**SITUATED PRACTICE**

**“Where we are”**

**Positive attitude**

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| Interviewer | do you think that they appreciated that type of lesson more than a traditional or a usual lesson? |
| Participant B | Yes, absolutely. They definitely responded better to the way that I taught the lesson versus when I watched my mentor teacher in a similar lesson, because that’s what they are used to. |
| Interviewer | Okay, can I follow up there then- do you think it is because of the technology? Or do you think it is because of, perhaps, learner motivation or autonomy or some other aspect in terms of learning? Or is it because there is technology that they love using that’s now involved in the lesson? |
| Participant B | I think for them, specifically, it was just that there is technology because it’s the first time that they’re allowed to use their cell phones in class without getting shouted at for doing so. So, for them, I think it was just that excitement for doing something different that they’re not usually allowed to do. |

Participant A

To come back to the cell phones- I was at [name of school], they are very open with technology there. The children use *Moodle* and if you explain something to them and they need to do an activity and they say “teacher, I don’t know how to do this, may I quickly *Google* it?” then they are allowed to.

**Different**

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| Participant B | I think for them, specifically, it was just that there is technology because it’s the first time that they’re allowed to use their cell phones in class without getting shouted at for doing so. So, for them, I think it was just that excitement for doing something different that they’re not usually allowed to do. |

**Gen Z. Their Living world**

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| Participant A | It brings the learners’ living world into the class- it makes them more comfortable, like we are more comfortable on *WhatsApp,* I thinkit makes them more comfortable with the content, too. |
| Participant B | For me, the same- it’s what they’re used to, so I think to bring that into the classroom is always great. |
| Participant A | Generation Z- technology is their home ground. |

**Enjoy**

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| Participant A | Yes, I must say, when I put a lesson on the board for the first time and I just saw cell phones in front of me in class, then I got such a huge fright! But it made me more positive, because it gives you more room to play and the children enjoy it, and if the children enjoy it- then you enjoy it. |
| Interviewer | Absolutely, my sons who are now big and strong and grown men, when they were in pre-school, there was a saying in the pre-school “al leerende speel ons, al speelende leer ons” (“whilst learning, we play, and whilst playing, we learn”) and it is still so much a reminder to me of what should happen in the classroom. That enthusiasm for your subject and for what you do is actually what wins the kids over. |
| Participant A | I must say, I know *kahoot!* is old news to us, but to me it’s still so cool, because the kids don’t know they’re writing a test- they are enjoying it so much that they don’t care and it’s competitive so they want to do their best and I think it is very good. |

**Games**

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| Participant E | Were there any apps that the kids maybe told you about? |
| Participant A | Only games… |
| Participant C | Can I just give you this piece of information? In Germany, I’ve spoken to a girl who’s teaching there now, a South African girl. In Germany, they start from grade 1 with two home languages; English and German. But all they do with the home language is play games in English. So, no structure or anything. They just do everything through gaming and then, in the end, they fail in the first year- they fail in that language. And then in the second year, and Grade 3, then they get to that certain level, just because of gaming. |

**Traditional**

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| Participant B | I don’t specifically- because I am just really used to the very traditional way of teaching, that’s how we were taught at school. So the whole new technology reign, while I was just used to slideshows- and that was the extent of technology in the classroom. So that was sort of my mind set going into the PGCE- I just thought that is what I am going to do as well. But I definitely feel that I have broadened my horizons and I want to be able to do more in the classroom. And I think that technology opens up so many more avenues, so I definitely think in terms of that, my teaching philosophy or who I want to be, has changed so that I can incorporate more into the classroom. |

**Scared**

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| Participant D | Can I just say something regarding this journey- I was fascinated by this project and I think, also, I have learned a lot and I wanted to share with the fellow teachers, because actually it resonates with me the fact that your previous mentor teacher did not allow you to use the apps, maybe because she was scared. I know many people are like that. |

**Only social media**

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| Participant A | To me, I only used apps for Social Media and then the *Blackboard* app- I used that quite a lot. If an app doesn’t work better than a website, then I delete the app. |
| Participant A | So for example the library app- if you use the website, it is just as good, so I don’t use the app as much. I would rather go on my laptop and use the website because I prefer working on a computer. |

**Issue of data**

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| Participant D | But the issue of data, does it play any role? |
| Participant A | No… |
| Participant B | I think not for us, we are both at schools now that have Wi-Fi and we probably have Wi-Fi at home, so for us, not really, but probably for other students that might be a bit of an issue in terms of accessibility. |
| Participant D | I find that all the students that I assess are in the townships, so when I communicate, even when I post a message on *ClickUP*, they do not access the messages because they will tell you “well, I didn’t have enough data to go there”. I send them emails and they cannot access the emails, but they are always on *WhatsApp*. So I want to know what is the difference? |
| Interviewer | Yes, because *WhatsApp* also uses data or Wi-Fi? |
| Participant E | There are some networks, as far as I know, that give you free access to *WhatsApp* and *Facebook*. I know *Vodacom* gives you free access to *Facebook*, but not for the images, but you can get basic communications through it. |
| Participant D | You can even use that one at home with no internet, because I have mentioned the fact that they need to take into consideration the fact it is not all the schools that have Wi-Fi and also at home, it is not every house that has access to data or wif, but the learners have to do some work. |

