Interviewer: Alright, good day to my next participant. Thank you so so much for agreeing to do this interview with me. I am first of all going to, um, introduce the procedure that we are going to follow and 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. Question number 1 – How many teaching, how many years teaching experience do you have?

Participant 4: Eight and a half years

Interviewer: How many years have you being teaching English Home Language at a high school level?

Participant 4: Also eight and a half years

Interviewer: What is your highest qualification?

Participant 4: Um, the attorney’s admission examination - board exams.

Interviewer: *…*Sorry, I’m just making a note…

Participant 4: Is it teaching qualification PGCE?

Interviewer: Uh, you can mention any of your ….. that’s perfect

Participant 4: Uh, PGCE…

…you can mention any qualification you have…okay, perfect. What is your understanding of the concept of multiliteracy?

Participant 4: Okay, so its use of of different devices and different uh, ways that, uh, learners learn and, um, how we work with the different learning styles that they have.

Interviewer: How often do you use technology in the classroom? Please choose one: to a minimal extent, to a moderate extent, to a great extent.

Participant 4: To a great extent.

Interviewer: Would you like to elaborate on that?

Participant 4: Um, I pretty much use it everyday in every lesson that I teach. Um, I’m in a school where we have accessed fabulous technology, and so it makes it very easy to use.

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

Participant 4: Um, also to a great extent.

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

Participant 4: I believe we need to keep with the times that learners are more visual now than they were 50, or even 30 years ago. And if we want to, um, connect with our learners, we have to at some point connect on their level. And mobile apps is the way that the children are actually functioning and it is something that they very familiar with, so it would be very foolish not to use it.

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

Participant 4: Absolutely, yes, um the internet and everything that goes with, um, the app stores, uh, is so credibly valuable and so diverse across international bounds that, um, to stick to our own little educational system would do, again be short-sighted and foolish when there is a whole world out there that we can now access.

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

Participant 4: I use them a lot, so more often probably wouldn’t be necessary, um, if I had to do it more often I’d do as much as I say using mobile apps and technology is important, uh, some old school learning is also still necessary, so using them more often, I probably would not.

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

Participant 4: Okay, so, um, I try to include some kind of visual aid with every lesson I, I talk as in teacher instruction, they have books, they have physical notes, they must write with pen and paper, but I also try to include, if not a PowerPoint, a YouTube video or even, um, on-phone apps in every lesson so that they get that variety. Um, the kids can also stand in my class or sit, or sit on balls so I’m not very strict as to where they sit. And I also like to mix my classroom around quite regularly so that they don’t always sit in the same place the entire year, or in the same structure in that class.

Interviewer: Okay, thank you. What strategies do you use when using technology in the classroom?

Participant 4: Okay, strategies, um, that’s like how do I use it hey? I use my white board screen which is fabulous, um, because everyone can engage with it, but I also like them to sometimes use their phones to do quizzes, um, and tests on their phones. I’ve also rather than purchasing book dictionaries got them to load dictionary apps that they use. So, um, to try and use both the screens, sound, visual and um and phones, um, is what I try to include in every lesson.

Interviewer: Okay, thank you and then that, um, leads onto number 12 – what strategies do you use when using mobile apps in the classroom?

Participant 4: Okay, so if they, if they on their on their phones it has to be strictly controlled. And they’re only allowed to use that app. The challenge is obviously that, um, the children will go on and do other things on their phones. So you have to be moving around the class and interact with them the whole time that they are using their apps to make sure that they are doing it properly, um, but for the mobile apps themselves, uh, I generally find that teenagers very adept at doing their own thing and they don’t really need to be taught how to use apps.

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

Participant 4: Yes, I have so…

Interviewer: Um then, can you elaborate on what technology?

Participant 4: Oh…

Interviewer: …just given an example…

Participant 4: So for example Teams quizzes or asking them to prepare their own presentations which are then shown up on my white board for the whole class to see.

Interviewer: Thank you so much. Alright, number 14 – if you have used technology in conducting assessments, have you noticed an improvement in the results?

Participant 4: Uh, yes, I have. Children actually do very well when using technology -it’s something that they familiar with and they seem to not only enjoy it more but find it easier.

Interviewer: Right, thank you…

Participant 4: Not always, some quizzes can be difficult (laughs)…

Interviewer: (Laughs)

Participant 4: …because I made them difficult but they like doing it, ja.

Interviewer: Thank you so much. Number 15 - have you noticed a change in learners’ behaviour when using technology and or mobile apps in the classroom and please elaborate.

Participant 4: They definitely are keener to do the work, um, in terms of whether they are being disruptive or not, um, individually they work nicely, um, I can’t always tell if they doing what they supposed to be doing or doing something else. But they certainly don’t distract each other quite as much because they engage with it well.

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

Participant 4: Uh, yes, they love it – they seem to think getting permission to do something online is a treat and, um, they actually seem to look forward to it even if it is a test.

Interviewer: Thank you

Participant 4: More than they would a paper test.

Interviewer: (Laughs)

Interviewer: Then number 17 - what technologies do you use most often?

Participant 4: YouTube, um, and Teams quizzes.

Interviewer: Just making a note of that… there we go – right, number 18, which mobile apps do you use most often?

Participant 4: Uh, the dictionary app and again I think if Teams is an app, um, then…

Interviewer: Is that app called …

Participant 4: Microsoft Teams…

Interviewer: the dictionary app?

