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MA Thesis

The Performance of the iPad in English Language Teaching in Secondary Schools in the Netherlands: A Qualitative Study

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1. Introduction

Technology has been developing rapidly in recent years and is steadily becoming more important in the lives of today's western children. This young generation has grown up with access to various forms of technological equipment and digital media, something which has set them up to be what Marc Prensky refers to as "Digital Natives" ("2001 Digital" 1). He states that "students today are all 'native speakers' of the digital language of computers, video games and the internet" ("2001 Digital" 1) as they have been born into the new technological and digital age. Due to this new generation's understanding of the growing digital world, and their increasingly wide range of abilities made possible by it (such as gathering information quickly and multi-tasking), it is possible to incorporate new technology into schools more frequently. However, many educational systems have been in place for decades, making it difficult to fully incorporate modern Information and Communication Technologies (ICTs).

Many discussions and debates are currently taking place with regard to how ICTs could be more effectively used in classrooms, whether or not today's educational system should be updated, and how this could be done. In his lecture "Changing Education Paradigms" Ken Robinson argues that the system of education used today was designed for a different age, and should therefore be re-thought and adjusted to our modern age. Robinson claims that, in a system based around the circumstances of the Industrial Revolution, it is hard to give students an education suitable to their current needs, with enough stimulation to capture and hold their attention ("Changing Education Paradigms").

Incorporating more technology into schools and using this technology and digital media as educational tools in the daily classroom environment has been seen as a way to modernise the classroom. Children have become accustomed to the presence of technology in their daily lives, and presenting it as an addition to the classroom could make them more attentive and could also teach them useful technological skills. An example of this has been the introduction of iPads in American education in early 2011; not only for students to use at university, but also for pupils to use in primary and secondary schools. Schools in the Netherlands also began using the iPad soon afterwards. In the school year of 2011/2012 the iPad was introduced in a few schools. As the initiative took off, in August 2013 seven "Steve Jobs Schools" opened throughout the Netherlands. These are primary schools which have been specially designed for using only iPads in the classroom, based on a carefully thought out model by the Dutch organisation o4nt ("Onderwijs voor een Nieuwe Tijd.").

Though the iPad has been present in schools in the Netherlands for over two years, academic discussion regarding the topic is limited. After two years of iPad use, now seems a good time to evaluate how this new form of ICTs is being used and what the initial response to it is; it is important to find out more about the ways in which the iPad is being used in secondary school classrooms, and whether or not it is efficient as an educational device.

This thesis will investigate how the iPad has performed so far as an educational device in English classrooms at secondary schools in the Netherlands, and is the first study of its kind in the Netherlands. It shall be based on a literary framework which will be related to interviews with five different teachers who have been using the iPad in their classrooms. That is to say, iPads in primary schools and the Steve Jobs Schools (also primary schools) will not be taken into account. This is because children start to be tested on their English ability and development in secondary school, with English often becoming one of their main subjects throughout secondary school.

Thus far, little research has been done in the Netherlands into the initial reaction of secondary school teachers to the use of the iPad, and the effect this technology has had in the classroom. Furthermore, the idea of using the iPad as a teaching tool has received mixed reactions from educators, the media, parents and students, making it an interesting and controversial topic to study.

A literature review will form the first chapter of this thesis. It will provide background information of the use of ICTs in education, and will give a brief look at the debate concerning today's education system, some information about the iPad, and studies concerning iPad use in education. The second chapter will describe the methodology used for the research and interviews and the third chapter will show the results of these interviews. A fourth chapter will provide a discussion of these findings, linking them to theory included in the literature review and, lastly, a conclusion will be given with thoughts and suggestions for further research.

2. Literature Review

In this chapter a literature review will be given. Important to note is that when *education* is discussed in this research it refers to education in the developed world only. This review will first discuss the link between ICTs and education over the years and what this connection has become today (section 2.1). Secondly, the debate surrounding today's education system will be considered, especially concerning the use of advanced ICTs in classrooms such as the iPad (section 2.2). Thirdly, in section 2.3, the iPad will be examined as a new technological innovation, with a brief history of its introduction and a look at its capabilities. Section 2.4 will discuss literature on the introduction and use of the iPad in the classroom, both in the Netherlands and outside. This will then be considered in more detail with regard to the use of the iPad in the ELT classroom in section 2.5. Lastly, taking all of the above into account a conclusion will be formed and from this conclusion sub-questions will be made which will help to answer the research question (2.6).

2.1. Technology and Education

Education, technology, and the Internet are very much linked in the developed world. Chris Bigum looks at the beginning of this relationship in his 2012 article, stating that “30 years ago, the volume of digital data was nothing like it is today. The Internet was in its infancy... and to speak of a ‘digital world’ would have seemed odd” (16). He goes on to say that in the early stages of the relationship between education and ICT “there was a good deal of optimism about the potential of computers to transform, perhaps even revolutionise, the processes and outcomes of schooling” (16). While change on the scale of a revolution did not take place, the introduction of ICTs in schools did have an impact. However, this impact only meant adjusting schools so that computers could be installed and maintained. After this was completed “schooling continued on much as it always had” (16) Bigum claims.

Once computers became associated with progress, efficiency and improvement, and became more affordable in the late 1980s, they became more popular and were used more in schools, with ICTs becoming “married” to education (18-20), meaning the connection between ICTs and education became stronger. As technology developed, schools incorporated new gadgets in the classroom (e.g. interactive whiteboards and iPads). Bigum claims that “despite the oft-cited ‘schools + computers = improvement’ claim, what computers are used for in schools is always constrained by dominant beliefs about how schools should work” (20). What he means here is that schools will only adopt forms of ICTs which can be worked into their existing structures and routines. Thus, for example, when

schools could not immediately find a way to use mobile phones in their system, they were banned. This solution to problem ICTs, however, could lead to schools and teachers being thought of as disconnected from the world and may also play a role in limiting the possibilities of technology in the classroom (Bigum and Rowan 248). To make full use of ICTs in education, Bigum and Rowan argue, new innovations must be welcomed and tried out, with relevant training and information provided to educators.

This is especially the case when looking at the relationship between education and ICTs in today's developed world, which many scholars are beginning to refer to as the "Digital World" (Alvermann viii-ix; Collins and Halverson 66-80; Dyson 35; Prensky "2005 Listen" 8). Although ICTs are being used in schools today, it has been argued that just *using* them is not enough. Instead, education systems need to be re-thought to stay up-to-date and to cater to the changing and growing needs of young adults (Collins and Halverson 4-7). These young adults have been "born into a world mediated by digital culture" (Hagood, Stevens and Reinking 70) and digital media and stimulation is a growing need for this generation (75-76). Darrell M. West also comments on this, stating that "technology by itself will not remake education. Meaningful change will require alterations in technology, educational structure, instructional approach, and educational assessment" (2). Thus, in order for the relationship between technology and education to stay strong, it seems that a change made to today's educational system is worth considering.

This sets the scene for the following section on the debate surrounding today's education system. With a strong growth in digital culture and development there are different ideas on how digital devices could be incorporated into the education system of the developed world, if it should be incorporated at all, and to what extent it could be incorporated.

2.2. Today's Education and ICTs Debate

The debate surrounding today's educational system is a complicated one which has countless arguments, points of view and suggestions. For this reason the focus here will be on the different attitudes towards ICTs in education and what factors are influencing the use of ICTs such as iPads.

In his lecture "Changing Education Paradigms" Ken Robinson argues that today's education system in the developing world is outdated, having been "designed and conceived and structured for a different age. It was conceived in the intellectual culture of the enlightenment and in the economic circumstances of the Industrial Revolution." Robinson

shows that in the current education system children are educated by age group, leading to a sort of “factory line” treatment of the children with them being tested individually. This has led Robinson to suggest that today’s education system should be completely changed. For example, by getting rid of standardised tests and allowing individuals to work in the way which suits them best. It may seem radical, yet the point Robinson makes about collaboration is an interesting one. He states that “great learning happens in groups[. . .]. If we atomise people and separate them and judge them separately we form a kind of disjunction between them and their natural learning environment” (“Changing Education Paradigms.”). Group work and collaboration can be done in new and interesting ways using ICTs.

In a similar vein, Marc Prensky argues that to reach all students of the Digital World, educators, education systems and governments should adopt new technologies and experiment with ways in which they can be used, revolutionising education as we know it (“2001 Digital” 5-6). For example, by using technology to create new educational games, creating simulations of historical events, or using debates to learn. This links in to Robinson’s suggestion to change the education system. Prensky argues that one of the main reasons for today’s educational system being outdated is students having changed so drastically. This change is one he refers to as “a ‘singularity’ – an event which changes things so fundamentally that there is absolutely no going back. This so-called ‘singularity’ is the arrival and rapid dissemination of digital technology in the last decades of the twentieth century” (“2001 Digital” 1). Growing up surrounded by so many digital technologies and media has made the younger generation “‘native speakers’ of the digital language of computers, video games and the Internet” (1), leading to his naming this generation “Digital Natives” (1). Moreover, Prensky goes on to discuss what he calls the “Digital Immigrant”, those people who have had to adapt to a world where technology has become a big part of life, rather than being born into this world (“2001 Digital” 3). What Prensky tries to highlight is that the Digital Natives have a more natural way of using and incorporating technology into their lives, yet they are still being taught by Digital Immigrants (“2001 Digital” 3).

