Interview 2

Interviewer: Good day to you my, uh, second participant – thank you so so much for participating in this interview with me – I really really do appreciate it. So 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 their enhancement of multiliteracy in the English language classroom. I will ask you, um, 22 questions and then I will ask you about a literature lesson and about a language lesson – Is that fine?

Participant 2: That’s perfect, ja.

Interviewer: Question number 1 – how many years teaching experience do you have?

Participant 2: Okay, technically, in theory, um, 40.

Interviewer: 40 years

Participant 2: I mean I have I, I started teaching 40 years ago but I did have a break when I had my daughter – so at some stage I had a break but it was also an on and off thing – I did some relief teaching and stuff but yes so technically…

Interviewer: …but in totality rounded to about 40 years teaching experience?

Participant 2: It should show on my face [laughs]…

Interviewer: [laughs] …Number two – how many years have you been teaching English home language at a high school level?

Participant 2: Well, I suppose out of that teaching probably close to 30 years because I did, no yeah, close to 30 years because I think I did about 13 years tertiary, um, English teaching – other than that always been at a high school, so yeah.

Interviewer: And when you did your tertiary teaching, uh, what qualification were you or were, were you teaching an undergraduate degree – at what level were you teaching tertiary?

Participant 2: Yes, it was undergraduate.

Interviewer: Undergraduate…

Participant 2: It was undergraduate.

Interviewer: And was it first year students, second years?

Participant 2: Um, it ranged probably first to third, um, you involved in tut groups with third year students generally, um, mostly first year students and second year students, but then the, um, third year students, uh, tut groups, really, ja.

Interviewer: Then number 3, what is your highest qualification?

Participant 2: Master’s in education.

Interviewer: And that master’s in education - is it in anything specific in education?

Participant 2: Uh, women, about the way women are portrayed in the school curriculum, then, ja…

Interviewer: Okay…

Participant 2: It was very trendy…

Interviewer: Well yes, I yes, I can imagine so [laughs], I can imagine so…

Participant 2: but not now I do think…

Interviewer: Um, then, what is your understanding of the concept of multiliteracy?

Participant 2: Mmm, I don't know, it sounds like quite a broad and a wide term, but for me, just having a look at it, I'd say I suppose as many forms of texts that one could use in teaching, um, in teaching a language, so, um, it could be visual or it could be, um, text-based, hard-copy based, film, uhh, that's what I think, the use of the cell phone I suppose, um… ja, in its broadest sense, I suppose as many intertextual things that one would use I think.

Interviewer: Alright, then number 5, how often do you use technology in the classroom, and if I can please ask you to choose between to a minimal extent, to a moderate extent or to a great extent.

Participant 2: I certainly don't use it to a great extent, mmm, I'm not even sure that I'm close to a moderate extent, but look, my subject, you know, lends itself to that being a language anyway so, um, now and again certainly one is making use of film or YouTube or, um, having to look at certain apps on phones or, um, finding information directly off the cell phone because it's the quickest to do it, um, so ja, maybe, maybe closer to moderate - in between minimal and moderate...

Interviewer: In between minimal and moderate, okay, I’ve got it…then number 6 – how often do you use mobile apps in the classroom – please choose one again: to a minimal extent, to a moderate extent, to a great extent?

Participant 2: Yes, look, I'm not that centered in on what particular apps I can use, um, it's probably minimal, um, because I don't specifically say okay let's go to this or that or have you got this let's use that, um,…probably not as nearly as much as I should or could

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

Participant 2: Look it certainly has changed over the years and I must say maybe only changed much later in my life, um, you know when I started teaching, if you used the overhead projector, that was regarded as technology, so, so that was like big deal and then you did everything that you could think of you wrote out on little sheets of you know....

Interviewer: Yes…

Participant 2: Uh, overhead transparencies and it was a great deal – or you used, I mean, I can remember starting to do Shakespeare…

Interviewer: Yes…

Participant 2: where I used to go to the library and take the Shakespeare play off the record – they had it in hard vinyl form…

Interviewer: Oh…

Participant 2: Macbeth or whatever taping it onto a cassette tape and then putting it into my cassette recorder and then you could follow in the classroom while there were, there were all the sound effects and…

Interviewer: Well I mean that was the technology available at the time.

