Interview 3

Interviewer: All right good day to, um, my next participant in my study - thank you so much for agreeing to take part in my study. There are just a couple of questions that I am going to be asking you. Just to introduce the 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 teaching experience do you have?

Participant 3: Well, plus minus 20 years, but I haven’t taught, um, without a break in those 20 years. So there haves been gaps while I had my children and…

Interviewer: So overall, would you say 20 years?

Participant 3: Yes

Interviewer: Okay, perfect, how many years have you been teaching English Home Language at high school level?

Participant 3: 20 years – the same.

Interviewer: What is your highest qualification?

Participant 3: Bachelor of Arts

Interviewer: Um, may I ask if you specified in anything in the Bachelor of Arts?

Participant 3: Yes, I majored in English and History

Interviewer: Thank you…what is your understanding of the concept of multiliteracy?

Participant 3: Um, well I understand by that using different, uh, sources, hard copy and using different technology and, um, and that it’s an idea of being able to be open to different ideas, new techniques that come up, new platforms that are, suddenly appear that one can use in your teaching.

Interviewer: Thank you very much - number 5 - how often do you use technology in the classroom? Please may you choose either to a minimal extent, to a moderate extent, or to a great extent.

Participant 3: I’d probably to say to a moderate extent, since covid especially.

Interviewer: Then how often do you use mobile apps in the classroom – to a minimal extent, to a moderate extent, or to a great extent?

Participant 3: Okay, if we mean by mobile apps, your phone, then probably a moderate extent as well. I do get pupils to use their phones on occasion.

Interviewer: And what would you get their pupil, oh the pupils to use their phones for?

Participant 3: Uh, so for instance, we were using, um, we were looking at advertising, but specifically advertising online. And so, then they had to go into the different home pages for three different adverts for three different home pages and then they had to analyse them and they had, I think about seven questions, but they had to compare the different homepages…

Interviewer: Okay…

Participant 3: …But they had to go into their phones and look at…

Interviewer: …Okay…

Participant 3: …those home pages.

Interviewer: Alright thank you so much. Then number 7 – what are your beliefs or attitudes when it comes to using technology/mobile apps in the classroom?

Participant 3: I think it depends how it is used whether its effective or not. I think it can be very effective, um, but I think it’s not just a case of putting a video on and letting them watch a video and that’s teaching – I don’t think that is regarded as teaching. It’s how you use those apps and technology.

Interviewer: Thank you so much – number 8 – do you believe that mobile apps can be used to enhance education?

Participant 3: Yes, I think it can. But as again, I say again, it can, it needs to be used effectively and not just to babysit them…

Interviewer: Thank you. Would you be willing to incorporate mobile apps in your classroom more often?

Participant 3: Yes, I think if it was appropriate – if there were appropriate mobile apps, then yes, I would be willing to use it more often.

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

Participant 3: Okay, well, obviously I record all the lessons if the pupil is absent, um, so that they have got that. Um, I also upload a lot of PowerPoints that I created and also upload any, uh, biography or any Youtube material that I have, or um other documents or information that I can upload, then I upload that onto the Teams webpage, onto their Team’s site.

Interviewer: Thank you so much – then number 11 – what strategies do you use when using technology in the classroom.

Participant 3: Um well, as I have said, I try and include, so for instance, we studying Shakespeare, so I tried to include a short biography, um, that I found that I thought was particularly useful, that it wasn’t too long, it was not too detailed, but just gave the succinct information that I thought was necessary, um, and then also obviously I have taken since studying *Othello*, I have taken, um, different scenes from different films, so that they only don’t only see one particular version of that, so there is South African *Othello*, um, that had John Kani in it, and so I took an extract from that, that I thought was particularly effective to show the pomp of the of the Venetian council, and so we looked at that extract, and then another one with the [inaudible] singing for instance, I have three different versions of the same scene, so then I will then just show them those that I have edited and put together as a unit for those particular for that particular scene, scene in *Othello*. So, I also use, um, extracts from Youtube in order to, um, perhaps have a, a very good reading of a sonnet or something like that I think has been read particularly well or analysed well, then I might include that, um, so those are some of the strategies I use.

Interviewer: Thank you so much for that - then number 13 follows on from number 12 – have you used any form of, uh sorry, ag I mean number 12 follows on from number 11. What strategies do you use when using mobile apps in the classroom?