**Assessment/activities**

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| Participant A | I only used apps for assessment. There aren’t really too many applications for Afrikaans learners. There is “Viva Afrikaans” which is a nice app for general things. |
| Interviewer | Where in the lesson was your assessment? Was it always at the end of the lesson or was it during? |
| Participant B | Normally at the end. |

**Ordinary apps**

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| Participant C | I just want to say something about the ordinary apps, the stuff we use like the *Facebook*s and the *WhatsApp*s; I really discovered that it is the way to go for a first level- in order to get everyone, yourself included, on track. And I have seen that this weekend with, for instance, just taking what is on a YouTube video and using that in your class. A specific one I am thinking now of is like BBC news- if you take that, it is the perfect example to work with transactional texts- you know, it’s got headings, it’s got subheadings, it’s got the summary... So in order to teach those conventions, you don’t really need an app. It can just be a program also. Again, just back to the distinction between Afrikaans, English and Sepedi- there was this wonderful YouTube video that the teacher used on onomatopoeia and it’s like a song; it is a short, lovely little song. The kids sing it together then they know exactly the different kinds of… and why can you do that in the Afrikaans and Sepedi class as well? It’s the same concept. Then there was a specific one that I wanted to tell you about: *Folks*. It is a whole series about grammar, and grammar lessons and stuff like that. Again, I am thinking, why not do parts of speech in English and make it applicable to Afrikaans? That will help the kids because it is the same in both languages, and they always when you say “what is a *byword?*”, they say “oh an adverb?”. You know, so it will actually enhance it. And then there are a lot of YouTube videos where they show you the opposite of what a meeting, for instance, should look like- then they show you the chaos. And kids learn very well by seeing something that is almost funny because it is so wrong; they would laugh at it and they would learn. There are so many, only on YouTube itself |

**OVERT INSTRUCTION**

**Our teaching as intervention**

**Adapted apps – worked well**

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| Participant A | . The questions were good questions to put into *kahoot*, and it became very competitive for them to know the answer, when in a normal test they would be very negative. But with the *kahoot* is fine. |

**Anti- technology, school policies, some were keen**

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| Participant B | I didn’t use the actual apps in the lessons, but I took information from them and made them into worksheets. Just in my previous prac, my mentor teacher is very anti-technology, so I ended up doing everything on paper. I used information I found from the apps to put them into worksheets, and there were a couple of them that dealt specifically with grammar rules and those were really nice to do a little worksheet for kids using that. |
| Interviewer | You see, this is exactly the problem. I spoke to so many students now in the last couple of weeks and they all say the schools have a policy where phones and laptops and iPads are banned from class- they can’t even bring them into class. I have asked a few of my students, “so have you negotiated with the principal or the HOD to have access for a particular period where you are going to use technology?”. “No, we cannot, because it is against the policy”, and then it is that barrier and for various reasons, it is not just someone who is against technology or who that teacher was, but it is about safety and about discipline |
| Participant B | Well, in my in my first prac, I did actually just end up using cell phones in the classroom because I then had a beautiful lesson set up for the kids and all the information that they were supposed to have was meant to be in their workbooks and in their text books and I was relying on that and relying that my mentor teacher had said everything was there, and then it wasn’t when I got into my first lesson. I got the class into groups and I got them started on the activity and they didn’t have the information they needed, so I just said to her “look, they’re using their phones now, otherwise I can’t do this lesson” and then after I did that and I was assertive, then she was fine with it and I just continued. |

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| Interviewer | I know [name of school], too- they also specifically use *Moodle*. But some of the top schools simply just have a policy where they say “no technology”, which is a little disconcerting. [Name]…? |
| Participant E | What’s interesting for me is that we have these two things- teachers not being technology friendly and teachers being. What do you think influences that in them? What makes them techno-friendly or not? |
| Participant B | For me, I think the biggest thing is just age. My English teacher, she was very close to retirement so she hadn’t grown up with technology, wasn’t used to using technology- I mean she didn’t even know how to open up emails on her laptop. It was sort-of in that lack of technology use in the classroom. But I think there are, obviously, a lot more people nowadays that are willing to experiment. I think if you are not willing to try, then you are going to fall back onto that and say “oh, but technology is not good and you can’t use it”, so there has to be that willingness to actually use it and try it. |
| Participant A | I think it comes from the top as well- if the principal says no to technology, the rest of the school has to say no to technology. |
| Participant E | Okay… but was your teacher then a younger teacher? |
| Participant A | My first teacher was an older teacher and then the second one was younger, and both of them were really up to date with technology. |
| Interviewer | That’s interesting. How do you think your colleagues in your schools for TP1 or TP2, how did they regard you? When they realized that you are one of those teachers who are likely to use technology or apps? Do you feel that you experience a difference? Or did they treat you differently? Did they say anything specific? |
| Participant B | In my first prac, I taught with two different teachers and they had both just said “no technology, it’s a distraction- don’t ever use it in the classroom”, and then I did anyway and then I saw I got a bit of pushback from them. But the other students that were there and some of the other teachers that I spoke to were like “okay, cool, that’s great- use it if you can”. So, dependant on who I spoke to, I did get a bit of pushback. |
| Participant A | Mostly the ones I spoke to were interested. They wanted to know how I use technology, and why, and does it work, and how can they use it, and so on. |
| Interviewer | And then you were able to explain to them very well what you did, how you’ve planned, what the purpose was, and so on? |
| Participant A | Yes |
| Interviewer | Do you think you were able to convince them to use technology? |
| Participant A | I hope so! Yes, I think so, because it makes it easier for both parties- the learners and the teacher. So I think once they realized that, then they were keen on using technology. |