Participant 2: It’s what you had to do…

Interviewer: Yes…

Participant 2: Yeah so I did that so I think that I've always understood it to be, um, a vital thing because of the, the children we teach, um, but I think also one becomes quite set in your ways and you get used to doing a certain thing and you kind of plug those same technologies for a very long while and where I suppose I could have used it to a far greater extent in the last 20 years maybe, I didn't do it as much, still only relied on things like film and YouTube and stuff to really only when I needed it, um, and if I think about it, um, I think COVID made everything different. All of a sudden, I realised the value, I mean my laptop was something I only flipped open to do my mark sheets on – I never used it for anything beyond that, honestly the odd e-mail maybe and so on, and then when we had to sit at home and teach people from home, um, well yes…the rest is history…

Interviewer: Everything just changed…

Participant 2: I realised the potential of it – I realised that there is far more that we can do with it, um, and I'm still nowhere close to I think tapping its potential, but certainly, I’ve seen its value.

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

Participant 2: Yes I'm sure they could, I, you know, I don't, I don't fully understand the how because I've not really experimented with it, but, um, I'd be the last person to say no.

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

Participant 2: I think I would you know just like one learnt how to use Teams and things, um, and how you've started to become more adept with that thing and in the beginning you thought ah no this is too much, I mean, I'm still like that if somebody shows me something on the laptop and shows me how to, I use a little piece of paper and I write: first you do this, then go to the, you know, I'm like that, I don't, I see that I don't have a natural aptitude to just go, oh right, you just do this and, but I know that the more you do something, the better you would get at it, so yes, I think obviously, obviously, yes I think I would.

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

Participant 2: Right – I suppose the strategies are still quite minimal that we make quite we, we make a lot of use of Teams obviously and we do look at things like YouTube and and…right, um, but beyond that I'm not sure that I do much more than, than that, um, I can't think off hand to be quite honest.

Interviewer: And then number 12, what strategies do you do you use when using mobile apps in the classroom?

Participant 2: Okay, I suppose very little to just be able to say okay, pick your phone up and go to such and such, um, you know when we also looked at learning new words and that kind of thing and we've done that, um, like where I'm trying to teach people to embrace the use of synonyms for one word you don't just describe Prospero as a dictator, let's quickly go onto Google and type in dictator and then when you faced with all those words that are there, for example, then what are better words, you know, so I will do something really quite basic like that maybe but ja, it's still only what it is, I supp… ja.

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

Participant 2: Only done those, you know, those forms tests and things and I mean that was also a necessity when we did it, when we had to teach from home, um, and I can't say that I have specifically gone out to change my assessments as a result of it which really is probably foolish on my part, um, I, I still use very conventional ways of assessment, but, um, beyond that and I, and I wanna say, now with the the chat box things, those sort of the AI stuff you know, we are, we are going to have to use it far more and really typing in that question and throwing it out there and saying, okay, let's see what AI would show us – where are the mistakes really what, what does it lack, um, if we keep doing it how much better does it get you know, what can we start to, you know, that is something that I'm quite interested in doing, um, you know just to, yeah, I don't know.

Interviewer: Okay, then number 14 – If you have used technology in conducting assessments did you notice or have you noticed an improvement in results?

Participant 2: I probably haven't used it effectively enough to be able to say I see a difference. I think if you're doing, it depends on your assessment, if your assessment is purely that you just want to test that they've read the thing and its content and they want you know what is the man's name, where does he live, uh, what happened to the sister, you know, that kind of thing, then, then it's, then it's quite good and, um, it's not that it's an improvement, but you can see distinctly who hasn't read it and who has, um, so there's, um, they're quick results – I think that's what one likes about it so they they are quick results, um, I haven't, I haven't done that often enough to be able to say that I've seen an improvement or anything and that's not because it wouldn't, I don't know.

Interviewer: Alright, then number 15, have you noticed a change in learners’ behavior when using technology or mobile apps in the classroom, and if so, please elaborate?

Participant 2: Look, even in my limited usage language of it, for sure, I think it is very obvious it's the thing that they are happy with – it immediately puts the power in their hands – it also puts them in the space where they are more powerful – they use these things far more than I would, and just the fact that they have the excuse to be able to do those very things that they're quite adept at doing, um, places them in a position of feeling more, um, I keep saying powerful, but I I think they feel equipped, they feel more confident, no without a doubt, um…

Interviewer: Alright, question number 15, uh, no hang on, question number 16 [laughs]…have you noticed a change in learners’ level of interest when using technology or mobile apps in the classroom - please elaborate?