Participant 3: Well, as I’ve said, I’m assuming that you mean by mobile apps their use of their own phones, their cell phones, okay, that’s what I’m using, um, and then I obviously give them an idea of what I’m looking for, give the parameters of what they have to go into and look for, and warn them against things like don’t sign up for anything when we were looking at, um, pages – don’t give any personal information and, um, that type of protection I suppose for them as well. Also, when you look at blogs and creating their own blogs, um, I don’t let them go in and go onto a blog site as such, but just to imagine that are on that site and then they look at the blog site, um, as well using their phones.

Interviewer: Okay, number 13 – have you used any form of technology in conducting assessments?

Participant 3: Yes, and obviously in Teams I’ve created quizzes, a quiz using Teams, or a number of quizzes using Teams and that is very useful because it also, if you create a quiz, then it marks it for you, but I’ve also, um, expected then to send in assessments, essays and that, using Teams.

Interviewer: Thank you so much. Um, then the next question is - if you have used technology in conducting assessment, which you have now stated you have, have you noticed an improvement in results?

Participant 3: Hmm, not that I can say definitively, no.

Interviewer: Have you noticed a change in learners’ behaviour when using technology or mobile apps in the classroom and, um, please elaborate.

Participant 3: Um, well I suppose it it it’s just the fact that I’m trying to, so instead of just looking at advertising in the old-fashioned hard copy of magazines and so on which it’s you not using that very often anymore, um, and trying to go into an area, an arena which is more to their, um, of more importance to them, personally, the students, because they younger, obviously. Um, so yes, I do think there has been greater interest that I feel that they’ve responded more because they are using something which they look at every day and they relate to on a regular basis, whereas if I had to use an old-fashioned hard copy of a magazine, which they probably don’t even look at these days then I don’t think it would be as successful.

Interviewer: Alright, then number 16, um, have you, I know you just mentioned the interest now, have you noticed a change in learners’ level of interest when using technology or mobile apps?

Participant 3: Hmm, um I think that what I’ve said…

Interviewer: Please elaborate…[laughs]…

Participant 3: [Laughs] okay, I think I have elaborated to cover both.

Interviewer: Perfect, thank you. What technology do you use most often?

Participant 3: Well Teams obviously, but and also PowerPoint, um but that as I say I upload those PowerPoints onto Teams, um, so PowerPoints, Youtube I often, I use a lot from Youtube, and then having to do research for themselves on their phones.

Interviewer: All right thank you so much. Um, number 18, which mobile app do you use most often?

Participant 3: Okay, well, I’m not quite sure what you mean by mobile apps, but anyway, I would say them using, the students using their own cell phones, smart phones.

Interviewer: Right, um, number 19, what training would be useful for you regarding the use of technology or mobile apps?

Participant 3: I think, um, it would be useful to have sort of a regular, sort of yearly, or annual sort of update on what new technology is available. So, I mean obviously PowerPoint, we still use PowerPoint, um, there is Pinterest and there are other ones we could also use, um, so I suppose just being kept, um, in the loop if you like, as to what new technologies actually, um, are available and obviously looking at things like TikTok which the pupils use you know, they are, they don’t use Facebook anymore, they use TikTok. That’s there um, go-to [laughter].

Interviewer: Ja… [laughter]

Participant 3: …Their go-to platform…their go to platform. So, yes, just, um, I think just um I think just sort of on a regular basis, um, having some sort of update on the new technology and mobile apps that are available.

Interviewer: Okay, thank you so much. Then number, um, twenty – do you think that mobile apps can allow for you to better cater for more learning styles in the class?

Participant 3: Yes, I think that with any, um, type of teaching, you know one has to be open to different um methods of teaching. You can’t just stick on the same old methodology that you’ve used for the past twenty years. I think you need to be open to new, uh ways of teaching and presenting, and also, just to have a variety, because if you don’t have a variety, your teaching is going to become very boring, and you not going to be able to ignite their interest and keep them, um, interested in your subject. So definitely, you have to, obviously we still use our books and for our texts because it’s easier for them to write in…

Interviewer: Hmm

Participant 3: …even than to do, to read a book online is more difficult than if they’ve got the hard copy in front of them and they can write notes in it. But that’s not to say there aren’t other methods of teaching that are very useful and will expand their understanding and knowledge and interest.

Interviewer: Okay, and then number 21, do you think that mobile apps can allow you to utilise more, mobile apps can allow to utilise more teaching styles in the classroom? Please elaborate.

