I mean- I don't know how but I just pressing the checking and suddenly all the errors to your right side. Could be annoying. Because you want to take one step, a bit, then suddenly all-
RICKY	42:07	Step-by-step.
RYAN	42:08-42:13	Yeah step-by-step but the thing just suddenly pop up when you press the checking.
THY	42:14-42:24	Okay, last year's batch what they told me was they had quite a kick out of you know, you deal with it.
RYAN	42:25	Each section though.
THY	42:26-42:30	And then they got quite a kick out of seeing their scores change.
RYAN	42:31-42:46	Yeah scores can either go down or up, and there's this one area so grammar (?), then this grammar you click on it there's another part of it. So like number- paragraph 1, paragraph 2, paragraph 3. It's like a sub.
THY	42:47-43:04	Okay, you deal one at a time? Okay, so most memorable also how to make sense out of Scribo? Why was that memorable?
RICKY	43:05-43:11	Because that's the only main thing you do during class. Something that's fun.
THY	43:12-43:21	Okay, I'm still trying to figure out what "fun" means. "Fun" meaning when you can make something happen?
RYAN	43:22-43:27	Like you gotta use your pen and just write, listen in class.
RAYMOND	43:28-43:30	It's easier than writing,
THY	43:31-43:34	It's easier than writing and it's more interactive?
RYAN	43:34-43:36	Yeah it's better than just staring at the first page.
RUBY	43:36-43:39	Yeah because when you write right, your wrist tend to get pain and tired.
THY	43:40-43:43	But when you say less painful it's nothing to do with the wrist right?
RAYMOND	43:44-43:45	Speaking from experience.
THY	43:46-43:48	Sort of what do you mean by speaking from experience?
RAYMOND	43:49	It's more painful to write.
THY	43:50-43:57	But it's nothing to do with physical pain or painful as in 伤脑经?
RICKY, RYAN	43:58	Both.
RAYMOND	43:59-44:01	Hand tired. Hand pain.
RUBY	44:02-44:12	Sometimes my hand pain and my head pain because sometimes when I write on paper right, then [inaudible]. Oh no.

RICKY	44:13-44:22	You write, you don't focus on writing, so when we write the teacher say go here come out here (one ear in one ear out). Because you not focusing, you writing, copying down the thing-
RYAN	44:22-44:27	[inaudible] Just sitting down staring at a screen.
THY	44:28-44:29	This is here or in school?
RYAN, RICKY	44:30	School.
THY	44:31-44:37	So teacher talks and talks but it's like-
RYAN	44:38-44:39	It's like grandmother story.
THY	44:40-44:56	Okay, so you tell me how can we make it such that the cher here doesn't make the same mistake as the teachers? So that when he says something, it doesn't just you know, what can help?
RYAN	44:57-44:59	Maybe just not like keep on talking and talking.
RAYMOND	44:59	Yes.
RYAN	45:00-45:13	I mean example like the cher is your parent, then they scold you right, nagging at you. So-called nagging.
RAYMOND	45:14-45:15	If they never pause in a sentence then after that I just don't [inaudible] already.
RYAN	45:16-45:20	So it's nagging, you eventually get annoyed. Then you don't want listen already.
THY	45:21-45:30	Okay. Obviously that's not just this teacher that you're talking- teachers in general.
RAYMOND	45:31-45:37	Scribo got dark mode or not? Does it have a dark mode?
RYAN	45:38-45:41	Dark mode. Because it's bright.
THY	45:42-45:44	Oh, okay that's a good point I-
RYAN	45:44-45:47	It helps to comfort the eye.
RAYMOND	45:48	Some people lik3 dark mode.
RUBY	45:49-45:50	Like maybe blue light. The screen.
THY	45:51-46:01	Okay I could ask them, that's a good point. Nobody has ever asked that so I'll ask them that. Okay so any last words-she's already going.
RUBY	46:02	My leg pain.
THY	46:03-46:15	Okay can, not only hand pain, leg pain. Any last words about Scribo or the tuition program that you want to tell me that I didn't ask?
RAYMOND	46:15	Maybe can add tutorial, how to use.
RICKY	46:16	Yeah.
RAYMOND	46:17-46:19	Because there's no tutorial, and I'm still very blur.
THY	46:20-46:24	Okay, tutorial on how to use the-
RAYMOND	46:25	Like basic
RYAN	46:26-46:30	It's just like basic it's just telling you what are the functions. It could be helpful.
RICKY	46:30-46:32	Like what you should do and what you shouldn't do.
RYAN	46:33	Yeah kind of like that.
RICKY	46:34-46:39	Like if you were to lose your account one day then-

THY	47:00-	Okay so thank you very much, y'all have been very helpful in some things that I will convey. Obviously it's anonymous so it's not "who said what".