Participant 2: Ja, um, yes and no, I would say if it's something where they themselves have to do a lot of the actions then, um, yes, because then they're happy to do that. If they need to sit and watch, let’s say, a version of *The Tempest*, they are and this is the thing with young people today that's very interesting, um, is that they can do it on a multi-level – they are able to watch a movie, do Science homework, have the television on, um, that you would look at that and go, honestly, and the old-fashioned way of doing that is we'd say, can you honestly learn anything by doing that? But I mean I saw it with my own daughter – she could do five things at once and whether, whether the level of it is equally effective I don't know, but the fact is they are able to do a lot of those things at once when they sit and they do one thing and I force them and I said put your phones away, put everything away, please concentrate on the movie, make it a revision for the, your, the text, the, those kind of things, I have noticed that not all but for some people it's a when I look up again some of them have got their heads down, some of them are sleeping, nothing more really, no, they wanna be able to do those five things, so it really depends on what you're busy doing. If they're busy doing something active in which they all are interacting and that and that thing changes, in other words, it, it, it, it's unpredictable but the minute they go, oh is this all?, you know, whatever, I find they lose concentration and so it's not all of them, but certainly, they're used to, mmm, they're used to doing five things at once and I'm not sure how I must bridge that – I’m not sure one would have to learn different strategies, I think, to be able to say, I want you to watch this part, we're gonna do that, then I'm going to stop it and then we are gonna do something interactive, and then we're gonna carry on with that, you know, something like that maybe then just pressing the button and letting them watch it for, I don't know.

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

Participant 2: [Laughs]…I don't know, um, I don’t know, probably, mmm, no, I don’t know, um… I've probably, no, I don’t know what to say, maybe, maybe I'm, I'm, I more frequently do things like Teams because it's just easier and it's, it's easier and it's predictable and so yes and obviously when I've planned to do something like let's take out an app we would be take out the phone let's look at an app or something then it's predictable, um, sometimes on my feet, I'll go, actually, why don't we just look it up and then we'll do something, but they're not necessarily planned and so, mmm, I can't say that I have a, a good habit – I don't have habits.

Interviewer: And then number 18 leads off question number 17 – which mobile apps do you use most often?

Participant 2: In my teaching, umm, no, it depends, I suppose I can't really be specific, uh, they would be, I, I you know, I like things like Pinterest and stuff we often go on there and then we will look at um… you know, we would look on there and then we could you know say have a look here if you type in sensory writing look at the stuff that pops up here let's say so I…if if that's regarded as an app, do you know what I mean, then I would say Pinterest quite widely I do and I refer them there too, but gosh, I'm really not adept with how many possibilities there are and how many apps there are to be able to say how about checking this or that, honestly, it's pure fluke often I think.

Interviewer: and then, um, number 19 – what training would be useful for you, uh, regarding the use of technology, ag, technology, sorry, mobile apps?

Participant 2: Maybe it's, maybe that's exactly the point is that like with Teams and everything else, if it was built in somewhere a person could sit down and just I don't know, on a monthly basis or whatever, somebody could come and say here is something that I've discovered and would you have a look at the following and show us how to do it step by step, I’m more likely to, to do it you know you'd have to make me sit down and listen and then I would see the value, um, ja.

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

Participant 2: [Laughs] I suppose without a doubt yeah, I, I think it is very obviously that it would.

Interviewer: Um, and, and do you have any elaboration on, on that one, any examples of how it could help?

Participant 2: Um, look I think that the minute your eyes have been opened to all the possibilities, the more you're, you're likely to rethink how you would change something – it's like when we looked at the whole virtual thing you know where people were putting stuff on their heads and I kind of went through the thing and said oh okay, here you go, here's *Midsummer Night’s Dream* and it puts us inside the forest and now we can walk through, I mean, if I think how did I start off teaching I had to find pictures of forests that's how long I've been in this job, you know what I mean, and then eventually it was good to show a film or show an excerpt, because people had an understanding of what it might mean for Henry the V to breach a wall and have a whole troop of soldiers go in and, you know, those things are valuable and, and now you can bring it closer to a child and they can experience these things first hand, um, it's it's at their fingertips, it’s not just at my bidding – I don’t have to be the one that presses the button, um ja.

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

Participant 2: Okay and teaching styles, if you thinking that for example,um, I could do, like we used to say, becomes more classroom-centered, more learner-centered than teacher-centered, because what you're doing is every person today as we know cause they type in there every, every person's become a journalist, every person has become, um, a columnist, every person is an influencer, every person, that's what we're sitting with now. So really, yes, I think by its very nature and the, the, the lesson can can obviously be less determined by you because of all that those varied situations that you would find, um, because people there in that classroom determine where it goes to. Obviously we facilitate that I would say, but still, I mean it can go a place where even I wouldn't have dreamt of as a teacher.