**So many for English**

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| Interviewer | [Name] is working with Languages and for us, for English, there is so much available that you are actually overwhelmed and the evaluation process is so much more rigorous because there is so much available. But for [name] in the African languages, there was nothing. So what she is actually now doing, is she is writing her own app- she is using her content and designing her own apps which I think is brilliant. It is fantastic! |
| Participant C | do you have to use an Afrikaans app in the Afrikaans classroom? Or could you, why don’t you take advantage of the fact that so many Afrikaans learners are so fluent in English? And Sepedi learners as well? So to use an English app wouldn’t be like “volksmoord” now you know- And just to recognise when we were speaking about it, then immediately more opportunities opened up and then you can really do anything. Just like in the way you use the generic apps like *kahoot!* and so on, you can then basically do- I don’t know, what is language specific? |

**Adapted apps**

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| Participant D | It gives the student an opportunity to explore more and to learn more. With *kahoot!,* one of the students said she is going to give her marks irrespective of the time as long as you got it right, then you get full marks. |
| Participant C | Otherwise it is a time test. |
| Participant D | So she is going to disregard that, but of course if you are timed out, it won’t give a mark. |

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| Participant A | To me, not really, because I have used it; “beter Afrikaans” and *kahoot!* as one, so they didn’t actually know about “beter Afrikaans”. I told them that they can do stuff, but for them it was too advanced and they didn’t have time or motivation to do “beter Afrikaans” lessons. The questions were good questions to put into *kahoot*, and it became very competitive for them to know the answer, when in a normal test they would be very negative. But with the *kahoot* is fine. |

**Adapt an app**

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| Participant C | That’s the one! We’ve come so far- I remember the first time I used *Kahoot!,* I asked the questions to my Afrikaans class in English because I thought you were bound to use English. And then only later on I realised you can do it in Afrikaans. So you grow as you go on with it. |

**Silences from students in the project**

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| Interviewer | I think I have asked you here quickly- for us, it’s been interesting to note your silence, if I can call it that, throughout the project. And I just wondered, apart from lack of time- I know that you’re extremely pressured at your schools to do a lot of things and I know that you’ve also got assignments still to do for many of your modules, is there any other reason that you think we should be aware of that perhaps caused this silence? Because I felt sometimes that I just got no reaction, and I knew it was not because you were being rude or anything, I knew that you were busy. But I wondered, did we perhaps choose the wrong medium? Should I not have chosen *ClickUP*? Would you have been more involved if I had done this whole project on *WhatsApp*, for example? |
| Participant A | I think so- I think my thing was, I saw a post on *ClickUP* and then I read it and then I thought “okay, I must do this” and then I get busy with other stuff and then I forget because I don’t go on there except if I get a notification. But with *WhatsApp,* you see a message and I don’t open a message if I cannot respond to it right away. So I think with *WhatsApp* it is easier to remind us and to say “guys, please, and so on…”, and we wouldn’t feel irritated- |

