Interviewer: Right, good day to my next participant. Thank you so so much for agreeing to participate in this interview with me. I will be asking you a number of questions according to my educator’s interview procedure. Just to start off, I would like to explain the purpose of this interview. The purpose of this interview is to find out about the strategies and beliefs that are utilised by teachers in promoting multiliteracy in the classroom through the use of mobile apps, and how these strategies and beliefs play into the enhancement of multiliteracy in the English language classroom. Number 1 - how many years of teaching experience do you have?

Participant 5: Um, I have, I’m just working out quickly, um… about, um, thirteen years.

Interviewer: 13 years, okay, thank you. How many years have you been teaching English Home Language at a high school level?

Participant 5: Um, for a total of five years.

Interviewer: Five years… What is your highest qualification?

Participant 5: Um, I have a Postgraduate Certificate in Education.

Interviewer: And that PGCE, is that specialising in senior and FET phase?

Participant 5: Yes.

Interviewer: Okay… And then subject specialisation there?

Participant 5: Um, was English and Life Orientation.

Interviewer: Thank you so much. What is your understanding of the concept of multiliteracy?

Participant 5: Um, for me I think multiliteracy refers to just trying to accommodate a number of different learning styles, um, within the classroom environment. So, um, ja the auditory, the visual, the kinaesthetic learner, and trying to encompass all the different learning styles in your teaching methods.

Interviewer: Thank you very much. Number 5 – how often do you use technology in the classroom? Please choose one: to a minimal extent, to a moderate extent or to a great extent.

Participant 5: I would say to a great extent.

Interviewer: Okay, and would you like to elaborate on that?

Participant 5: Um, I use technology on a daily basis in my classroom, um, not always the same, um, apps, or, or programmes or websites, but at least every day, I think I’m using some form of technology, or trying to get, um, students to use technology in the classroom as well. So it’s it’s kind encompassing both of those.

Interviewer: Okay thank you so much. Number 6 – how often do you use mobile apps in the classroom? Please choose one: to a minimal extent, to a moderate extent or to a great extent.

Participant 5: Um, again I would say probably to a great extent. Um, within this school and the previous schools where I’ve have been, we’ve been, um been, um, um, we’ve have used Teams, Microsoft Teams very often. Um, so it is a major form of communication between work colleagues, but also between, um, myself and students. Um, a lot of assignments are submitted on that platform. Um, a lot of messages are conveyed in that that way, um, uh, I do regular Microsoft Teams quizzes that, um, are kind of submitted on on that platform. So Microsoft Teams I think would probably be one of the platforms that I use probably the most. Um, a lot of, um, videos are taken off YouTube, and um, I will refer to that platform very often. Um, obviously Google, um it’s not really an app but, um, that’s just kind of a resource of on an ongoing basis. Um... I’m just trying to think of other ones. And then, um, we also use, um, the advanced dictionary and thesaurus app when we are sort of, um, teaching dictionary work and, um, ja, so we actually ask the student to download that onto their phones and then we have already done a whole kind of lesson on how to use it, and they can actually do quizzes on that and look at the word of the day and, um, ja, that has also been very useful. So those are probably some of the main ones that I use at the moment.

Interviewer: Alright, thank you so much. Then what are your beliefs or attitudes when it comes to using technology or mobile apps in the classroom?

Participant 5: Um, I feel very positive about it. I think they, um, they really compliment the lesson very well. Um, I think especially, um, in terms of high school I think you’re dealing with um, an audience of young people that are, um, very in tune with using technology, they very tech savvy and they want to be able to use it, so I think it is quite important that they can find ways to use it in a constructive way, and I, I think it really enhances the level of learning, um, that takes place in the classroom if we can try and incorporate technology within it as well. So, I, I’m very positive about it, um, always looking at new ways of trying to incorporate it into the classroom.

Interviewer: Okay, thank you, um, number 8 – do you believe that mobile apps can be used to enhance education?