While Prensky’s views are thought radical and/or wanting evidence by some (such as Helsper and Eynon 503-505; Selwyn 370-371) an important idea can be taken from his article: the assumption that teaching methods which worked in the past will work today should be questioned (4). He calls for teaching methods to be reconsidered and for changes to be made in education systems to keep Digital Natives stimulated. Darrell M. West supports this idea. He claims that teachers play a fundamental role when it comes to incorporating technology in the classroom, and that their “attitudes toward technology affect how they use

new approaches” (30). New technology can be daunting to use and “without a familiarity with technology or experience in using it in the classroom, teachers will be unable to take full advantage of digital resources” (31). It is important for teachers to be comfortable with technology and how to use it in the classroom, ideally receiving training to gain this expertise. Teachers can then act as a guide for students, helping to motivate them. West claims that “teachers who have been trained are much more confident[. . .] and are more likely to deploy[. . .] innovations” (103).

Tapscott is of a similar opinion, saying that using ICTs in a classroom environment can help students discuss subjects with one another and learn from one another, guided by the teacher, instead of simply listening to teacher lectures. They can interact on forums, or even use the Internet during discussions to back up their points or find other interesting, related discussion ideas and this collaboration could improve learning (8-9). He discusses the possibilities of changing education systems by looking at the ways students use new ICTs and incorporating their activity and methods into the system. This might be difficult, he says, as many educators dislike change, and the idea of students having much freedom where technology is concerned is often received negatively (8-11). This would involve steps such as teaching life-skills instead of only material to pass exams, and focusing more on education as fun and entertaining, giving students room to be creative (10).

Neil Selwyn, for example, considers the arguments for and against the idea of a digital native and points out some important factors which have to be kept in mind concerning the use of technology in schools. While there are many benefits to using the Internet and ICTs, it also comes with risks. The obvious ones he mentions are “the physical, emotional and sexual risks associated with young people’s digital excesses” (368), but he goes on to discuss the way in which young people can believe everything found online, that their critical thinking skills may be affected negatively, and that students may become lazy and stop trying to learn as they can copy and paste things found online. In addition to the Internet and ICTs having a negative effect on their practical skills, he also discusses the fact that access to the Internet and technologies can promote disrespectful behaviour and lead to teachers being undermined as students can become detached from the formal institution that is school.

Helsper and Eynon also question the idea of digital natives. They argue that having good technological skills in the digital world cannot be assumed for a whole generation, as there are other factors (such as gender, breadth of use) that influence technological skill (503-504). If this is the case, education systems must take care to not move forward too quickly without having a good technological support system in place.

2.3. The iPad as an Innovation

The iPad is a tablet which was introduced by Apple in April 2010. A tablet is a computer the size of a book with a large touch screen and many accessories in a single device which became popular due to its ease of use and transportability. When released, the iPad was marketed as “a revolutionary device for browsing the web, reading and sending email, enjoying photos, watching videos, listening to music, playing games, reading e-books and much more” (“Apple Launches iPad.”). It was intended as a new digital piece of hardware that was able to incorporate laptop, camera, music player, e-reader and more into one device. Since then a new version has been released each year, with the iPad 2 and iPad 5 currently still available for purchase. After the release of Apple’s iPad, Android tablets, which function on Windows, appeared on the market in competition.

Immediately after its initial release, the iPad was used for homeschooling purposes and this subject was enthusiastically discussed on websites and blogs online. Positive feedback appeared on the websites about the different applications, or apps, which iPads offered, its speed, its battery life making it usable for the entire day and its appeal to children (Cabot; Ginac; “Homeschool”).

Apple, possibly encouraged by this, soon began to upgrade and advertise the iPad as an educational tool. The iPad 2 (released in 2011) was, in addition to its original target group, marketed towards the education sector. Educational apps, which are software applications specifically designed for mobile devices, were developed and iBooks 2 appeared in 2012 with interactive textbooks for children (“Apple Reinvents Textbooks with iBooks 2 for iPad.”). With a website designed to show how the iPad can be used for educational purposes, Apple shows how far they have gone to create a device which both teachers and students can make use of with “hundreds of thousands of apps, interactive textbooks, videos and podcasts [topic-specific narrative] that cover every subject and grade level” (“Apps, books, and more.”). This launch of the iPad as an educational tool led to it being introduced in school classrooms for the first time in 2011.

2.4. iPads in the Classroom

In 2011 iPads were first launched in education in the United States. This was largely for the use of university students, but it was also introduced and used by pupils in primary and secondary schools (Quillen 38). This use has been growing, with one of the newest projects being that of the Los Angeles School District, which, in September 2013, “began carrying out a \$50 million plan to equip 30,000 students in 47 schools from kindergarten through 12th

grade with an iPad” (Leonard). This shows the current popularity and incorporation of iPad use in education, a mere three years after its initial release.

Some countries in Europe, such as Ireland, parts of Scandinavia and the Netherlands, have also adopted the iPad in education systems. In the Netherlands there are a few organisations which have encouraged technological advancement in classrooms. For example, “Onderwijs voor een Nieuwe Tijd” (o4nt, in English “Education for a New Era”), as stated in their manifesto, believe that the iPad marks the beginning of a new era and that children who use it in school will be preparing themselves properly for their future in the twenty-first century (1). o4nt started the “Steve Jobs Schools” in the Netherlands, with seven opening in August 2013. These are primary schools which use the iPad for a specially developed curriculum with adjusted class times and school holidays, with o4nt gathering sponsors such as Vodafone for this initiative (Van Hoek). Furthermore, the organisation named “iScholenGroep” (formerly “MacScholenGroep”) forms a platform for member-schools to discuss (Apple) ICTs possibilities and experiences, also offering the possibility for training, information, and discounts on technology for schools (“Wie zijn wij?”). As well as iPads being used in primary schools, a number of secondary schools have been using these devices in the classroom for the past 2 years.

Reactions to the use of iPads in schools are both positive and negative. The high cost of an iPad compared to other tablets, which are not allowed to be used at “iPad schools” often appears as a major drawback. Parents often do not understand why the choice of tablet must be the iPad, not noticing any features or possibilities which are not present in any competing, cheaper brand of tablet (Weckler; Veraa; “School verplicht”). Furthermore, if schools do not have the necessary security systems in place, there is also the possibility of iPad theft. In the Netherlands a school’s iPads were stolen after thieves forced a door and a lock (Van der Zwaag), and some parents in the UK are worried that iPads could be stolen from their children walking back from school. Other negative factors are connectivity problems: with all iPads needing wifi-access, a malfunction in the system can quickly lead to disruption of school work. There is also the fear of students becoming distracted from their schoolwork due to all the applications and games which can be played on an iPad, with teachers having little to no control over what each child is doing during class and with each teacher needing to be well-trained in iPad use (Peachy). Ben Wieder discusses drawbacks which include the iPad not being able to be used for annotation, and not many textbooks being available for iPad.

Nik Peachy discusses advantages of the iPad in the classroom as well as disadvantages and names the wide-range of apps the iPad can run as a big advantage. Different mediums can be incorporated into the classroom, such as Internet, videos, and audio, and the iPad is fast to use, powers on quickly, and has an impressive battery life. More advantages of using the iPad are shown by Wieder, who says that the iPad is a useful tool for collaboration which helps students learn, and can be used well in class discussions to look up extra material and evidence quickly. Laptops, he says, can create a barrier in discussions because of their raised screen, a problem which does not appear with iPad use. Furthermore, the use of the iPad is claimed to save money on textbooks and paper in schools (Meurant 217-218).

With many technological devices on the market, it is interesting to look at whether the iPad, as a device, is ready for the classroom, and vice versa. Murray and Olcese look into whether education is ready for the iPad to be used in teaching and learning. They found that, though the iPad is an impressive technological device, its teaching and learning capabilities are not revolutionary. They feel that it is possible to use the iPad for different things, but hard to collaborate with an entire class all the time with all types of subjects. In addition, they feel that teaching models, and how today's students learn, should be looked into first and adapted, before introducing new technology into an old system (47-48), believing that an update in the educational system is needed before the iPad can begin to be used effectively.