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| Interviewer | -And I felt I didn’t want to intrude on your personal space, I would keep it formal and when you have time, you know- I wanted to be respectful of you, and it just felt sometimes that it didn’t work as optimally as it could’ve worked. I just thought I needed to ask this question. Do you feel like *ClickUP* is unauthentic? |
| Participant A | I think *ClickUP* is a good medium for putting up, like *Moodle* for the learners, content. But for communication, I respond better to emails or *WhatsApp*’s where I can respond back. |
| Interviewer | This is interesting now, [name], because we have this whole drive in the University to get staff involved in using *Blackboard* for what it’s purposes are and it can do anything and everything, but we aren’t actually using it optimally- most staff still use it as dumping site for *PowerPoint*s and for notes and some perhaps have links to articles and so on if they remember to get Copyright clearance and so on. There are so many tools available, but there’s going to be no purpose in driving this agenda of getting staff involved and students involved in using *Blackboard* if you guys don’t believe in it- if you don’t believe that that’s the best way to work, and we need to know that. I don’t know, [name], if you want to say something about that? |
| Participant E | I just wondered- if it’s not *WhatsApp*, what’s the alternative? |
| Interviewer | Because they’ve now mentioned *WhatsApp* and email as more likely to have elicited responses than *ClickUP*? |
| Participant E | I think that’s an interesting discussion. If we say *ClickUP* had a space that looked and worked more or less like *WhatsApp* in terms of discussion, would you be more likely to use it? |
| Participant A | If other students used it. |
| Interviewer | That is a very valuable point. That is important for me to know. |
| Participant A | Because, I must say, if [name] didn’t say in our *WhatsApp* group “remember about today”, I would have forgotten and I would have felt bad because I am a part of this. So she sent in the *WhatsApp* group “guys, please come” and then I archived the message so that I could come back to it later. I think the *WhatsApp* convinced me or reminded me. |
| Participant E | Would both of them, together then, maybe make a difference? |
| Participant A | Yes… |
| Participant E | Like prompting on *WhatsApp*, but the discussion happening on *ClickUP?* |
| Participant A | Yes. |
| Participant F | When I did my pracs in final year as well, we also tried to use *Blackboard*, so we had a group that was all of my mentor lecturer’s students and he would ask us every second week- we would all meet on an afternoon, and we would speak about how our week went and so on. He tried to get us to use *Blackboard* but everyone just felt it was way too formal. There is a level of anxiety that comes with it- I know when I get an email, I get so stressed out and it takes me much longer to reply than to a casual *WhatsApp* which I use all the time. When I had to post on *Blackboard,* I would spend so much time thinking and worrying about it, correcting the grammar and formatting everything. Where with a simple *WhatsApp,* I can send a smiley and the person will know I got their message. So I remember our contributions to *Blackboard* didn’t work so well, and at the end of the day, a bunch of us students had a *WhatsApp* group as well, just to casually remind each other when the meetings were and so on. After pracs, we actually sent him screenshots of our *WhatsApp* group because there was so much more information on the *WhatsApp* group than on our *ClickUP* discussion board. We often asked or gave each other support or quick advice and tips in our group chat- things we wouldn’t post on *Blackboard* because we may have felt silly about it. |
| Participant A | It’s too official. |
| Interviewer | And, almost, a little bit of intimidation? |
| Participant F | It’s very intimidating. |
| Participant A | And I think the hassle with putting it on *Blackboard* is a bit more than putting it on *WhatsApp*. |
| Participant E | What causes that hassle? |
| Participant A | It’s easier just to type a *WhatsApp* than to go into *Blackboard* and on your computer… |
| Participant D | But the issue of data, does it play any role? |
| Participant A | No… |
| Participant B | I think not for us, we are both at schools now that have Wi-Fi and we probably have Wi-Fi at home, so for us, not really, but probably for other students that might be a bit of an issue in terms of accessibility. |
| Participant D | I find that all the students that I assess are in the townships, so when I communicate, even when I post a message on *ClickUP*, they do not access the messages because they will tell you “well, I didn’t have enough data to go there”. I send them emails and they cannot access the emails, but they are always on *WhatsApp*. So I want to know what is the difference? |
| Interviewer | Yes, because *WhatsApp* also uses data or Wi-Fi? |
| Participant E | There are some networks, as far as I know, that give you free access to *WhatsApp* and *Facebook*. I know *Vodacom* gives you free access to *Facebook*, but not for the images, but you can get basic communications through it. |
| Interviewer | For the same argument- would a *Facebook* group have worked? |
| Participant A | No… Not for me, I don’t do *Facebook*. |
| Participant E | Is *Facebook* too social? |
| Participant A | No, it’s also I wouldn’t have gone onto the group and I don’t have the *Facebook* app on my phone, so… |
| Participant B | Also, just the notifications on *Facebook-* they sort of spam you, so I just clear them. |
| Interviewer | Yes, and my OCD- I can’t handle it if that red thing’s there, I have to get rid of it and it, and then it forces you to go into it.  Okay, this is very interesting and it is very helpful because it’s a learning curve for all of us- you know, we all learn from this. As you know, we use the Community of Enquiry Framework for the methodology of this project and actually, for me, the whole idea of the “community” wasn’t that successful now because of these issues. And I’m wondering, if you think that that had an influence, perhaps, on what you did or how much you did in terms of looking for the apps or not? Did you still continue with your search and your evaluation of the apps despite the fact that you didn’t become active on the *ClickUP* module? Or would you have done more in terms of looking for the apps if you were active on *WhatsApp*? |
| Participant A | Yes, I think I would have done more, because you see some students doing something then you have to do it as well and so on… |
| Interviewer | Okay, because that was the whole idea of the threads on *ClickUP*- so that you could get inspired by what others are doing and help one another and give one another ideas- which worked to a certain extent. But I stopped at one point, because I didn’t want to be the one to comment and to give you the ideas, I wanted the students to do it for one another. So I stopped commenting, myself, to see what would come out of it.  Okay, so this is very interesting- it’s not a bad or a good or a poor thing, it’s just it is what it is and we need to make sense of it and see what it means. Is there anything else that you want to add or ask or say? |