Interviewer: And then lastly 22, before I move onto the lesson plans – what is your overall attitude about the utilisation of mobile apps to enhance multiliteracy in your classroom and please elaborate on that attitude.

Participant 2: Ja, look, I think there was a time where I just felt it was too much work really, um, like especially if you've been teaching a while or you've taught a certain thing then it's very easy as the classes come in just to be predictable and to go but I mean anything like that becomes very stale and very stagnant, uh, there would have been a time in my life where I would have thought, um, ah no really, but the point is when any one of us that's serious about our craft, um, we, we really do need to sit down and go, oh there is a better way to do this, or how can I honestly make this different, how can I make this interesting, how can I make this better, um, surely lifelong learning is important because it's for me too – I'm supposed to learn as well I think it's it's kind of, um, foolhardy to be in education and we ourselves are not wanting to be educated that we don't see that we learn something new everyday, um, surely it’s not just about our knowledge that we have that we import that is such an old old concept so yes and yeah so I no I think that I think I have a far greater capacity for it maybe than I did years ago, ja.

Interviewer: OK thank you so so much, and then I just want to go over, um, a language lesson and a literature lesson and so let's take it one at a time so let's start with which one would you like to start with, okay, so let's start with a literature lesson, um if you can give me an overview of how you would go about the lesson - what kind of introduction you would give, what kind of body you would have in the lesson, or what would be the, the, the meat on the bones for the lesson, and then lastly, how you would conclude the lesson, and while doing that, how technology may or may not be involved.

Participant 2: hmm, um, yes I think you know if you're taking a lesson in isolation, it's you know, it's quite different, I suppose there isn't some lessons you can cover quite a bit some other lessons are, are process lessons and so you've gotta, you've, you've gotta go through a certain process, so let's say for example I'll just use the example of the Tempest that we're doing for the matrics, so we know that going through the text line by line is going to be very important to do it in the class with people reading various parts, um, with having a look at the context of the actual scene or whatever it is, but the point is even that in itself is, um, it can't just be a means to an end, otherwise it's just plot driven and when they get to matric it's very different. I've seen that you can't teach with an unpredictable thing because you waste too much time simply because the demands of the matric thing is what do I need to know for an exam – it's results orientated and it's exam orientated, so it's very different, so we've got to get a whole lot of things out the way so to speak it's not as fun as when you were in grade 10 or grade 9 where we can say, right everybody, imagine a place, whatever, imagine a storm. If you were doing *The Tempest* in grade 9 we'd say right we're on the ocean we're in a storm you know maybe you would start there with an actual filming of a ship that is in a storm and then wrecked, and then talk about what that feels like, because it's essential for the play, um, Prospero creates that storm because he creates a plan - he creates the storm because he has a plan behind it so the storm’s important. It's not just an actualization, it's not just the self-actualisation, but the thing is when people can go through that whole storm and then stand back and go, oh wow, a man actually did this just for the hell of it, you know, because he wanted these people to be washed up on the shore because he had his beef with some of these people and he was going to take revenge on them and he wants his daughter to meet a certain person and marry her off. So when I teach matric with *The Tempest*, I don't actually go into that whole thing of that I, I in a way we do an idiot’s guide of what is, what is this play about and we actually get all of that out of the way - this is the play, I’ll show them those little things that you can get on Pinterest that they have those lovely little cartoon stick characters…