Another effect of using the iPad is the reduced amount of paper and printing. Shepherd and Reeves completed a study to find out if the iPad can help towards a paperless classroom, something considered environmentally friendly and helpful by some. Shepherd and Reeves found that this was the case stating that "What we are experiencing now is definitely not an iPad! The paperless classroom is a reality for both the instructor and student" (15). In trying to see if the use of mobile devices has an effect on students' learning, Brand and Kinash state in their report that this use can improve the relationship between teachers and learners by allowing them to connect via mobile devices and that the use of technology can help motivate students (150).

In the Netherlands iPad use in schools has also been looked at, though research is lacking. Imke Boonen researched the support systems teachers need to be able to use tablets successfully. She concludes that a goal should be made for the school and what it wants to achieve, with steps towards reaching it. Furthermore, the leadership in the school must be strong, and under the guidance of a teacher who knows about iPads, each section of the

school must have teachers discussing and sharing ideas for using the iPad. These groups should then share their ideas with one another (63).

Kennisnet, an educational website in the Netherlands, interviewed students at school in an informal setting about using the iPad in secondary schools. The interviewer received positive reviews from the students concerning the use of the iPad in class. Reactions include liking the various application possibilities, finding it easy to use, and students having less weight in their bags (“Leerlingen St. Janscollege”). Many advantages discuss the ease of use of the iPad, its mobility and battery life, and the fact that it does not weigh much and is small. The disadvantages concern the distractions which come from using the iPad in the classroom, the fact that it is an expensive device (which can also lead to security issues), and the technical difficulties which can disrupt class-time. It is not clear if advantages outweigh the disadvantages, or vice versa, as they do concern very different aspects of iPad use at school.

2.5. iPads and ELT

Not so many studies specifically discuss the use of iPads in the English language classrooms of schools, though there are numerous studies in which long-distance or online EFL learning at university level is examined (for example in Korea and Japan). With regard to reading skills, Dale Sheppard experiments with the use of the iPad as an eBook reader in a primary school environment in Australia. He found that there is “a lack of resources and technological support available” (12), and that, though students enjoy using the iPad, the device did not improve their reading (scores decreasing in some situations). He also found that the iPad leads to distraction of students and makes it hard to engage them in activities not involving iPad use (12). In another study which also considers the relationship between the iPad and the reading skills of primary school students, it was found that teachers must prepare well and know how they want to use the iPad for literacy skills, making sure the investment in the iPad is worthwhile and that they, as teachers, are able to lead the students well and solve any technical issues which might come up (Hutchison, Beschorner and Schmidt-Crawford 22-23). As research in this specific field is limited, it will be interesting to see how iPad use in English classrooms in the Netherlands is viewed by the teachers interviewed here.

2.6. Conclusion and Questions

From the above it can be seen that there are many mixed reactions to the use of the iPad in schools, different advantages and disadvantages have been identified, and questions have been raised about today’s education system being ready for the use of iPads. Based on this

literature review some sub-questions have been formed to help formulate interview questions for qualitative research. These questions will focus on the way in which a sample group of teachers of English in the Netherlands have experienced the introduction and use of the iPad in the English classroom. The findings from interviews carried out with the teachers can be used to answer these sub-questions and hopefully shine some light on the research question concerning the use of iPads as an educational tool. With this in mind, the sub-questions here are:

1. Does training/experience in iPad use have an effect on the way it is used in ELT?
2. What aspects of ELT can be taught using the iPad?
3. Is the iPad a necessity, or would another tablet do?
4. What effect does the iPad have on students' behaviour in class?
5. What are the disadvantages of using the iPad in the classroom?
6. What are the advantages of using the iPad in the classroom?

In addition to this, teachers will be asked about their use of the iPad (also concerning the applications used), their iPad training and how their classroom has changed since its introduction. Secondly, different aspects of ELT will be covered (reading, writing, listening, speaking) to see how teaching these has changed with the iPad. Lastly, a focus will be made on the positive and negative effects of the iPad. Throughout the interviews the opportunity will be given to teachers to elaborate on items they find important. The methodology section following this will outline how interviews have been carried out.

3. Methodology

A qualitative research method has been chosen to investigate how the iPad has performed so far as an educational device in English classrooms at secondary schools in the Netherlands. To be able to compare teacher opinions on the performance of the iPad in the classroom, qualitative research was found to be more suitable. The quantitative method deals with numerical data (Muijs 1-2) which was not seen as a suitable form of data for analysing the initial response to iPad performance as seen by teachers as this would not be numerical, but would come in the form of interviews. Therefore, no numerical analyses have been made in this research.

Thus far, there is no source stating the amount of secondary schools currently using the iPad in the Netherlands, but it is estimated that there are less than thirty. For this research, five schools were contacted but responses were sparse. Some did not have time for research to be done, whereas others did not react to emails or phone calls. In total five teachers were interviewed; four (T1, T2, T3, and T4) from school one (S1), and one (T5) from a second school (S2). At both schools, teachers are given iPads to work with and all students have their own personal iPad which their parents have bought. For privacy reasons both the schools and the teachers will remain anonymous. Both are public schools, one school in Amsterdam and the other near Apeldoorn. The sample chosen was largely based on teachers who were available at the time and on the limited number of English language teachers in the Netherlands currently working with the iPad in the classroom.

Interviews were conducted with English language teachers currently using the iPad as an educational tool. As these teachers have had experience with the iPad in the classroom, a semi-structured interview technique was chosen so that they could elaborate on points which they found to be important, and their perspective, thoughts and experiences, both positive and negative, could be shown clearly. Face-to-face interviews were deemed necessary as the interviewer would be able to “directly react on what the other says or does,” as the “interviewee is more spontaneous” (Opdenakker 3). This also meant the interviewer must “concentrate much more on the questions to be asked and the answers given. Especially when an unstructured or semi-structured interview list is used, and the interviewer has to formulate questions as a result of the interactive nature of communication” (3). A semi-structured technique was chosen as it can lead to more information which the interviewer may not have known about when preparing interviews, even after having done extensive research. As the teachers interviewed knew more about the iPad’s performance in ELT classrooms this was an important factor. Furthermore, the semi-structured interviews were structured with reference

to Tom Wengraf's *Qualitative Research Interviewing: Biographical and Semi-Structured Methods*.

The interviews were carried out at the schools where the teachers taught, and were in English (all teachers having been asked if they preferred English or Dutch). The interviews were recorded using a laptop and a microphone, and varied from 20 to 45 minutes in length. The interviews with T1, T2, T3 and T5 took place in June 2013, and the interview with T4 took place in August 2013. The focus of the research was explained to the teachers, as well as the fact that all interviews would be kept completely anonymous.

The interview questions were formulated based on the literature review and English language education, with the questions focused on three topics. Firstly the subject of teacher and student training with the iPad was addressed, including a closer look at the various uses the iPad could have in the classroom. Secondly, important features of ELT were considered, including reading, writing, speaking, listening and grammar. Lastly, questions were asked about the effect the iPad has had on teaching and learning in the English language classroom, both positive and negative. These questions were designed to explore topics the researcher thought important for answering the research question, while remaining open enough for each teacher to elaborate where they felt it was necessary and/or helpful.

The teachers were also asked their age, how long they had been teaching, and how long they had been using the iPad alongside their teaching, both at home or at work. They were then asked the prepared interview questions (see Appendix 1). In addition to answering these questions, all teachers were encouraged to elaborate on points they thought were important. From the gathered information it was possible to pinpoint factors which have an effect on the reception and use of the iPad in ELT classrooms.

Once data had been collected all of the interviews were transcribed using EXMARaLDA© (Schmidt and Wörner) and the answers for all questions were compared and the differences and similarities noted. The full transcripts can be found in Appendices 2-6b (the interview with T5 had to be split up into Appendix 6a and 6b because of a location change mid-interview). The transcripts were then analysed with regard to the research question and sub-questions so as to answer them, leading to the results given in the following section.

4. Results

In this chapter the results of the interviews will be given. For this research five teachers from two schools who have used the iPad in the English classroom have been interviewed.

Teachers 1, 2, 3, and 4 are from the first school, and teacher 5 is from the second school, as stated in section 3. First, the teacher characteristics will be discussed. In the conclusion of the literature review, section 2.6, sub-questions were formed to help answer the question of how the iPad has performed so far as an educational device in English classrooms at secondary schools in the Netherlands. These sub-questions will form the remaining sub-sections of this results section, with relevant results picked out to answer these sub-questions.

4.1. Teacher Characteristics

As shown in Table 1, of the teachers interviewed one was male (T1) and four were female. The ages ranged from 22 to 40 years old. There was a large spread in years of teaching, with T2 only having been teaching for a year and T3 for a total of ten years. In S1 the iPad had been used in the classroom for just over two full school years. T1, T3, and T4 had been using the iPad in the classroom for this amount of time, and T2 for the year she had been teaching. S2 had just started their second year of iPad use, with T5 having taught with the iPad for just over a year.