**Structure**

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| Participant B | Just one thing, I think for me, I’m a very diligent person and I do my work when I know I need to do my work. But I think here, I just needed more structure- more like deadlines or guideline which said “okay, you need to have this done by this time”, because then I sort of downloaded apps and looked through them the first day and then left it for a while, and then later only saw “oh, I am still busy with this” and I went back. |
| Interviewer | So the due dates and the deadlines I gave you, were they not enough? Or were they not clear enough? |
| Participant B | No, they were fine, but I just needed more, like, constant reminders in-between. Like a reminder asking “where are you on the apps?, have you looked at this?, maybe think about this…” Because I, also, I didn’t check *ClickUP* regularly. So just more structure. |
| Participant A | I have seen with the learners at school, even though they have *Moodle,* they have a *WhatsApp* group for every class they have, and it works for them. So when I do a lesson with them and I don’t want to print it out, I send it on the *WhatsApp* group and they open it on their phones and they do the worksheet or whatever I gave them. On *Moodle,* I don’t know why, but they don’t go as much on *Moodle* as on the *WhatsApp* groups. |
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| Participant F | I also remember when we were at the schools, we would quickly send a voice note to our group asking a question or giving through information without having to type it out and check our spelling. We would even send a quick photo of an app that we tried and then ask “has anyone else tried this?” Someone would quickly respond and say “yes, but you have to pay for it at the end, so don’t use it”, for example. Where with *Blackboard,* you will send something and someone will only respond much later. On *WhatsApp,* someone immediately reads it, and it feels more natural and comfortable to communicate like that. |
| Interviewer | So it is the formality of it? Someone said to me “I don’t go on *ClickUP* because it means that I have to be technological all the time”. But if you’re on *WhatsApp,* your also technological, so I didn’t really understand that. I think she meant, perhaps, this idea of “I’m working and it’s now formal and I am being forced to now do my homework”. |
| Participant A | Yes, I have seen on our students group as well- if the main teacher, the one in charge of us, sends something on the group and no one replies and I decide “okay, I am going to reply”, then everyone suddenly replies. So it’s about participation- if no one participates, you feel awkward to participate. |

**Intervention of this project**

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| Interviewer | That is what you are now doing- this cohort of students who are going out in the field, will already have changed this wave. So, in the next 5 years, you are going to be amazed at what is available if you compare it to what’s available now. |

**CRITICAL FRAMING**

(Hidden agendas; what’s wrong?)

**Fear of technology**

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| Participant C | I have read this book yesterday and I came across this sentence; it is about the future and how the future is going to be with this technology impeding on our future. Everything is going to change so dramatically and we’re going to destroy ourselves. If only we can get away to stop exploiting human kind and start benefitting from the technology, then we won’t go that devastating route. |

**Just an add-on**

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| Participant D | I I need to identify the purpose and not find that they are over-using the apps unnecessarily. There must be a purpose. For example, you can use it for a baseline assessment or maybe when you consolidate your lesson, but everything has to be used for a purpose. I remember the other time I went to a school in [area] to go and access a student, she wanted to incorporate technology but the school has got the smartboard and Wi-Fi and the learners have got the tablets. She just said to them “ok, please take out your tablet, go to *Google*”, I don’t recall what they were supposed to search and then they did that from there. The lesson continued, she was teaching about something completely different. I didn’t know why, and I asked her what was the purpose of this? She answered “you said we need to integrate technology”, then I said “see, that is the problem, it must be with a purpose”. |
| Interviewer | we said it is not about the technology, it is about the pedagogy. If you don’t work with your learning outcomes in mind, then the technology becomes more than just a tool and it is actually just a tool- it is another form of learning and teaching. |

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| Participant A | I only used apps for assessment. |
| Interviewer | Where in the lesson was your assessment? Was it always at the end of the lesson or was it during? |
| Participant B | Normally at the end. |
| Interviewer | . So there are so many challenges and I don’t know when we are going to convince society that there are good pedagogical reasons for integrating technology in an effective way for learning and not just for the sake of “it’s there, I have got to use it”. I don’t know how you feel about that and what you think the answers may be? |

**Wordy**

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| Participant B | I looked at both kinds of apps- more for assessment and ones for content, but I found the content apps were just way too wordy. It was just not concise enough, and the ones that were super concise were too concise and didn’t give enough information. So I felt, myself, more inclined to use apps for assessment or activity purposes rather than for content specific. |
| Interviewer | Very interesting, too wordy.. |
| Participant E | So do you mean by that, it is an app that you open and it is like a textbook? |
| Participant B | Yes, so there were apps like textbooks and there were apps that just gave too much unnecessary information- didn’t get to the point quick enough. I felt that if the learners were to start using it, they would start and then get bored and then just move on. So not concise enough to get to the point to teach what it needed to teach. |

**Linguistic competency (cc)**

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| Interviewer | I just want to focus a little on communicative competence. You know that I said often in class that the main aim of teaching a language is for communicative competence. So if you think of the four aspects of communicative competence- let’s start with the basic one; the linguistic competence in terms of vocabulary and grammar rules and pronunciation and sentence structure. Did you use any apps to practice that particular skill of communicative competence, can you remember? You do it in Afrikaans too- it consists of vocabulary extension, sentence construction, pronunciation and intination and pitch? |
| Interviewer | Okay. Was there, in any instance, in any of these lessons where you used apps, a level of learning that incorporated any of the other three aspects of communicative competence?- Sustaining the conversation, knowing when to have what type of conversation- you know, the social appropriateness factor- politeness, rudeness, directness, that kind of thing? or did your lessons remain on the linguistic premetical(?) level? Mostly? |