Participant 3: Yes, well, I think I have said that already really. Um, I’m saying that you have got different teaching styles.

Interviewer: And then the last one before I ask you about the um a lesson plan, right. Uh, number 22 - what is your overall attitude about the utilisation of mobile apps to enhance multiliteracy in your classroom?

Participant 3: Okay, well I think I’ve already said that, in that I have explained that I think it depends on how it is used. Um, obviously, I think that it can be used very well. Um and, but it can’t be a case of just simply switching something on and then letting them just watch it, without some engagement, without some sort of feedback, without some sort of um, questioning as well of what they have seen and trying to get them to actually, um, explain what they have gained from it as well. So, it depends how it is used – I think it can be very effective, but it can also, um, not be very effective [laughter].

Interviewer: [Laughter] Okay, perfect, and then just, um, two final questions, obviously today as teachers in university, they obviously, we have to do lesson plans and all of that, but in teaching, um, we don’t always draw up a lesson plan for every single lesson, well I don’t draw up a lesson plan for every single lesson that I do. Um, I think we, we already have it summarised in our heads at this point. So I just wanted to ask you, um, for a basic way that you would go about a language lesson first of all, and then a basic way that you would go about a literature lesson. So how you would introduce the lesson, how you would deal with the body, the main, um, part of the lesson, and then how you would conclude.

Participant 3: Okay, well [laughs], I think that is pretty broad, I mean every lesson is different, so it is all very well to say a language lesson, but what language lesson and the language lesson on teaching say complex sentences and….

Interviewer: Ja, you can choose any, anyone…

Participant 3: It is going to be very different from a language lesson about editing, so I think that’s a little bit, uh, difficult to to, um, expect an answer like that [laughs]… but anyway, let’s take a lesson on complex sentences and simple sentences and so on. So I would probably start by, I don’t know, drawing a picture of a train with an engine, and then with couplings and different compartments and then explain to them how a sentence can be similar to a type of train, a steam train, where you have the main engine is your main clause, and then you have your different, um, subordinate clauses, and your coupling would be your conjunctions that join those, uh, subordinate clauses and main clauses together, and then after that I would obviously give them an example of simple sentences, ask them to create, um, a complex sentence or compound sentence, make sure they understand the difference between a complex sentence and a compound sentence, and then once I was sure they understood that, I would then move onto the different types of subordinate clauses, um, and subordinate phrases, so they also understand the difference between the phrase and a clause, and then I would give them some exercises to ask them to identify from a sentence or from paragraphs the main clauses, the subordinate clauses, the simple clauses and so on, um, and that’s sort of how I would go about that. But that’s a very specific type of, uh, language lesson.

Interviewer: Thank you, and then a literature lesson – any literature lesson.

Participant 3: Okay, well, um so let me think, I have already mentioned some sort of Shakespeare, taking the three different scenes from different place, but so, for instance, for a poetry lesson, I would start by asking them if I am looking at a poem about um… um a situation where their friend perhaps has passed away. Um I would first ask them to think generally about their feelings. So first start with asking about their feelings and how they feel about, um, death, or for instance, a bucket list – I’ve done that were I’ve used a poem and, um, its where there is a suggestion of what you want to do in the future. So, then I would first get them to write down their bucket list – what if they were told they only had so many months, uh, to live? For instance for Keats, “When I Have Fears” that I may seize to be – the poem – “When I Have Fears” that I may seize to be, I would start by asking them if they were told they only had six months to live, what would they want to try and achieve, what would they want to experience, um, and that’s before I even introduced the poem to them. I would just say look you have being told this, you know, it’s not a very pleasant subject, but if you were told you only had six months to live, what would you want to do, what would you wish that you could achieve and experience before that? Then I would get their feedback on that and then ask them and then I would show them the poem “When I Have Fears” that I may seize to be and say well this is what Keats said, what did he feel about this what did he, um, hope that he could achieve before he died. Because he knew he was going die, because he had looked after his family who had, uh, TB and he knew that the chances were that he would die as well. Even though he went to Italy to try and live a bit longer, he didn’t, and so he knew when he wrote that poem that he was probably going to pass away, and then we would look at the poem and see what he thought and what, how they compare with their feelings about their bucket list, or what they hope they could achieve.

Interviewer: Okay, wonderful, thank you so so much for participating in this interview…

Participant 3: Pleasure…

Interviewer: with me today…

Participant 3: Okay…

Interviewer: …and that is the end of our interview, thank you.