Whereas T1, T2 and T3 had limited experience with iPads before they started using them in the classroom, T4 and T5 had more experience. T4 was very enthusiastic about new technology and incorporating the iPad into the classroom, becoming the iPad coordinator at S1 and looking up new ways in which to use the iPad. T5 has also been in contact with an iPad at home before it was introduced in her classroom, and was positive about keeping schools up-to-date with new technologies.

Overall the opinions on the use of the iPad in ELT were divided. Whereas T1, T2 and T3 were generally negative about iPad use, T4 and T5 were more positive.

Teacher	School	Age	Total years teaching	Total years using the iPad in class
T1 (m)	S1	31	7	3
T2 (f)	S1	22	1	1
T3 (f)	S1	40	10	3
T4 (f)	S1	28	8	3
T5 (f)	S2	40	9	1

Table 1: Teacher Characteristics

4.2. The Effect of iPad Training on the way it is used in ELT

Both schools offered training before the iPads were introduced to the classroom. However, T1, T2, T3 and T4 did not make use of any training at S1. Training was aimed more at the technical aspects of using the iPad rather than what could be done with it in the classroom, with the latter being the training that T1, T2 and T3 felt would be most useful. T1, T2, and T3 felt that there is not enough support for the teachers throughout the year with T1 stating “There is no kind of support framework for us as teachers of how to use this thing in the classroom.” This lack of information on *how* to make use of the iPad during a class led to the iPads only being used to let students look something up on the Internet or to write something down, as T2 mentions. Furthermore, with training in Dutch, training was not accessible to all teachers, as mentioned by T3. She could not make use of the offered training as she is from Scotland and was not proficient in Dutch. In contrast, T4, also from S1, claimed that plenty of help is available for teachers, with monthly workshops and a helpdesk, and feels that not enough teachers make use of this help, saying “We always see the same teachers and they ask the same questions... Some of the teachers, they don’t show up but they’re also having difficulties, so I don’t know how they manage.” This difference could be explained by T4’s enthusiasm for technologies in the classroom and her involvement in the introduction of the iPad to S1.

T5 feels that in S2 there is plenty of training and support available for teachers, including periodical courses and workshops where teachers learn about specific apps and specific uses of the iPad to use in the class. These periodical courses are given every three months and are led by an iPad specialist from outside the school. In addition, the school’s weekly news letter always contains a section on “iPad news.”

It seems that the training offered at S1 did not connect with the needs of the teachers. They were given information about the technical workings of the iPad, but not how to use it in the classroom. This lack of functional training may have led to the more negative views of T1, T2 and T3 towards the iPad as an educational tool. At S2, however, this training was provided and it may have led to a more positive reaction from T5. Age does not seem to have made a difference here, but T4 and T5 both had more experience with the iPad which may have helped create more positive feelings towards it.

4.3. The Aspects of ELT which can be taught using the iPad

The way the iPad is used to teach different aspects of ELT differs between the teachers. Below four aspects of ELT (reading, writing, listening and speaking) will be considered.

Reading

It is used most often to read books on, helping students practice their reading skills. T1, who hardly makes use of the iPad in the classroom, still uses it for this purpose. This, however, is mostly due to the fact that the school has stopped buying hardcopy books for the children to read. He feels the children are quite unhappy about this change, saying “It saves us money in that way, but I think the kids would rather have books. A lot of them said they would rather have books.” He also adds “It doesn’t aid their reading skills in any way.” T2 makes more use of the iPad in the classroom. In addition to reading books on the iPad, she also has made use of a Shakespeare app, in which his play *Romeo and Juliet* can be read in the original English, and there is the option of clicking a word to show its meaning. However, she does not feel that the iPad is a good alternative for reading, compared to a hardcopy book, “It’s just that, because the iPad has other possibilities as well, I think the threshold to click away, to minimise the book and go check your e-mail, will be lower than if you were holding the actual book.” In addition, T3 also has not been using the iPad for much more than an interactive reading device. When speaking about iBooks she states: “On the whole the kids don’t really like it, they prefer a paper copy.”

T4, in contrast, tries to make as much use of the iPad as possible in the classroom when it comes to reading. As well as using it to read books on, she makes use of different apps that allow children to read books or stories on a level appropriate for their skill. She explains this as follows: “For example, the Bookworms [app] books, they are staged grade 1 to 6, so we try to use them at the appropriate level. Some students are working harder than the others, so we let them read a more difficult book, or an easier book if they find it difficult, just to keep them reading.” She also adds: “I think about 75% of the apps are really pointed towards a lower level of English, in basic or primary school, so most of the apps we can’t really use in class.”

T5 is not using the iPad to read books with, however. This is something that she would like to do, but the management of the school (S2) is unsure about how this should be funded. She does try to use the iPad for reading comprehension in another way, however: “What I have done is go on Internet sites[. . .] where there are small short stories with comprehension questions. We do that often and they can do it in 15 minutes at different levels.”

Writing

When working on writing skills, T3 sometimes lets the children use the iPad to go to websites with grammar exercises. However, she says, “It could be useful for grammar because there’s lots of very good grammar exercises online, but then you could also use books.” T5 also tries to make extended use of the iPad in her classroom. One of the ways she uses the iPad in the classroom is for tense exercises, which she explains as follows:

There are a lot of apps available . . . to teach your tenses, which gives the kids a direct feedback. They do a little test of 12 questions and I can see what they got wrong and then they go back to the wrong ones. What I do in class is tell them to talk to their neighbour, show them your iPad and discuss together what you did wrong. Then when they finish discussing, I randomly select a couple to come to the class to present what they did wrong and what their discussion was about, and then we discuss it as a group together.

The effect of the iPad on writing skills in ELT is also a topic of discussion amongst the teachers. This discussion specifically focuses on the availability of the spellchecker on the iPad, and the way it influences the spelling ability of the students. In both schools the students almost exclusively use the iPad for taking notes, rather than writing them down in a notebook. In the school of T5 it is compulsory to take notes on the iPad. Most of the assignments also need to be made on, and handed in through, the iPad. T1 does not see a way to circumvent the students using the spellchecker on the iPad, other than having them do certain assignments on paper still. He feels that the availability of the spellchecker has a negative impact on the students’ spelling abilities, saying “I would say in my experience the general level of spellings now is worse than it was when I started teaching [7 years ago] but you know that’s not something I can gauge in any kind of scientific way.” T2 agrees with this: “I think it does affect their spelling, because their spelling is not very good as it is. I’m not very impressed by their spelling, but then again I don’t know if it’s up to par, because I don’t know what they were like in the previous years.” She also confirms that the students use the iPad to do most assignments they are given, saying “Yeah they use it to write the assignments we give them, even if I want them to write it on paper. If I don’t specifically instruct them to write it on paper they will get their iPads out.”

T4 does not experience many problems with the spellchecker, however. In her experience, most of the children actually disable the spellchecker because they find it an annoyance: “On the iPad, they get this red line underneath every word, or it auto-corrects them and they find it very annoying because I ask them to type this but then the iPad decides

it's not a word and they get frustrated, so most of them turn it off." T5 also does not see the availability of a spellchecker on the iPad as an issue. She tries to incorporate the spellchecker in her spelling exercises and turn it into an educational tool, rather than letting it interfere with the students' spelling ability: "I get them to use the iPad as a tool to check their spelling[. . .] they come into class and I dictate any 10 words, and they get a mark on those 10 words. They have to spell them correctly and know the meaning, and they check it on the iPad. So they finish the test, check it on the iPad and see which ones they got wrong, and they get a mark." However, beyond this she does not use the iPad for any writing exercises, as she sees the need of children still needing to learn how to write. She says there needs to be a "golden balance between the iPad and writing, not just one or the other."

Listening

For listening, T4 uses an app which allows the children to practice their listening skills by listening to stories being read out to them, as well as test their knowledge by providing quizzes on what they have just heard.

Speaking

As yet, none of the teachers have found a way to make use of the iPad with regard to the topic of pronunciation and speaking in ELT. "When we want them to speak, we want them to speak in real life and not through a computer," says T2. T4 adds that although some apps can provide the pronunciation of certain words, there is not a specific app for learning it.

Reading and writing are the two aspects of ELT which the iPad is used for in the classroom. Both are viewed in different ways by the teachers interviewed; some teachers only see the iPad as a poor replacement for hardcopy books, and the spellchecker function is thought by some to influence the children's spelling abilities negatively. The teachers all have different methods of dealing with these issues, some not using the iPad at all and some trying to make the most of the situation. The experience with the iPad which T4 and T5 have could be one reason behind them using the iPad for more activities, and for them being more active in looking up new possibilities of iPad use for ELT.