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| Interviewer | how sure are you that the lessons that you in the end presented allow the learners to achieve communicative competence? Or did it not? Did it perhaps work towards, was it like first steps towards, or was it completely not focused on communicative competence? |
| Participant B | Well, in my lessons the kids had to report back. So then they were speaking the language, they read the language, they studied a bit of it, so they sort-of did the whole activity. |
| Interviewer | That’s exactly it- it wasn’t just a question of “I learnt a few words, I can string the words together”, but “I can string words correctly in terms of grammar and it makes sense and I can have a conversation and I am not being rude”. Good! |
| Participant B | Yes, and then they also completed a worksheet after that. So then I did their written ability as well. |
| Interviewer | Okay, but then your answer is “yes: communicative competence!”  but if you look at these four aspects and you know that what they did in class actually helped them to achieve an advanced level of using the language in a natural, functional setting and not necessarily a structural setting, then you’ve certainly achieved that. |

**Nothing for Sepedi**

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| Interviewer | Because [name] - that is exactly what you said and this is so interesting. [Name] is working with Languages and for us, for English, there is so much available that you are actually overwhelmed and the evaluation process is so much more rigorous because there is so much available. But for [Name] in the African languages, there was nothing. So what she is actually now doing, is she is writing her own app- she is using her content and designing her own apps which I think is brilliant. It is fantastic! |

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| Participant D | You know for us, we found that we couldn’t find anything in Sepedi, because we needed something we could add content to. There were only two apps that we found, but we couldn’t add content; just for simple reading out one to ten and simple names of the objects. Quite basic for grade 1 or preschool. What we did is we tried to find anything that we can manipulate and just add the Sepedi content to. Just to give an example; *kahoot!*, you can manipulate that one, then we add the content and also try to avoid a section where they have to write their own words, because in Sepedi you have got some other letters, as you know the “s” with the ^; you cannot do that. So we just do the multiple choice, you can do some quizzes and things like that, but because I am doing this with the [name of module] students and then the other thing they discovered was some offline apps like QR Code scanner where you can just scan a barcode. You can even use that one at home with no internet, because I have mentioned the fact that they need to take into consideration the fact it is not all the schools that have Wi-Fi and also at home, it is not every house that has access to data or wif, but the learners have to do some work. So anyway, the teacher will just put up all the questions and give them a barcode. So if you give them just this barcode and somebody loses that, what about the student next door? She can pick it up and access that, so now they were forced to get another app where the learners have to sign up, so now the teacher has got control of his or her own class and even if somebody picks that one up, they don’t have access to the class. So that is what we are still working on. |

**Generic**

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| Participant C | In the light of what we were talking about; that we are going to work with the multiliteracies as a conceptual framework and also the related concept of trans-language; do you have to use an Afrikaans app in the Afrikaans classroom? Or could you, why don’t you take advantage of the fact that so many Afrikaans learners are so fluent in English? And Sepedi learners as well? So to use an English app wouldn’t be like “volksmoord” now you know- And just to recognise when we were speaking about it, then immediately more opportunities opened up and then you can really do anything. Just like in the way you use the generic apps like *kahoot!* and so on, you can then basically do- I don’t know, what is language specific |

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| Participant C | That would be so fantastic to have, and I mean that is what you have in English. For instance, a friend told me about an English app that gives you a specific accent; exactly what you said, but in English. So if you were an Indian learner, it would give you Indian English so it is much easier for the kids to learn because there is no barrier at all- it is their language. |

**Awareness**

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| Interviewer | So those are the things we need to think about and I think the more we start to use technology, the more we are going to think about the other issues because they say in the literature- every article I read, someone makes a statement that technology use is ubiquitous. And it is of course. But our attitude and our inclination is not that straightforward and solidly behind the technology, it is still something we need to find plan for and think about. It is not a natural instinct or thing we do all the time, and if we can get to that point it might become interesting. |

**Plan pedagogical**

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| Interviewer | we said it is not about the technology, it is about the pedagogy. If you don’t work with your learning outcomes in mind, then the technology becomes more than just a tool and it is actually just a tool- it is another form of learning and teaching.  Qoute? |

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| Interviewer | So there are so many challenges and I don’t know when we are going to convince society that there are good pedagogical reasons for integrating technology in an effective way for learning and not just for the sake of “it’s there, I have got to use it”. I don’t know how you feel about that and what you think the answers may be? |

**TRANSFORMED PRACTICE**

**(How does this change ourselves?)**

**@individual level**

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| Participant B | I am just thinking in terms of language specifically- I think it’s great if you have a home language class that can easily distinguish between the two languages- then I think using an app in a second language is great. But I think specifically for first additional students, it is better to look for an app that is for that language. You obviously want them to learn the language, you don’t want them to read something in Afrikaans and then just translate it into English and do the work in English. So I think just that home language vs FAL balance… |