Participant 5: Yes, absolutely, I, I as I have said before, I definitely feel, um, that developing new apps and new ways of doing things are, you, um I really feel like we have to move with the times and I think that the times are definitely going, um, in a more technological direction, so I think we need to keep up with that, and also try and kind of move with where our students are at, and um, that isn’t necessarily, um, only in books but also, uh, using different technological devices.

Interviewer: Okay number 9 – would you be willing to incorporate mobile apps in your classroom more often?

Participant 5: Um, yes I definitely would, um, I think as long as I felt well prepared and well trained with using the the different apps and I, I felt confident in in how to incorporate it into the lesson. Absolutely.

Interviewer: Number 10 – what strategies do you currently use the enhance multiliteracy in the classroom?

Participant 5: Um, so, in in my lessons I will generally try, so we have a lot of discussion work in my lessons. Um, so there is a lot of, um, where I’m I’m talking and teaching and there is also a lot of, um, discussion elicited from the students themselves, so we try and kind of encourage auditory, um, sort of learning through that. We often watch videos, um a lot of, um, concepts are reinforced by watching TED talks, or ,um, ja, different types of educational videos just to reinforce it so obviously that is very visual, um, and, um, then actually in my class I like to do quite a bit of, um, kind of moving around, moving outside, um, moving into small groups and things like that where, um, and kind of try and look at practical ways of reinforcing uh, the the sort of information that they have learnt. Um, ja, so I do try incorporate in a few different ways – obviously some lessons do tend to be probably more focused on the kind of auditory and, um, and visual, but we do, I do try and incorporate the, um, kind of said tech as much as I can as well.

Interviewer: Okay, thank you, number 11 – um, what strategies do you use when using technology in the classroom?

Participant 5: Um, so for me, um, I will use myself a lot of technology so obviously I have a laptop and a projector, so we will watch a lot of things, um, on, through the projector projected onto the front, um, front board, um, so a lot of the stuff is done that way. Um I also upload a lot of uh, things onto Teams and uh, students can actually watch that, um, sometimes it’s also just relevant things that I have seen in the news recently and then I’ll upload it onto Teams so that the students can actually watch it is as well to just to kind of reinforce the kind of current events of what’s happening that tie in with a certain theme. Um, and then as I said I also do get the get students to use their own devices as well so like if they doing a Teams quiz, they’ll use their own devices, um, and when they’re when they given a task and they have to research they are allowed to use their own phones. Um, so ja, so it would be from kind of myself and the student initiating it as well.

Interviewer: Okay, and then what strategies do you use when using mobile apps in the classroom?

Participant 5: Um, probably very similar as well, um so the the mobile apps would probably be, um, again, um, we would kind of be watching things potentially um, and then, ja probably through, um the projector again and then, um in terms of student also using their own mobile apps. Um, like when we did the dictionary work they had to actually go onto the app and actually look up words, get definitions, um, kind of look at where the word came from, etc., so ja, it’s kind of from myself and also for from the students using the apps themselves.

Interviewer: Okay, thank you so much - number 14 – if you have used technology in conducting, oh sorry. Number 13, have you used any form of technology in conducting assessments?

Participant 5: I have, um, probably the main form would be, um, Microsoft Teams so, um, the first thing is that, uh, so I will often kind of form/make assignments on Teams and students will have to submit to that, um, this helps me to track like where the things have come in late, um, ja, and then I can also input marks onto that directly and provide feedback to student if I wanted to do that. Um, and then I’ve also, I do a lot of the Microsoft Teams quizzes where, um, and that’s all done on the app. Um, so once I designed the quiz, the students will go on they will do the quiz and then it generates a mark at the end of it. So, um, those are probably the main types of, um, uh, assessments I’m doing on technological means at the moment.

Interviewer: Number 14 – if have used technology in conducting assessments have you noticed an improvement in the results?

Participant 5: Um, I think for some students, yes, I have, um…I do think that that it it’s a bit of a mix – sometimes students will perform better, um, and then sometimes I feel that for some students they actually they still prefer the kind of paper means and and having like a tactile, um, ja, piece of paper I suppose in front of them, but, yes, for some students I think it does assist the the, um, their overall mark in their assessment.

