Interview 1

Interviewer: Alright, thank you so so much, um, for sitting with me today – I really, really appreciate it. Um, so you are, um, my educator number 1 that I am interviewing, um, and I just have a list of, uh, questions that I want to go through with you, um, as a semi-structured interview – uh, if you can just give me one second…just to put this together…Okay, so, uh, question number 1, right, so first of all 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. Alright, so, question number 1 – how many years teaching experience do you have?

Participant 1: 8

Interviewer: 8 years – okay – how many years have you been teaching English Home Language at a high school level?

Participant 1: 7 years

Interviewer: 7 years…what is your highest qualification?

Participant 1: BEd.

Interviewer: And, uh, what did you specialise in in your BEd if I may ask?

Participant 1: English and psychology.

Interviewer: …Alright, um, then what is your understanding of the concept of multiliteracy?

Participant 1: Uh, using different methods, uh, to cater for the different learners in the classroom.

Interviewer: Alright – how often would you say that you utilise, um, technology in the classroom, so, if you had to say, um, to a minimal extent, to a moderate extent, or to a great extent, which one out of those three would you pick?

Participant 1: Great extent

Interviewer: To a great extent…okay, wonderful, then question number 6 – how often do you use mobile apps in the classroom?

Participant 1: Daily

Interviewer: Oh, uh, sorry, yes, this is now the mobile apps, sorry, I thought I was repeating myself – so daily, so, again, um, would you put there minimum extent, moderate, or great extent.

Participant 1: Great

Interviewer: Okay, perfect. Um, number 7 – what are your beliefs or attitudes when it comes to using technology or mobile apps in the classroom?

Participant 1: I think it’s in keeping with the times of the generation, so it’s, uh, a nice thing for them to be able to not be sitting with a textbook only and to have different methods.

Interviewer: Okay, wonderful…do you believe that mobile apps can be used to enhance education?

Participant 1: Yes.

Interviewer: And, if so, would you, can you elaborate on that one for me?

Participant 1: Um, again, it’s in keeping with the generation – they are used to, um, they are, always on their devices, so if we can turn that into a positive thing and positive learning experience it, uh, benefits them.

Interviewer: Wonderful…okay, um, then number 9 – would you be willing to incorporate mobile apps in your classroom more often?

Participant 1: Uh, no, I think I use it often enough.

Interviewer: What strategies do you currently use to enhance multiliteracy in the classroom?

Participant 1: Okay, so we have an Edu-board, um, I have textbooks on there, YouTube is used often and videos that we find, um, I have, um, visuals, and I have models that I make use of as well.

Interviewer: Okay, wonderful, and can you give me an example of some of those models that you make use of.

Participant 1: Um, it’s the heart and the torso, and the ear, the skeleton and things like that.

Interviewer: Wonderful, okay, um, what strategies, um, do you use when using technology in the classroom, in other words, how do you go about using technology in the classroom?

Participant 1: Um, again, it's the Edu-board and, um, I use that to write notes, uh, to draw things, to highlight on the textbooks that's on Snaplify, um, things like that.

Interviewer: Have you used any form of technology in conducting assessments?

Participant 1: Yes - forms

Interviewer: Forms, and is that on -

Participant 1: Microsoft Forms

Interviewer: Microsoft Fo – oh, Microsoft Forms. Alright, and for such assessments would that be like a multiple choice assessment or would that be any kind of assessment?

Participant 1: Uh, mostly multiple choice assessments but sometimes there are, uh, written assessments on there as well.

Interviewer: If you have used technology in conducting assessments, have you noticed an improvement in results?

Participant 1: Um…yes, I have, especially if they take it home and work on it there. Uh, yes.

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

Participant 1: Uh, they get more excited because they get to take out their devices, so it’s fun for them.

Interviewer: Have you noticed a change in the learners’ level of interest when using, um, technology/mobile apps in the classroom. Again, please elaborate.

