

### 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.