Participant 4: Uh, yes, it is called the Oxford Online Dictionary… no, no, I have got it on my phone, let me check.

Interviewer: That’s perfect.

Participant 4: Sorry…

Interviewer: No worries…

Participant 4: It’s actually offline because I did not want them all to have to have online, hold on one sec…I’ll have a look…yes, it’s the Advanced…Offline Advanced English Dictionary is the name of the app.

Interviewer: Offline Advanced English Dictionary

Participant 4: It’s got it’s own quizzes and games and all sorts of things on it and they could not wait to get into those. So that was good.

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

Participant 4: Hmm… so I have had a lot of training in Teams, um, I could still use more in, um, in the use of plagiarism apps – I don’t know how to use those very well – that would be very useful, and also, um… Chat GPT and how to, uh, and how to deal with the challenges of Chat GPT and plagiarism. Ja, I think those two, definitely.

Interviewer: Thank you and then, um, do you think that mobile apps can allow you to better cater for more learning styles in your classroom? Please elaborate.

Participant 4: Uh, yes it can, um, some of the children still respond well to book and paper and they can do that while watching a YouTube video, but for those children who respond better to listening or visual aids, um, they will still have to do the pen and paper, but they also have access to what suits their learning style, so hopefully it balances out the children who do well on pen and paper and the children who are better visual and audio.

Interviewer: Number 21 – do you think that mobile apps can allow you, um, to, sorry, can you allow you to utilise more teaching styles in the classroom?

Participant 4: Yes, I think I have just answered that in question 20 as well.

Interviewer: Perfect

Participant 4: Um, definitely.

Interviewer: Perfect… um… I just want to make sure I have addressed all the…

Participant 4: Ah, sorry, the first one was about learning styles and this is teaching styles I was not listening properly.

Interviewer: No, that’s fine, um, would you like to elaborate on teaching styles there?

Participant 4: Yeah, one has to adjust to your teaching style from old school book learning to including the technology, but it forces you to vary how you approach the content, because of the different, um, options that are available. So yes, it does allow you to use more styles more naturally.

Interviewer: Thank you so much, then question 22 – what is your overall attitude about the utilisation of mobile apps to enhance multiliteracy in your classroom? Please elaborate.

Participant 4: I think it’s very valuable, I think that using mobile apps definitely enhances multiliteracy, as I’ve, you know, stated in the other questions and my overall attitude, I think I said it in the beginning is that we would be fools to ignore utilising these apps because the modern child, um, learns this way – they more exposed to it, and if we ignore it and try and stay with the old school teaching of just one method, then, um, we not gonna reach our audience.

Interviewer: Wonderful, thank you, and then just, um, the last two things that I need to discuss with you – first of all, um, when looking at a language lesson and how you would run a language lesson, so if I can rephrase that, um not per say having a set, uh, piece of paper with this this is how I start, this is how it goes on, this is how it would end, but just going about how you would generally conduct any language lesson – you can choose any example of a language lesson that you have taught.

Participant 4: Okay, I generally, as I’m teaching grade eights would start with checking what they actually know and by asking the children or throwing out examples and see let’s say, for example, parts of speech – which parts of speech can they identify, which ones can’t they, um, it’s then I would put up some examples on my on a PowerPoint, on a white board of, uh, various sentences where they can actually look and try and identify those parts of speech in context as opposed to just single words which is what they learn in junior school. Um, then I would probably take it, um deeper and give them a passage on on paper that they would have to read and see if they can pick out parts of speech in random sentences, so um, you know ultimately, I would also put in there some, some of the confusions, um, so that they’ve have would, for example, say coffee is a noun and show them how it can be a verb. And and then let them sit within groups and work with each other to identify those things. So a language lesson can be very dry, but if we give them, um, exercises and allow them to collaborate on it, that’s often the best way because they argue with each other over these things which is a good thing – it makes them engage.

Interviewer: So you saying that exercises make it more, um, engaging or exciting in a way?

Participant 4: No, I’m saying working with your peers on trying to figure out challenges makes it more engaging and exciting.

Interviewer: Okay, thank you.

Participant 4: So give them a passage and get them to work with their friends to identify certain parts of speech, um, they end up arguing over it.

Interviewer: Okay, okay…

Participant 4: …and that makes them think, which hopefully makes them remember it a bit better.

Interviewer: Sorry, I just want to make a note there… alright, then if we move onto a typical literature lesson, again you can choose any literature lesson that you’ve taught, um, you can talk about how you go about a literature lesson in general.

Participant 4: Okay, well before I start ,um, a book, a new book, I always give them a history lesson, um, and I use PowerPoint and I even sometimes use a YouTube video to give them context. So that before we even read the book, they will understand where the author came from and the background surrounding the story. Um, using video there helps them sort of put a picture in their mind, and then I begin with the introduction and obviously that involves reading. I prefer to read to them, especially right at the beginning of the book - they can read a little bit on their own to the rest of their friends later on, but the impact of the introduction needs to hit them without someone stuttering over the words or mispronouncing things, so I would read it to them with all the expression I can muster and, and then we can sit and begin to analyse what we’ve just read and how it fits into the context that they have been taught.

Interviewer: Okay…

Participant 4: I also, with all my literature lessons, run a PowerPoint at the same time with images of things, um, that they may not know or to be able to identify.

Interviewer: Okay, wonderful thank you so so much for agreeing to partake in my interview. That is now the end of the interview. I have just got to quickly stop it here. Uh...