4.4. The iPad as a Necessity, compared to another Tablet/Device as Replacement

Even though the sceptical teachers T1, T2 and T3 agree that the iPad *could* be a useful addition in education, they do not see why particularly the iPad should be used. T1 feels that

the iPad does not provide the students with a challenge, stating “My son is three and he can use an iPad. He doesn’t need to be taught how to use it, he can just use it, so, you know, these fourteen and fifteen year olds, I think they’re getting nothing from it.” In addition, he feels that a laptop would be more in place and more useful in the classroom, because it provides more possibilities for students to learn skills, such as programming and touch-typing, and it does not have the status of an entertainment device: “Technology is nice, and innovation, and I do think we should use a lot of technology at school, but I just think the iPad doesn’t add much. I mean, a laptop would be taken seriously[. . .] But an iPad’s an iPad; it’s for leisure, it’s for gaming[. . .] it’s not for school.”

On the other hand, T4 feels that the iPad, as new educational technology, is the best option. Although she agrees that other tablets could be used as well, she says certain apps are only available on the iPad, and that, in fact, most educational apps are iPad-only. Specifically, she referred to an iPad-exclusive app which allows teachers to create their own course module to which students can subscribe, and lets the teachers create custom assignments, presentations, videos, etc. “and now over 15 teachers are using it [app], so that’s what we really want[. . .] not to use any other methods but just our own materials. So, using it [app] would mean they would only use the iPad. That’s what we really want.”

It seems that the way the iPad is viewed by a teacher, as a leisure device or an educational one, can have an effect on how enthusiastic they feel about using it in the classroom. Though a few iPad exclusive apps were used, it does not seem as if the iPad is the only tablet that could be used in the classroom.

4.5. The Effect of the iPad on Students’ Behaviour in Class

All teachers agree that the use of the iPad in the classroom can be a distraction for the students. Opinions vary on how this can be managed and how the iPad could also be used as a motivational tool in class. Because the iPad is able to connect to the Internet, the teachers see it as an open door for students to step away from the lesson and instead focus on their lives on the Internet. T1 describes it as “These days in an iPad class you always have about five kids who compulsively need to check their iPad every couple of minutes because they’ve got their e-mail open, Facebook, Twitter, all this kind of stuff[. . .] checking it and they can’t concentrate on the lesson.” He feels a solution to this would be to have an app which allows teachers to monitor the students’ activity on their iPad. T2 agrees with this, naming the distracting effect of the iPad as a reason to use it as little as possible:

I like to keep the iPad in the bag, because it's such a distraction, and if you give them an assignment on the iPad, you take a big risk. You just run this risk of them not actually doing what you want. And they can pretend to you that they *do* do it, because as soon as they see you walk up to them, they can just click one button and the screen will change. I'm still often quick enough to see that they've been doing something else, but you can't really call them out on it.

The behaviour of students is not easily corrigible or punishable, she points out: "You can't really punish them by taking away their iPad because they need it to write, so when I sometimes do punish them by taking their iPads away, 5 minutes later I found myself having to give them back the iPads because they needed to write on it." She also provides a possible solution for this problem, in the form of special "school iPads" that are school property and have restricted access on them, preventing the students from allowing themselves to get distracted: "So it blocks specific sites and you only have a limited number of apps on those iPads, so that when they get an iPad it's basically an extension of their writing, of their sheet of paper." T3 agrees with T1 and T2, saying "The older classes, the older students, I find use it for everything *but* what they're meant to be used for, so it's just a complete distraction for them. They check their e-mail, they're looking at their marks, they're doing everything and anything apart from focusing on what they're supposed to be focusing on." She, in contrast to T2, does ban iPads from the classroom if they're being misused. In addition, she doesn't see the iPad specifically motivating students to work harder in the classroom, because the students don't associate the iPad exclusively with school: "It's something that's in their lives 24/7. To have one in the classroom is not necessarily motivating. It might be for some of them, but not in general I think."

As well as being distracting for students, the iPad can also be a motivational tool for the students, as T4 comments on. With regards to it being distracting, she says there's nothing much the teachers can or should want to do to prevent this, saying

We don't really have a rule that says you can't have any games on your iPad, because it's their property, they buy it themselves. So we can't really tell them to delete all their games, so we have to find a way in which they can really focus on their work. If you don't look at them closely, they're gaming. I think that's the biggest difficulty we run into, the gaming part... You could install an app and as teacher you can see what they're doing on their iPad, but that's what we don't want in this school.

T5 agrees with T4 in the sense that the iPad can be both motivating and distracting. Her solution to the distractions it offers is simple: “The remedy is to discipline them.” She also tries to turn the monitoring of the children into something positive, using the opportunity to give the children more coaching and help during the lesson. “I know that if I give my class an assignment on the iPad and walk around, keep walking up and down the rows, talking to all the children saying ‘check this, check that’, they also appreciate the interaction.” She prefers this method to remotely checking on the students using a monitoring app.

The distractive effect of the iPad seems to be something that all teachers have encountered. They all have different ways of dealing with this, ranging from banning the iPad from the classroom to just accepting the situation and trying to walk around the classroom more often. Most teachers feel that a good way of managing the distractions would be to have a means of remotely monitoring the students’ activities on the iPad during class time, similar to what has been done in school computer labs before.

4.6. The Disadvantages of Using the iPad in the Classroom

There are several disadvantages of using the iPad in the classroom, with the distracting effect of the iPad being named by all the teachers, as discussed in section 4.5. Besides the distracting effect, T1 has found that the iPad has no educational value in his class, though he has tried to use it in various ways: “I thought it would be nice if you’re having a class discussion if you did it on an online forum instead of verbally, would other kids than the ones who usually put their hand up and talk, would they get involved more... it turns out they all show exactly the same behaviour as they did in a normal lesson.” Another concern he has is the negative social impact the iPad has on the students: “If you stay for a break time, just walk around the building and look at what you see. I mean, you see a lot of kids just sitting there playing games, not interacting with anyone, and I think that’s very unhealthy... I think the iPads could be having quite a negative influence on their social skills as well.” Ultimately he is of the opinion that: “I would get better results just by ignoring the iPad and just throwing it in a bag.” T2 shares T1’s negative view of the iPad, as she also struggles to hold the students’ attention. She has also tried to incorporate an online forum in class discussions, but has stopped doing this as some students felt the need to use it to post rude comments: “I think my conclusion from this year is that I prefer not to use the iPad, because it’s so difficult to keep everyone’s attention for the full 50 minutes... It’s kind of tiring; I spend the first 5 minutes of the lesson usually telling the students to put the iPads in their bags.” T3 shares the opinion of T1 on the negative social impact of the iPad on students, saying:

There were a few parents who were concerned that we had iPads, because they would walk up and down the corridors in the break time and see all the kids on their iPads. There are parents that are concerned that their kids are using too much technology. They're on these things at home and don't really want them to be sent to a school where they're on it 24/7.

The iPad has also been used by the school as a marketing school, a method of drawing new students which T3 feels is not good: "At the open day we had some parents that were, it was quite disturbing, there were a couple of parents who wanted to send their kid here, the only reason being that we had iPads." T1 also confirms this marketing use of the iPad, saying "One teacher said that she'd spoken to the head of the school and she'd asked him 'What are we meant to say to parents if they ask us what the added value of an iPad is?' and apparently[. . .] she said that he said 'There is no added value from iPads. It's something we use to make the school attractive.'"

Technical difficulties are also a disadvantage. T4 discusses her experiences with these difficulties, saying: "It's pretty difficult with the Wi-Fi not working, and because there's a difficulty when they have to download something or they're watching a video and then the Wi-Fi stops." She feels, however, that how technical difficulties are allowed to disrupt the lesson depends on the teacher, adding "I think most of it is also because most of our teachers are not technically skilled enough to get it to work." In addition, she feels most disadvantages named by other teachers have more to do with the attitude of the teachers themselves, rather than with the iPad: "Some people just don't like the way the education is going, the really traditional ones [teachers]." T5 also names technical difficulties as a problem when using the iPad. The English department of S2 did not invest in any course material, and were therefore reliant on the iPad and the network it was connected to. If the device or network malfunctioned, they had nothing to fall back on. She also adds that the children sometimes have trouble finding where they left off on the iPad, as the exercises or books or not always as structured as a hardcopy book: "The kids couldn't remember where they were, on what page, because you click through on these pages the kids have to learn about... and they struggled to find the page back at home with mum and dad whereas in a book, they just turn to page 10 and page 10 doesn't change." In addition, she expresses concern about social media in class, as children did not always know what the boundaries for acceptable behaviour are, leading to rude comments being posted and bullying.