**gaming**

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| Participant C | Can I just give you this piece of information? In Germany, I’ve spoken to a girl who’s teaching there now, a South African girl. In Germany, they start from grade 1 with two home languages; English and German. But all they do with the home language is play games in English. So, no structure or anything. They just do everything through gaming and then, in the end, they fail in the first year- they fail in that language. And then in the second year, and Grade 3, then they get to that certain level, just because of gaming. |

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| Participant E | Were there any apps that the kids maybe told you about? |
| Participant A | Only games… |

**positive**

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| Participant A | Yes, I must say, when I put a lesson on the board for the first time and I just saw cell phones in front of me in class, then I got such a huge fright! But it made me more positive, because it gives you more room to play and the children enjoy it, and if the children enjoy it- then you enjoy it. |

**Adapt an app**

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| Participant C | I just want to say something about the ordinary apps, the stuff we use like the *Facebook*s and the *WhatsApp*s; I really discovered that it is the way to go for a first level- in order to get everyone, yourself included, on track. And I have seen that this weekend with, for instance, just taking what is on a YouTube video and using that in your class. A specific one I am thinking now of is like BBC news- if you take that, it is the perfect example to work with transactional texts- you know, it’s got headings, it’s got subheadings, it’s got the summary... So in order to teach those conventions, you don’t really need an app. It can just be a program also. Again, just back to the distinction between Afrikaans, English and Sepedi- there was this wonderful YouTube video that the teacher used on onomatopoeia and it’s like a song; it is a short, lovely little song. The kids sing it together then they know exactly the different kinds of… and why can you do that in the Afrikaans and Sepedi class as well? It’s the same concept. Then there was a specific one that I wanted to tell you about: *Folks*. It is a whole series about grammar, and grammar lessons and stuff like that. Again, I am thinking, why not do parts of speech in English and make it applicable to Afrikaans? That will help the kids because it is the same in both languages, and they always when you say “what is a *byword?*”, they say “oh an adverb?”. You know, so it will actually enhance it. And then there are a lot of YouTube videos where they show you the opposite of what a meeting, for instance, should look like- then they show you the chaos. And kids learn very well by seeing something that is almost funny because it is so wrong; they would laugh at it and they would learn. There are so many, only on YouTube itself. And do you know this one; *Flipgrid*? It’s a reflection tool, so every time you can use it to have the learners reflect on their own learning and that is so great. |
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| Participant B | I don’t specifically- because I am just really used to the very traditional way of teaching, that’s how we were taught at school. So the whole new technology reign, while I was just used to slideshows- and that was the extent of technology in the classroom. So that was sort of my mind set going into the PGCE- I just thought that is what I am going to do as well. But I definitely feel that I have broadened my horizons and I want to be able to do more in the classroom. And I think that technology opens up so many more avenues, so I definitely think in terms of that, my teaching philosophy or who I want to be, has changed so that I can incorporate more into the classroom. |

**Reflection**

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| Interviewer | For me, it’s every time I think of how can I do what I always do, how can I do it this year so that it is better and different and fun for me? And then the next question is “and how can I get it on *ClickUP*?” That’s why I corner [name] so often. If I can think of a way to do it electronically and to mark it on *ClickUP*, then that is so much progression for me already and it’s different than finding an app and doing something |

**Identity**

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| Participant B | I am just really used to the very traditional way of teaching, that’s how we were taught at school. So the whole new technology reign, while I was just used to slideshows- and that was the extent of technology in the classroom. So that was sort of my mind set going into the PGCE- I just thought that is what I am going to do as well. But I definitely feel that I have broadened my horizons and I want to be able to do more in the classroom. And I think that technology opens up so many more avenues, so I definitely think in terms of that, my teaching philosophy or who I want to be, has changed so that I can incorporate more into the classroom. |

**Trans languaging**

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| Participant C | And you know, the curriculum so clearly states that we have to do the multi-languages. We were talking this morning and [name] said one of the things she did was when she did the concept of “leenwoorde”, she started off the lesson by talking Tswana and three other languages that she knows. She also knows German- four languages the learners in the class did not understand. She just gave a few words, and then they said “we don’t understand” and then she started to take the words which she wrote on the board out and said “but you understand this”, “oh this is probably from that English word, and this is from there” and in the end she used that so that the learners can see that they do understand a little bit of Sepedi and they do understand a little bit of German. She then linked it to the concept of “leenwoorde”. In that sense, it is actually fabulous. More languages- that is what we actually should do. |
| Interviewer | And that goes to respecting everybody in the class’ language- giving everybody a space where they feel they belong. |
| Participant A | I must say, when I still had Setswana as a subject or as a module, I was looking for an app because sometimes you just want to know one word and you want to know how to pronounce it and you don’t want to go to the lecturer for that. I don’t know anyone who speaks Setswana, so then I wanted to type the word in English into the app so that the app can give me the word in Setswana with the correct pronunciation- but there is also a lack for that. I think for any language that would be a very good app. |
| Participant C | That would be so fantastic to have, and I mean that is what you have in English. For instance, a friend told me about an English app that gives you a specific accent; exactly what you said, but in English. So if you were an Indian learner, it would give you Indian English so it is much easier for the kids to learn because there is no barrier at all- it is their language. |
| Participant D | You know for us, we found that we couldn’t find anything in Sepedi, because we needed something we could add content to. There were only two apps that we found, but we couldn’t add content; just for simple reading out one to ten and simple names of the objects. Quite basic for grade 1 or preschool. What we did is we tried to find anything that we can manipulate and just add the Sepedi content to. Just to give an example; *kahoot!*, you can manipulate that one, then we add the content and also try to avoid a section where they have to write their own words, because in Sepedi you have got some other letters, as you know the “s” with the ^; you cannot do that. So we just do the multiple choice, you can do some quizzes and things like that, but because I am doing this with the [name of module] students and then the other thing they discovered was some offline apps like QR Code scanner where you can just scan a barcode. You can even use that one at home with no internet, |