Participant 1: They can't use it for a long time so you've got to set a short task, um, in which they can use there, uh, devices, otherwise they have a tendency to want to go off onto personal apps and things, uh, so it has to be kept short.

Interviewer: What technologies do you use most often in your classroom?

Participant 1: Uh, the Edu-board, mmm, mobile – their own mobiles and ja, that’s it really.

Interviewer: Alright…alright number 18 – which mobile apps do you use most often?

Participant 1: Snapplify and we use YouTube.

Interviewer: YouTube…okay, um, number 19 – what training would be useful for you regarding the usage of technology slash mobile apps?

Participant 1: Um, I think when new things come out regarding education it would be nice to get hold of those things and made aware of them because we're not always aware of the different apps and things that are available out there.

Interviewer: Okay… and then, um, do you think that mobile apps can allow you to utilise more teaching styles, um, in the classroom?

Participant 1: Yes, because it caters for different kinds of learners, um, those who are more visual, they can use those apps and learn better.

Interviewer: Wonderful, um, and I just want to double check have I asked you what training would be useful? I think I skipped that one - what training would be useful for you regarding the usage of technology or mobile apps?

Participant 1: When new apps are available to be made aware of them, so that we can choose and see which ones would work for us in the classroom.

Interviewer: And then, um, I’ve asked number 20, number 21, and then number 22, um, I just want to make sure I have asked number 20 - do you think that mobile apps can allow you to better cater for more learning styles? Yes, I did ask, and then do you think that mobile apps, yes, can allow you to utilise more teaching styles – wonderful. Number 22 - the last question, um, before we discuss what one of your lessons would look like, what is your overall attitude about the utilisation of mobile apps to enhance multiliteracy in your classroom?

Participant 1: I think it's a good idea but it does need to be kept to a minimum if the devices are their own – if it's my device that they are looking at then that's great, because then I have other learners who don't want to look in a textbook looking at the Edu-board instead.

Interviewer: Okay, wonderful, thank you so so much for, um, answering all of those questions. Then, if we go about, um, a common English lesson in your classroom – so – uh – not necessarily having a specific or an exact structure, but an approximate structure of what an English lesson would look like – so, how you would introduce the lesson, how you would go about, um, doing the main part of the lesson, and how you would go about concluding the lesson with learners, um, if you can use an example of a lesson that you have taught in the past, um…

Participant 1: Okay…

Interviewer: Uh and an example of a language lesson and then one example of a literature lesson.

Participant 1: Okay – literature lesson – I would start by introducing, let’s just say it’s a new book that we’re reading, I would introduce the book, give a little bit of background and, uh, a bit of background on the author. I often like to find pictures of what these people look like and show them to the learners so they can put a face to what’s been written…

Interviewer: mm-hmm…

Participant 1: Um, then we would go about reading and I give the learners a chance – I start reading first and then thereafter they will read a page each for example. Um, we would stop in between and look up words that they have not seen before, um, and then towards the end of the lesson, uh, we would wrap it up that way, and sometimes, we have a discussion, because it could be a point that, something that’s cropped up in their lives that they can identify with, and then we talk about it like that.

Interviewer: Okay, wonderful, so that is for a literature lesson?

Participant 1: Yes, uh, language

Interviewer: Language…

Participant 1: Uh, language lesson is a little bit different, uh, there again, there would be an introduction letting them know what we would be covering in the lesson and then we get straight into it and, uh, discussion does take place if they are unsure of things or if they want to share anything and that's how we go about that one.

Interviewer: Okay, um, then, any final things that you would like to add regarding, um, the use of mobile apps in English language education as a whole?

Participant 1: Um, I think it can be a great thing if it is contained, uh, especially if they are using their own devices. Um, so, yes, we need to put measures in place to make sure that they are sticking to those apps only and not visiting others that they are not supposed to.

Interviewer: Okay, wonderful, thank you so so much for sitting with me and for allowing me to conduct this interview - it is greatly appreciated and this is now the end of the interview - thank you so so much.