In summary, in addition to the distractive effect of the iPad discussed in section 4.5, several other disadvantages have been named by the teachers interviewed. As the iPad was

only used in class for the same tasks covered before its introduction, the lack of a new educational innovation was named as a disadvantage. Furthermore, some teachers felt that students' social skills were negatively affected by the constant presence of iPads. Technical difficulties were also named as a large negative factor, with classrooms becoming completely reliant on a properly functioning network. If this malfunctioned, class time was often severely affected.

4.7. The Advantages of Using the iPad in the Classroom

Although T1, T2 and T3 are not enthusiastic about the use of the iPad in the classroom, they do see that it *can* be useful in the classroom. T1 agrees that if a way is found to track and manage the activity of the students on their iPad properly, as discussed above, a more profitable use can be made of it. However, he adds: "I haven't found any apps that I think 'Okay, this is more than just a nice novelty.'" T2 agrees with this opinion, and offers the solution of the before named "school iPads." In addition, "If I had to name one plus of the iPad, it's that it costs less paper. But we don't really have books, so when we do want to have something printed out, then you actually do need to print a lot, but otherwise you can give them the iPad and save paper that way." With the iPads immediate ability to access the internet, T3 feels that the iPad can be a useful tool in the classroom, stating "I personally see them as a useful tool for the Internet to do research. It's difficult that we don't have a computer lab, but on a day to day basis I think they're a useful tool. . . It's good for them to do research on, or if they're preparing a presentation." To her, these benefits of the iPad do not outweigh the disadvantages of having an iPad in the classroom.

The iPad has also increased the available course material for ELT and has helped teacher and class organisation. T4 praises the use of the iPad in the classroom, especially its use in ELT, as she feels that ELT has the most apps and possibilities available on the iPad. In addition, she feels the logistics of note-taking and handing in assignments is greatly improved by use of the iPad. "We use it as often as we can, for simple things like note taking or making presentations, or we ask them to hand in stuff through their iPad. There are apps in which you can let students hand in their work, which is good for us because then we don't have to look through our e-mail." In addition, the iPad can help students with a learning difficulty. T4 names the advantages of the iPad for students with dyslexia, among other things, allowing them to enlarge texts where needed. T5 also names this advantage, and adds that she thinks that the iPad helps the children in their studies because it connects their school life with their

home life. She also feels that the iPad provides her with the best way of giving feedback to students:

The giving of feedback is faster, so when the class gives a presentation I can make notes and I can send that group the immediate feedback, and they have it on the iPad immediately when they sit down. The feedback you talk about in the class is general, and you might give a personal comment to someone, like ‘remember to smile next time’. You’re not gonna say that in front of the whole class because you might offend the person. . . You can fine-tune your feedback to give them a bit of a nudge to do it even better the next time around. . . I think the kids enjoy getting the feedback on the iPad, I think it’s a good way of communication.

In her final remarks she states that “As a teacher, I wouldn’t want to miss it, for me it’s a lot less paper for my organisation for work, which is heaven. And also small assignments; they can just e-mail me and I can give them digital feedback. It’s a lot less paper and just that instant information... There’s a lot of flexibility and efficiency.”

Thus, the iPad brings some added value to the classroom and the teachers’ administration. The availability of an Internet connection in the classroom is seen as a useful aid in students’ research, helping them find relevant information for their work. Furthermore, less paper is used in the classroom as a result of iPad use, something some teachers value as both environmentally and administratively friendly. The ease of giving direct feedback is also named as a plus point.

5. Discussion

From the conducted interviews it is clear that there is a strong divide between teachers who are positive about iPad use and teachers who are negative about iPad use; with hardly any middle ground between the two sides, it almost resembles a religious debate. It is interesting to examine why there is such a strong divide between the two groups. There are three main factors which are thought to have influenced these teachers' opinions and conclusions on the use of the iPad in the classroom: proficiency with the iPad, conviction of iPad necessity and personal teaching experience with the iPad. These will be discussed below, linking them to the literature discussed in section 2.

5.1. Proficiency with the iPad

The first thing that became clear from the conducted interviews is that there is a big difference between the methods of training used at both schools. This information helps answer the sub-question of whether training or experience with the iPad has an effect on the way it is used in ELT. S1 where T1, T2, T3 and T4 work, only provides training at the start of the year to tackle technical issues which come with the iPad, and provides technical assistance throughout the year in the form of a helpdesk. S2, where T5 works, provides a fuller training package, with workshops and courses focusing on how to teach with the iPad and which apps are useful, as well as regarding technical aspects. The addition of a new technological device to the classroom changes the classroom significantly, meaning that teaching methods also need to be altered. As Prensky states, teaching methods of the past do not necessarily work in the present day (4). Workshops on how to make full use of a new technological educational tool would encourage more enthusiasm for the iPad, as opposed to only a technical explanation of the tool, leaving teachers to find their own way with it afterwards. As West discusses, teachers may find new technology daunting and be unsure of how to use it best in the classroom. If not enough support is given to them with regard to teaching methods with the iPad, West states that teachers cannot make full use of the device (30-31).

There is also a distinct difference in how the teachers received the provided training. The negative attitudes of T1, T2, and T3 towards the use of the iPad in their English classrooms might be explained by their lack of training in how to use the iPad properly and apply it to the classroom setting. All had limited experience with the iPad before its incorporation, meaning they were not able to put it to good use. These teachers were unsure how to fit the iPad into their teaching style, and did not know how to get guidance on which

apps would suit their teaching. However, these teachers specifically did not attend the provided training courses where they might have learnt the necessary skills, and did not do much research themselves into the use of the iPad. This lack of personal investment could be explained by West's idea that the amount of experience teachers have with technology greatly affects how they use technology in the classroom. If teachers are uncomfortable with technology, they are more likely to have a negative attitude towards it, preferring not to change the way they teach (30). This also links to Tapscott's idea that many teachers dislike change; if they feel students have a better understanding of the using the iPad than the teachers do, they may receive it negatively, feeling that their students have too much freedom where technology is concerned (8-11). This might also have contributed to a negative classroom experience with the iPad.

A more positive reception of the iPad can be seen in T4 and T5, which is partly due to their good proficiency with using the device. T4 had a large amount of ICT experience and felt she did not need to attend any training. In her function as the iPad coordinator she did research outside of school time, looking at different apps and their usability for the classroom, as well as researching the other educational possibilities of the iPad, thereby making the most of its uses. It seems that S2 provided good training but, as only one teacher from this school has been interviewed, it is difficult to see if this has made a difference or not. T5 was enthusiastic about the idea of the iPad from the start and was familiar with it in a home setting. She looked into ways in which she could use it in her classroom, and became very involved in organising workshops, attending training, and passing on tips and knowledge to other teachers about the use of the iPad in school. This personal investment may also have fuelled her enthusiasm. Furthermore, the communication techniques and idea-sharing which took place at S2 are all things which Boonen discusses as being very important for the success of tablets at a school (63), perhaps another reason for T5's positivity. Both T4 and T5 had experience with the iPad and learned more about how to use it in their classrooms, something West claims is integral for the success of using technology in a classroom. He shows that teachers with confidence in a device are more likely to use it for new things, testing out the full capabilities of the device, and changing their teaching methods to fit with what the device adds to their classroom (103).

One can also wonder how feasible it is to expect teachers to learn the workings of a new device and use it efficiently in the classroom. As discussed in section 2.2, Prensky highlights that these teachers could be seen as Digital Immigrants who have to work very hard to become proficient in using new technologies well. With new technology comes a new

“digital language” which some teachers may find hard to grasp (“2001 Digital” 3). If they have been teaching in a specific way for years, it takes effort to adjust to a new method of teaching. For teachers to guide students, teachers must be proficient with the technology they are using in school, also helping to solve technical issues (Hutchison, Beschoner and Schmidt-Crawford 22-23). To be able to do all of this, a good and complete training is essential for teachers before they can successfully make use of the iPad, or any new technology, in the classroom. This training should include both technical aspects, and more practical, teaching methods. Furthermore, even with adequate training for teachers, students are likely to overshadow the teachers in expertise. The younger generation has been born into this digital world and speaks the “digital language” better, which could also affect teachers negatively (“2001 Digital” 3). Used to being the teacher, it is perhaps difficult to accept that students can master the iPad better, as Tapscott discusses, but this is a situation that adequate training could improve. Thus, it is clear that experience and training with the iPad, in answer to the first sub-question of this thesis, do have an effect on the way the device can be used in ELT.

5.2. Conviction of iPad Necessity

Another division between the teachers interviewed is where T4 and T5 are convinced that the iPad is a necessity in the classroom, and T1, T2 and T3 believe the opposite. This conviction of iPad necessity appears to be influenced by two factors: the teachers’ view of the iPad as an educational device and their view of the relationship between technology and education.