**Awareness**

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| Participant B | I definitely do more research now when I am looking at downloading an app. I don’t just download it because I have heard about it and it sounded interesting, I actually do go and read what it is actually about. And if there is a webpage linked to the app then I do just go and peruse to see if it is actually something that would work for me. |
| Interviewer | Okay, that’s interesting… |
| Participant C | I just think the awareness... |
| Interviewer | …being aware of where to look for what. |
| Participant C | Yes, just keeping it in mind more than you would have… |
| Participant A | I also used to download a bunch of apps and waste a lot of time to time to open every app and see if it would work for me or not, and now I know where to go and search and read all the reviews. The reviews say quite a bit about the app. I am also, now, more prone to go and look if there is an app for something to make my life easier. |
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| Participant A | I have searched because at the moment I am teaching drama- I know it’s not languages- but I searched for theatre games to play with the children. There are a lot of websites that can give you theatre games, but I thought there might be a cool app for them instead. Unfortunately there weren’t any, but I did go looking for one. |

**Thinking**

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| Participant C | I started thinking about it much more than I did and I’m observing and I’m seeing stuff and I am also seeing the opposite, which is sometimes apps is not necessary at all. |
| Interviewer | it’s your whole thinking about why you are doing what you are doing has changed because of technology. |

**Writing own app**

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| Participant D | But you know, for me, it was at the beginning, I must admit, it was a terrible frustration because I couldn’t get anything and I just thought where am I going? But then came this idea of, I even had a meeting with [name] and we thought okay, let’s start working on a designing the app that would be language specific. But I thought in the meantime, what must I do, must I just fold my arms and do nothing? That is when we started getting into the existing apps and try to put content in them and manipulate them in which ever way we can and it’s been very exciting- both for me and the students, because the students are now exploring more and more. And each time the exciting part is that I learn more from them, because they go all out and I am trying to encourage them not to repeat the apps, they must go and get more, because I think there is so many out there. Also, some of the apps that are there, for example *Google Translate*, it is not really accurate when you actually translate from English or any other language to Sepedi. That’s something that one needs to look into- to try and maybe get the accuracy into that. The fact that we don’t really have anything in African languages, I think we still have a long way, but maybe we need to try and work on it right now. The same thing applies to *turn-it-in*- you know, I can’t use it. I have been thinking, but can’t I put data in *turn-it-in*? And to put data, maybe I should get the dissertations and theses that has been published and just put them through *turn-it-in*? We must start building. That is what I am thinking about nowadays, because are we just going to fold arms and say “we can’t use *turn-it-in*?” |

**Trans languaging**

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| Participant C | Again, just back to the distinction between Afrikaans, English and Sepedi- there was this wonderful YouTube video that the teacher used on onomatopoeia and it’s like a song; it is a short, lovely little song. The kids sing it together then they know exactly the different kinds of… and why can you do that in the Afrikaans and Sepedi class as well? It’s the same concept. Then there was a specific one that I wanted to tell you about: *Folks*. It is a whole series about grammar, and grammar lessons and stuff like that. Again, I am thinking, why not do parts of speech in English and make it applicable to Afrikaans? That will help the kids because it is the same in both languages, and they always when you say “what is a *byword?*”, they say “oh an adverb?”. You know, so it will actually enhance it. |

**Identity**

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| Interviewer | Okay, so if you think back to the beginning of the year, before you started your PGCE, you probably had an idea of your identity as a teacher or your philosophy as a teacher and what your attitude to teaching is going to be because of who you are and what you feel you want to do about the world and about kids and “I want to change the world”, and that kind of thing? Now you’ve gone through almost a whole year, plus you’ve had this project, is your identity or your philosophy or your attitude towards teaching still more or less the same? Or has it changed, particularly related to the technology in the apps? Or is it just one of the things that you do and your attitude and your philosophy has actually stayed the same? |

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| Participant G | I think it is very interesting. I’m just amazed at how everybody here grew and is seeing things in a different light- something I did not expect, but now that I see it, it’s obvious- it should be like that and I think there’s a lot that we have learned through this |