

Maria Byrne Interview Summary

[00:09] Did MA in teaching foreign languages (can't remember exactly). First course was 2 weeks face-to-face; had DELTA, so didn't have to do first 60 credits. This was Materials Development. Teaches here, so it was nice to be a student. She's a teacher trainer, so this was a next step. Has used the materials she developed - uses materials for making the course book more 'real world' with CELTA and other materials with Italian teenagers. Loves developing materials, so this was the easiest course for her on the MA.

[03:45] After that did Young Learners – with Simon. (Materials Development was with Alan Pulverness and Jo Stirling.) It was a pilot on-line module on Moodle, with about five other people on the course. It was set out in a brilliant way. They had to make their own videos and put them on there. Videos were talking to camera about a classroom idea for teaching YL . Others watched and had to comment on the video on Moodle. Comments on a wall, wikis etc. Although would generally prefer face-to-face, enjoyed this. YL course was part-time – 8-10 hours a week, possibly over 2-3 months, followed by assignments.

1 IV: so after that i did young learners.
2 IE: was that with joe.
3 IV: no so i did materials development with alan
4 pulberness and joe stirling and then I did young
5 learners with simon.
6 IV: oh okay.
7 IE: and that was it was kind of like the pilot of an
8 online module that they did. it was the first time
9 that theyd done it.
10 IV: on moodle
11 IE: yes. moodle and there were about five other people
12 on the course. and actually because i teach online
13 but i was a bit like id much prefer face to face.
14 IV: yes.
15 IE: and then the way it was set out was brilliant. we
16 did have to make our own videos and put them on
17 there.
18 IV: you did
19 IE: yes.
20 IV: can you remember what you did with that. what sort
21 of video did you make.
22 IE: yes it was about teaching, not teaching young
23 learners but i think it was about sharing material
24 or an idea. i cant actually remember very well but
25 it was definitely a sharing of an idea that you
26 would use in the classroom.
27 IV: so your video was it you talking to camera.
28 IE: yes.
29 IV: it wasn't a video of the students doing something.
29 IE: no, no. we didn't have that.
30 IV: so basically you decided what you were going to
31 say and you recorded that and the other members of
32 the group..
32 IE: people watched and then we had to comment on each

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33 others videos.
34 IV: in the moodle environment.
35 IE: in the moodle. yes. there was also xxxx video on
36 there but there was. yes lots of different ways
37 like i cant remember the actual names but wall then
38 everyone comments on the wall.
39 IV: wall wisher something like that.
40 IE: something like that but it wasnt that. so you know
41 it wasnt a boring just read this you know they
42 used wikis and all different sort of mediums to
43 try and make the content and get us involved and
44 working together so that was really good.
45 IV: so youd say that although youd probably would youre
46 a person that would prefer face to face you
47 actually quite enjoyed
48 IE: no i quite enjoyed it.
49 IV: it was an enjoyable experience.
50 IE: definitely and of course so much easier fitting a
51 two week especially in the summer fitting a two
52 week course is not really something that im able
53 to do face to face.
54 IV: so the way out course with simon was more long term
55 IE: yes.
56 IV: a bit more part time.
57 IE: i think it was probably yes it was definitely part
58 time maybe we had to do about eight to ten hours
59 a week. i cant remember exactly. and it was
60 possibly over two or three months. possibly and
61 then the assignments after that.

[06:54] MB's assignment was very practical; went into schools and taught Spanish to 7-8-year-olds and used data from that. Her lowest mark – distinction for Materials, merit for YL. Not her normal area, so felt more disconnected/out of her comfort zone. Enjoyed the experience but possibly hasn't used it so much.

[8:57] Did dissertation on re-engaging Italian teenagers with dyslexia into the language learning process. Her area, so that's what she wanted to do – loves this, and not many people know so much about it. (*SM talks about his experience at Birmingham University with dyslexia and language learning.*) Was supervised by Jo Stirling. They work together on learning differences courses that MB has set up.

11:29] Learning differences course for anyone who teaches languages. Would like to go into schools and do some training, especially with EAL – there's definitely a need. The problem is that for many junior schools, foreign languages are not high on the priority list. They are using computer software to teach because none of the teachers have a language – very frustrating.

13:06] Was a language teacher and teacher trainer before doing her MA – finished last October.

[13:40] Hasn't used video apart from above. The online course DID use video – giving people the content through different mediums was very important.

[14:44] Teaches DELTA Module 1 on-line. They have a few videos on there; in the process of trying to make it more interactive/dynamic. Uses videos in class a lot – a lot of music videos. On learning differences course tries to have most sessions to have a bit of reading, a bit of discussion, a bit of video, then talk about the various ways material was presented to encourage people to use these different approaches. Quite a visual generation.

16:52] SM: what advice would you give to somebody who was starting to use video in, say teacher training? MB: Use it not just for the sake of it. Watch the video and plan your ideas while you're watching it – you can often get a whole lesson in your head from that. Ask how you are going to engage them, thinking about theme/topic, prediction and personalisation, definitely a task while watching and then something after. Maybe get people to make their own videos. SM: do people do this? Yes, in class – don't know how often – technology.

62 IV: what advice would you give to somebody that was
63 starting to use video for say teacher training or.
64 IE: okay its difficult like in terms of obviously it
65 has to fit you wouldnt just use video for the sake
66 of it it would have to fit the topic. watch the
67 video. you know don't just im going to use this
68 video i know people who do that oh this is about
69 this im going to show them that. like watch it and
70 then kind of plan your lesson plan your ideas while
71 youre watching it. and often from one video you
72 can kind of get a whole lesson in your head from
73 that. and then from there how are you going to
74 engage them. how are you going to get them to want
75 to watch the video. so you know thinking about the
76 theme thinking about the topic. doing some
77 prediction tasks that might be personalisation as
78 well. thinking maybe in the that situation or
79 whatever. then getting them definitely giving them
80 a task while theyre watching the video. and then
81 you know something that comes after that as well.
82 and then perhaps they can also make their own
83 videos as well.
84 IV: is that something that you know people do within
85 xxxx. it sounds like
86 IE: yes.
87 IV: you told me about that one time is that one time.
88 IE: online course.
89 IV: on your online course yes.
90 IE: in class yes i think people do do that kind of
91 thing. like get the students to make their own
92 videos.
93 IV: were talking face to face now.
94 IE: yes we are talking face to face yes.
95 IV: so they make the videos in class.

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96 IE: yes i don't know if people do it often. you tend
97 not to ask.

[19:51] Uses Film English a lot – loves this. Short videos, but the lessons are [really good] SM and MB agree: Much shorter sections used now.