T4 and T5 both use the iPad for the majority of their class time, and for a variety of exercises. They feel that the iPad brings them many new opportunities and helps them connect with the students, considering it an innovation which helps the students prepare for the future, becoming comfortable and proficient with technology. This is something Prensky also feels is important, as he says that the changing needs of young adults have to be kept in mind and catered to, so that they stay stimulated (“2001 Digital” 3-4). Furthermore, the iPad, for T4 and T5, is not only an entertainment device, but has strong educational value which they would no longer want to miss in their classroom. It seems as if the iPad, for T4 and T5, is a stepping stone towards an improvement in education in the Netherlands. Welcoming the iPad in this way, as Bigum and Rowan discuss, does help lead to new innovations where ICTs can be fully incorporated into an education system (248).

T1, T2 and T3, on the other hand, are reluctant to use the iPad in the classroom. In their opinion, it does not bring anything new to the classroom; they see the iPad as an

entertainment device, with sparse educational value which is outweighed by the distracting effect that the iPad, in its role as an entertainment device, has on students. Finding the iPad difficult to integrate into their current system, they are not convinced that the iPad as a technological educational aid is the best option, seeing more educational value in “formal” devices such as computers or laptops, which they feel students take more seriously. Murray and Olcese support these ideas, claiming that the iPad is an impressive device, but does not yet have the needed teaching and learning capabilities for it to be used efficiently in classrooms at the moment. First, teaching methods, and how students learn, would have to be analysed and adjusted, Murray and Olcese say, to make room for the new capabilities of a device such as the iPad (47-48).

The use of ICTs in schools is associated with development and improvement, as discussed in section 2.1 (Bigum 20), something T4 and T5 seem to agree on. They hold the iPad in high regard and are positive towards it as they believe they are giving the students the best opportunity to access new technologies and learn skills necessary for the future. However, Prensky warns that simply incorporating new technologies into schools is not enough; the educational system must be adapted as well to make full use of new technologies (4). This has not taken place at either S1 or S2, though S2 seems to have accepted the presence of the iPad more, with a newsletter section especially for the iPad and regular meetings and workshops, possibly explaining T5’s enthusiasm for the use of the device.

An example of a problem with new technologies used in an old educational system can be seen with regards to hand writing and spelling. For the students at S1 and S2, note-taking and written assignments are all done on the iPads. However, because of this, some teachers feel the spelling capabilities and handwriting skills are deteriorating rapidly among students who are still required to complete final exams with pen and paper, causing their success in these exams to be threatened. This example shows a way in which the use of the iPad does not yet fit perfectly into the educational system of the Netherlands. Exams are something all students must complete in the same way, nation-wide, so those students using the iPad experience exams differently as they are learning in a different way. As West claims, educational assessment is something which has to be re-thought when introducing new technology into the classroom (2). If children are being educated in a new way, testing their knowledge in a new way should also be worth considering.

T1, T2, and T3 do not necessarily associate the use of ICTs in education with improvement. They do not throw the idea of technology in the classroom away, but view the iPad as an entertainment device which they were suddenly told to work with. They have

struggled to make use of the device in classes, feeling that students are, at this point, not yet ready for the use of the iPad. Helsper and Eynon also comment on this, showing that not all students or teachers necessarily know the best way to use a new technological device. Other factors such as gender and breadth of use can affect how a child will react to a new method of teaching in the classroom (503-504). It is therefore important for teachers to be comfortable with the device before profitable use in the classroom can be achieved, as Peachy states. This will help teachers guide and control the students during class. T1, T2 and T3 are less convinced that the iPad needs to be a presence in their classrooms as, at the moment, it does not fit into their teaching methods. If the educational system they taught in was adjusted to incorporate the use of the iPad, this necessity might become clearer to them. As Murray and Olcese state, the iPad can only be used effectively after an educational system has been updated with regard to teaching methods, which would help teachers deal with the iPad as an educational tool (47-48).

Thus, these conflicting opinions on the status of the iPad and its necessity in education colour the overall reaction of teachers to iPad use in their classes, leading to opposing views. It can be seen that simply adding new technology to schools does not improve education immediately (Bigum 20; Collins and Halverson 4-7; West 2). An update in the educational system would perhaps help the iPad fit into the classroom better, with a stronger link to assessment methods also being an important point to keep in mind. This shows that, at the moment, it seems as if the iPad is not a necessity yet – in answer to sub-question 3. Other technology would also be useful in the classroom, but first it would be good to have a look at making the Dutch education system more technology friendly in general.

5.3. Personal Teaching Experience with the iPad

Lastly, the teachers interviewed all experienced the iPad differently in their classrooms, also affecting their overall reaction towards the performance of the iPad in schools. These experiences have shown a few different aspects of the iPad which they found important. This will be used to answer the sub-questions of what the advantages and disadvantages of using the iPad are, and how the iPad affects the behaviour of students in class.

All teachers mention the distracting effect of the iPad in the classroom as being a disadvantage, but each teacher has reacted to this in a different way, as can be seen in section 4.5. With the individual coping methods of each teacher being so different, it seems that it might be advantageous to have a stronger system in place at each school to surveillance the children. If distraction is such a large problem, it should be dealt with clearly and in the same

way throughout the school to avoid confusion and teachers struggling with certain classes of students. If one teacher has an extreme method of dealing with the problem it could lead to less respect from students with as a result, as Bigum and Rowan claim, the teacher becoming thought of as disconnected with the world (248). In addition to this, if a teacher copes with distraction by banning the iPad from the classroom, as with T3, the possibilities of iPad use in the classroom become limited, defeating the purpose of introducing this new device to the classroom in the first place (248).

Another issue which has influenced the opinions of T1 and T3 is the negative social impact the iPad seems to have on the children. They express their concern of students' spending their breaks on the iPad instead of interacting with one another, which they feel has a negative influence on their social development and social skills. These negative social effects have also been discussed by Selwyn. He warns about the risk of students' social life and practical skills being affected negatively by the continuous presence of ICTs and the Internet. Socially, they have less interaction with those around them if they are constantly behind a device such as the iPad, and access to violent and sexual content through the Internet is easier when students have their own personal device in the classroom, possibly contributing to inappropriate social behaviour (368). Selwyn also points out that students' practical and learning skills can be negatively affected. They can become lazy, relying only on information from the Internet and not doubting the truth of the information there, leading to bad critical thinking skills (368).

Tapscott highlights the advantage of using technology to give students access to online forums where they can participate in class discussions, which could help to improve their learning (8-11). T1 and T2 have tried to use the iPad in this way, trying to encourage discussion and interaction on an anonymous forum. Ideally, they thought, children usually reluctant to speak up in class would be more encouraged to engage in class discussions if this could be done anonymously. However, this was not realised, and when some students took the opportunity to post rude comments, this activity was abandoned. This undermining of the teachers' authority is a risk addressed by Selwyn. He states that students may begin to view schools as informal institutions, leading to them behaving as they would at home, with this behaviour often being less respectful and appropriate for the classroom (368). Robinson claims that learning happens best when it takes place in groups where working together is highlighted and done well. With the example given, collaboration did not go very well in the classrooms of T1 and T2, but if a good method was designed with a structure to fit S1 and the iPad this would perhaps improve.

T5 feels that the iPad has a social value in that she can use it to give individual feedback to students after, for example, presentations. She can then make comments that she feels might be too hurtful or awkward to say in person, and the students get this feedback immediately. Brand and Kinash show that the relationship between teachers and students may become stronger if they are connected in this way through the use of technology (150). However, a balance should be found between communication via the iPad and face-to-face communication, otherwise there might be a risk of losing the opportunity for discussion and a more personal relationship.

The convenience which comes with the iPad is also commented on by teachers. T4 and T5 speak about the variety of activities which they use the iPad for in the classroom, such as grammar tests, reading books, and listening to stories being read. In addition, they find it convenient that all students can send work to them via apps, meaning less paperwork and easier organisation. However, not all texts are always available on the iPad, which in the end leads to a large amount of printing when these texts need to be used, as mentioned by T2. Bigum also discusses the problem of not enough material and textbooks being available for the iPad, something which was also found to be the case in Dale Sheppard's experiment where he felt that the amount of resources available for the iPad is not enough. If this could be improved it would hopefully help the iPad perform better in classrooms (12). T1 claims that S1 saves money by having books on the iPad instead of buying the hardcopy versions, something that Meurant also shows (217-218). However, while Shepherd and Reeves state that the iPad helps towards a paperless classroom, it does not seem that the availability of texts and books on the iPad is large enough to realise this yet, as with T2's example above. Furthermore, it should also be taken into consideration that a paperless classroom might not be desirable for some, with students in S1 appearing to prefer hardcopy books.