Interviewer: Thank you - number 15 - have you noticed a change in learners’ behaviour when using technology or mobile apps in the classroom? Please elaborate.

Participant 5: I definitely think that students are very positive about using technology in the classroom, um, I don’t really, I can’t really think of a time when a student has not been happy to use technology in the classroom. Um, so I definitely feel like they are so technologically minded, um, particularly in high school, but even starting from primary school, and, um, I think that that is a way to relate to them. So, um, we make it more relevant to them and kind of bring a topic alive, and, uh, ja, it’s just, um, I think it just kind of speaks to who they are and the generation that they kind of living in at the moment.

Interviewer: Okay, number 16 - have you noticed a change in learners’ level of interest when using technology or mobile apps in the classroom? Please elaborate.

Participant 5: Uh, yes again I think it has improved on the level of interest. I think that, um, in the generation that we are working with in today, um today’s day and age are definitely tuned into things like YouTube to getting their information off Google, um, so their lives revolve around technology and, um, I think the minute you can bring that into the classroom it really does grab their attention and I definitely think it reinforces the point that you are trying to get through, so sometimes they might not take it kind of seriously from you, but, uh, if they hear it in a TED talk, or they hear it from another professional talking about it, they do tend to kind of, um, pay more attention.

Interviewer: Okay, thank you so much. Number 17 – what technology do you use most often?

Participant 5: Um, so for me it would be, um, my laptop and the projector, um, and then their cell phones, um, and then the various different apps that are on my laptop, um, and the different programmes and things that I think I mentioned earlier. Those would be probably the ones I use the most.

Interviewer: Then number 18 – which mobile app do you use most often?

Participant 5: Um, definitely Teams I think would probably be the, the first one, um, I use, um, a lot of videos off YouTube and… I’m not quite sure if there is an app, but there are quite a few talks from, uh, like TED talks, um, I know a lot of them often come up on YouTube, so I’m not sure if there is an app for that, but, ja, a lot of that I would use. Um, ja, probably those those would be the, and then obviously Google, but that’s not really, well it’s kind of an app but not really an app. Um, so those would probably be the ones that I would be using the most.

Interviewer: Then number 19 – what training would be useful for you regarding the usage of technology or mobile apps?

Participant 5: Um, so I feel like in terms of technology there, um, I think there are so many educational apps that we just don’t really find out about, um, at all, um, sometimes it takes you know years before you hear about somebody else using an app, so I think it would be nice to be kept up to date with educational apps that are relevant, um, and then, I also like, so we all have a, um, projectors and Smart Boards, and I’m not really fully trained with that, so that’s something that I would like to kind of increase my, uh, I have a sort of a limited knowledge of how it works and what can be done but I think there is a lot more that can be done than what I know. Um, and then, um, another one that I’ve noticed sort of recently is that a lot of the students that do, um, presentations for me are using, um, the CANVA, um sort of method now as opposed to like PowerPoint, and, um, I would kind of like to see how that works for the better because it really does look like a great programme to, you know, to develop new types of presentations on. But, ja, I also don’t know much about that either, so that is probably what I I would focus on now.

Interviewer: Number 20 – do you think that mobile apps can allow you to better cater for more learning styles in the classroom? Please elaborate.

Participant 5: Yes, I definitely do, because if I think back to how, um, the classroom operated when we were younger, it was all very auditory, um, so you you listened and you took down notes, um, and or you did worksheets so I definitely think that, um, kinaesthetic and, um, visual learners were really not accommodated in the past. So I do think that by, um, allowing students to do things like online quizzes or, um, watching videos, we are definitely targeting a greater variety in of the audience that we trying to kind of also educate as well. So I definitely do think that they that can improve with, um, sort of appealing to more, uh, learning styles.

Interviewer: Number 21 – do you think that mobile apps can allow you to utilise more teaching styles in the classroom? Please elaborate.