Interviewer: Oh, oh, yes…

Participant 2: This is what happens you know like Romeo meets Juliet, and they don't get on as a family, they, they get married in secret, they die [laughs]…you know it's it's like that and it's kind of funny but they do, we do that because we don't have time to anticipate plot, but the point is is that why you tell that story when they begin and we look at the plan let's say at some point I will stop and go what do you understand about um the voyages of discovery the time in which this took place when people went out and discovered Marco Polo or Christopher Columbus, or whoever – what are the things we think we know, what are the things we were taught and that is very important for me in that play, because Prospero in some places acts like a coloniser and if I don't talk about what we understand as colonialism, then, um, I can't stop there and go listen you know the thing about colonialism, so I do have to have a sort of actualisation the self-actualisation in discussing what do we understand to be, and because we're a colonised country, we have some people in that classroom that to this day feel very strongly about the colonised, in fact, when we did the play this time we were talking about King Charles, the fact that people wanted the diamond back that's in his crown, um, those things I mean last year I didn't have that as an example the year before it certainly wouldn't raise itself, so, so you know I think it really does depend on the climate, what you're busy doing, um, that's what I would bring into a literature lesson. I don't teach literature in isolation – I always try and imagine where would be the little hook where we, those learners would be able to go, oh I understand what this is and I understand how to position myself, because there might be and I've had that where I'm a white person and I also grew up in a colonised situation, but other people have a perception that I benefited from that - so what does that mean – yes, yes did I? How could I say I did maybe and what does that mean? We use examples of how would I, if somebody walked into this room now and he can't read or write, ladies, how are we gonna do that and I mean we talk about what books we would use, we'd say we'd go to the primary school or preschool and go and get: Here is Paul, here is his ball, you know Paul kicks the ball…

Interviewer: Yes, starting from the beginning…

Participant 2: …you know whatever and yet all those things are political the book I using is political, um, was I trying to teach him to read? Is it a means to an end? Am I trying to teach him to get to a point where he goes, I don't wanna read about Paul, see, I want to read about Sipho and I wanna read about, because then I’ve made you a critical learner and you can now decide, but in the beginning, when you came, I gave you what I had, I gave you – I'm, I'm the person that has that mindset, I am a person that thinks like this, and I don't mean to foist that learning onto you so really, um, for me it is contextual, um, if I am approaching a literature lesson that is the kind of thing that I would work out before, um, could I use movies, could I use YouTube, could I use a person who speaks on a TED talk, could I? Yes, and I and I have done that before too that whole thing of positioning – uh, for me, literature is about positioning – if it is poetry if it's a it's how can I effectively help that learner to find his or her position to that subject to that poetry to that whatever, I, I think that's kind of my approach.

Interviewer: Alright then for a, um, language lesson, how would you go about a language lesson? I know, for example, um, as you said, you don't have much time with the, you know, there, there's a lot of content that you have to get through so how would you approach a language lesson?

Participant 2: And very much it's a needs to know basis I think with by the time they get to matric, anyway, we don't have time to do lots of revision about language structures. I mean, you're sort of whip out the handbook and say, listen, if you wanna go through language rules, go through that, however we can't always, we can't avoid things, um, I have found that very often it's more beneficial to look at things like textual editing situations, so we'll often do that every now and again, then I'll hand out a little exercise and say, let's fix these mistakes, and then I find also that it also means that when we're marking it or looking at it people go I didn't realise that we had to, oh, but then why did you see that as well, but then why can't, or gosh I didn't even realise that, so that it is a thing that, um, um, because of the now we can go back to those rules that we did or didn't pick up when we were younger and we were doing those things – so very often that's what I would do and they'll be punctuation things, or they'll be concord things, or they'll be those things that we must look at like malapropism or whatever they pop up like that, however, I do have a little, I don't know, little handout that has all those very common errors that we make that I hand out so that they sit with that thing, so that when they are revising they can go through those kinds of things if you're looking at something like how to write a summary and those bits, I also kind of work from simple to concrete, I will give a little handout and say, okay, let's go back to what it is that we're doing when we're summarizing, so it'll be a sentence and it's saying Peter went to the shop and bought peas, cauliflower, beetroot and I don't know, butternut, and then we will actually change that sentence, perhaps, and so we work on synthesis so that they can say, okay, Peter went to the vegetable shop or people, Peter went to the shop and bought vegetables, let's say, so we do those kinds of exercises so that they can understand that they do when they are summarising it, that they synthesising that they, you know, and then three sentences that will make one sentence maybe all that so that they can understand what it is, and then of course, in our summaries, they need to paraphrase/create new documents – that's something that I've learnt, something used to be able to say, no, now we need to change it in so that it resembles the speech, I go you're creating a new document and I've never had an understanding that quick, because they know what that means. It's like using that technology term and going when I have to change not just what I've summarized, but make it sound like an email what would I do, you know, so I've done that now that I think of it and that was all thanks to technology that you could actually use the experience from technology to make them understand what summarising was before so, for example …[laughs]

Interviewer: thank you thank you so so much for taking the time to chat with me and for answering all of my questions and for your patience and, uh, for providing me with the, the information about the lesson plans – I really appreciate your time and that is the conclusion of this interview so…

Participant 2: …thank you, it was a pleasure, thank you…

Interviewer: …thank you so much, thank you.