Participant 5: Um, yes, because I also think that again, um, it has allowed us to change from just a parrot-fashioned, uh, the teacher talking to the student giving them instructions, um, and then kind of reinforcing it with a a worksheet or notes etc. I think we have very much moved away from that and there is a lot more, um, kind of discussion taking place, um, a lot more, um, things based on things like technology to generate, uh, discussion, but also ideas, um, perspectives on on different topics, um, so I definitely think it it’s created a wider scope for teachers to, um, encompass a variety of skills in their classroom as well, so ja, definitely I think it is beneficial.

Interviewer: Then number 22 – what is your overall attitude about the utilisation of mobile apps to enhance multiliteracy in your classroom? Please elaborate.

Participant 5: Um, I feel very positive about, um, mobile apps, uh, in terms of multiliteracy. I, I really as I said before the, um, I feel that it has given us an opportunity to include more visual and kinaesthetic, uh, learners in our, um, classes instead of just parrot-fashioned, auditory, listen, do notes, so I absolutely think that, um, by using these mobile apps, it allows us, to uh, also include our students that can’t just listen and take in information, um, they really need to have it reinforced either by kind of like doing something, watching something, um, ja, and have me to form an opinion on something as well that the potentially looked at.

Interviewer: Perfect, then would you quickly mind answering two final questions?

Participant 5: Mhmm…

Interviewer: So the first question is, um, with regards to a language lesson, if you could just give me a quick rundown of how you would go about an English language lesson and how you would go about an English literature lesson. You can choose, um, any lesson that you have taught, or you could talk about a lesson in general. Um, how you would introduce it kind of thing, how you would go about the duration of the lesson and how you would end the lesson. Just a quick rundown.

Participant 5: Um, okay so, um, I’m just gonna uh, talk about so, uh, a recent, um, I’m just going to take a recent, um, short story lesson that I did with a grade eight class. Um, so we, um, for that lesson we actually we started off with introducing the genre of short stories and looking at, um, how are short stories predominately different to actually studying a novel, um, and what are the differences, um, in terms of writing and uh, ja, so we kind of introduced the whole idea of short stories and then from there we actually did read one of the short stories, um, I think the one we did that day was to tell to tell a story. Um, so when we started it we, we kind of gave a background to the writer, um and also painted a little bit of setting as to um what the where the writer was from and the background of the setting, um, because that actually was quite pivotal to the the the actual story and then for me we wrote we read the story together and at a number of different places we stopped to discuss and and unpack a number of things, and, um, ja so then once did we finished kind of reading the story, going through it and understanding it, um, from there the they actually we had, um, group discussions in little little groups, um, because there were a couple of kind of things to think about, um, questions and, um, so they got into little groups and they just discussed those and then they had ,um, some questions that they had to finish for homework.

Interviewer: Perfect, thank you, and then a language lesson?

Participant 5: A language lesson, um… so could I talk about an advertising lesson?

Interviewer: Yes, absolutely, absolutely.

Participant 5: …that we did. Okay, okay, so what we did is in an advertising lesson, so we started off just discussing advertising where we see it, where it is prominent, um, and then, um, we actually went straight into an introduction of advertising concepts and we went through a really comprehensive PowerPoint with that we had lots of visuals, um, of different adverts and uh, we actually got the students to kind of unpack the colours, the fonts, um the the you know, what was the intention of it, um, who was the target audience, so all the different concepts of and whether they felt it was an effective advert or not. Um, so that took quite a the majority of the lesson because it was quite, um, a lot of information they had to take in and then we had quite a few adverts they had to unpack, um, and then they had to, um, get into small groups, and they had to find an advert, an effective advert that they felt, um, that the group felt effective, so they did that. They moved into their groups and they started looking on their phones, um, for adverts and most of them actually chose video adverts, um, so in the next lesson they had to come show us the advert and then they had to actually talk about why they felt it was an effective advert. Um, ja so that was kind of a a language lesson we did recently.

Interviewer: Thank you so so much. I really appreciate you taking the time to, um, have this interview with me and thank you so so much for, um, your cooperation and that is now the end of the interview.