Related to this idea of convenience, each student can do Internet research using their iPads, as stated by T3 and T5. This can provide a good learning experience by allowing students to research topics which interest them while they are discussed in class, with the iPad providing a wide range of mediums to be used (Peachy). This constant access to information is a good tool for learning, as Wieder discusses, with the iPad being able to access the information quickly. Instead of having to go to a computer lab with the whole class, activities involving Internet research can be done in the classroom, also leading to less disruption. However, this functional use of the iPad is heavily reliant on Wi-Fi access and a stable network environment, and working iPads. When any of these do not work properly, a whole lesson plan could fall through, leaving both teachers and students frustrated, as Peachy

explains. Having a good technical support system in place is mentioned by Helsper and Eynon as being of importance (503-504). This helps both teachers and students make the most of their lesson time. However, as Sheppard discusses, attention should also be given to the best means of involving students in activities which do not use the iPad in the classroom. He considers how easily students can become distracted in a class when the iPad is not used, and this may become a problem as children will be less involved in what is going on around them (12). It would be advisable to find a balance between activities which use the iPad, and those which do not use the iPad, and it also seems to be important to make sure there is a back-up plan for all lessons in case of technical difficulties.

In summary, all teachers have had both good and bad experiences with the use of the iPad in the classroom, showing that there are both advantages and disadvantages to using the iPad in class. Furthermore, the effect of the iPad on students' behaviour in class is shown to be both positive and negative. As discussed by West, in the end each teacher finds a certain aspect of education or their teaching more important than another aspect, and this ultimately influences their feelings towards how the iPad performs in education.

6. Conclusion

This research has tried to investigate how the iPad has performed so far as an educational device in English classrooms at secondary schools in the Netherlands. After an extensive literature review, six sub-questions were composed to guide teacher interviews that cover the different aspects of iPad performance and the effect the device has had on ELT. After the literature review and teacher interviews it can be concluded that, thus far, the iPad as an educational device in ELT in the Netherlands has not performed as well as it could have.

As is demonstrated in teacher interviews, there is no clear method of using the iPad in the classroom. Because of this, it could be argued that, as the exercises are basically the same as they always were, the only novelty the iPad brings is having each student work in the classroom on their personal technological device, not necessarily revolutionising or improving the way the children learn or complete assignments.

To incorporate technology, such as the iPad, effectively into classrooms, an updated educational system would be preferable, as shown in section 2.2 of the literature review. This would lead to more structure within schools, thereby helping both teachers and students make full use of the technology they have been given to work with.

Another point to keep in mind is that, as technology is developing so rapidly, adjusting a school system to fit the iPad seems counter-productive. A new technological device that may outclass the iPad in educational value may appear on the market in a year's time. A better option, perhaps, would be to adjust the educational system in general to make it more adaptable to technology in all respects: teaching, learning, organisation, assignments and assessment. This would make it possible to incorporate new technologies as they are released, whether they are tablets, computers, or any other future device.

It must be kept in mind that this study has several limitations. Firstly, the number of teachers interviewed is small. Moreover, the teachers who were interviewed were the ones who took the initiative to respond to the interview request, meaning they possibly felt either strongly positive or negative about the topic of the study. Therefore, two extreme views of the performance of the iPad have been highlighted here, leaving less room for a more moderate point of view. In relation to this, S1 and S2 both handled the introduction and use of iPads differently. As only one teacher from S2 had been interviewed it was impossible to make meaningful comparisons between the two schools. This study also has several strengths, however, as it is, to our knowledge, the first to interview teachers on this subject in the Netherlands. In addition, an extensive literature review has been performed and linked to the interview results, placing them in a broad academic context.

As this has been a qualitative research study design, one suggestion for further research would be a quantitative analysis to compare the final exam grades of students at the iPad schools and students at non-iPad schools in the Netherlands. Furthermore, with the introduction of Steve Jobs schools, which use a new educational system, research could be done into how this system is performing compared to the regular Dutch educational system for primary schools, as well as compared to the introduction of iPads into primary schools in the Netherlands, and compared to non-iPad primary schools, or to the results shown here.

To the researcher it seems that today's educational system would benefit from keeping up with the rapid development of technology, as this is something which seems to be important in keeping students motivated and stimulated at school. The introduction of the iPad has been a good step towards realising this, but there is much work still to be done for schools to be fully equipped for the future.

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Appendix 1

Teacher Questions (age, how long teaching, how long with the iPad)

1. What was your experience with tablets before their introduction to your classroom?
What training did you receive before having to use the iPad in your classroom? Did you find it adequate? Do you still receive training?
2. Which apps do you use the most, and how did you decide on which to use? Do you use only ELT apps, or a more comprehensive package? Why?
3. Are there apps to help teach pronunciation and/or listening skills?
4. How often do you use the iPad in the classroom? Are there specific exercises you use the iPad for? And exercises you wouldn't use it for?
5. Are the children more motivated to work when they can use the iPad? Has this increased the quality of their work/grades?
6. iPad's come with a spellchecker, how do you deal with it and has use of the iPad affected children's ability to spell?
7. In what ways does use of the iPad affect the classroom when reading books/literature?
i.e. use of ebooks, sparknotes?
8. Does the iPad improve language learning for children who usually struggle with it?
i.e. children with dyslexia?
9. Overall, after using the iPad for the last year, what is your opinion of the iPad as an educational tool in ELT?

Appendix 2

Interview: Teacher 1

[1]

	0 [00:00.0]	1 [00:02.0]	2 [00:04.0]	3 [00:06.0]4 [00:08.0]
Int [v]	Okay, so, I will just start, I'll tell you a little			
T1 [v]	I'm thirty, I think I'm thirty one [laughs]			

[2]

	5 [00:10.0]	6 [00:12.0]	7 [00:14.0]
Int [v]	bit about my thesis first of all. It's just because I am really good friends with [T2] and		

[3]

	8 [00:16.0]	9 [00:18.0]	10 [00:20.0]
Int [v]	she explained to me about the use of the iPads in class and I thought it was really		

[4]

	..	11 [00:22.0]	12 [00:24.0]
Int [v]	interesting because they don't really have that in Britain at the moment. I really wanted		

[5]

	..	13 [00:26.0]	14 [00:28.0]
Int [v]	to find out more about it and see, because I thought it was really relevant to see how		

[6]

	15 [00:30.0]	16 [00:32.0]	17 [00:34.0]
Int [v]	the first year of that has been, 'cause I think it's been in place for a year?		
T1 [v]	Uh, no, it's		

[7]

	..	18 [00:36.0]	19 [00:38.0]	20 [00:40.0]
Int [v]	Oh, I see.			
T1 [v]	been a bit longer actually	This is now our third year at this school. This is the		

[8]

	..	21 [00:42.0]	22 [00:44.0]
T1 [v]	first year that it's been completely school wide. So three years ago we introduced it in		

[9]

	..	23 [00:46.0]
T1 [v]	one class and they were meant to be the pilot class and then at the end of the year we	

[10]

.. 24 [00:48.0] 25 [00:50.0]

T1 [v] would evaluate it and see if it added anything to the lessons, or, you know, whatever.

[11]

26 [00:52.0] 27 [00:54.0] 28 [00:56.0]

Int [v]

T1 [v] Uh, um, and they did evaluate it but the school leadership didn't listen to the

[12]

.. 29 [00:58.0] 30 [01:00.0]

Int [v] Oh.

Okay.

T1 [v] evaluations so they pressed on with the project, despite the, the kind of reservations of

[13]

.. 31 [01:02.0] 32 [01:04.0] 33 [01:06.0]

Int [v] Okay, well that's interesting.

T1 [v] the teach-ers.

Yeah.

So, it's a very controversial, a

[14]

.. 34 [01:08.0] 35 [01:10.0]

Int [v]

Okay. So what were your thoughts about it?

T1 [v] controversial topic within the school.

[15]

.. 36 [01:12.0] 37 [01:14.0]

Int [v]

T1 [v] Well, I was n't here then. Uh, 'cause I, I worked here previously, then I went away to do

[16]

.. 38 [01:16.0] 39 [01:18.0]

T1 [v] some more study and now I came back, and when I came back they just finished the

[17]

.. 40 [01:20.0] 41 [01:22.0] 42 [01:24.0] 43 [01:26.0]

T1 [v] first pilot and I was given an iPad class that year, and I experimented with it. I used it

[18]

.. 44 [01:28.0] 45 [01:30.0]

T1 [v] for various things and I thought it would be nice if you're having a class discussion if

[19]

.. 46 [01:32.0] 47 [01:34.0] 48 [01:36.0]

Int [v]**T1 [v]** you did it on an on line forum, instead of verbally, ... would other kids.. you know,

[20]

.. 49 [01:38.0]

T1 [v] kids other than the ones who usually put their hands up and talk, would they get

[21]

.. 50 [01:40.0] 51 [01:42.0] 52 [01:44.0]

T1 [v] involved more, so, you know, I found it interesting from that... perspective. Although, it

[22]

.. 53 [01:46.0]

Int [v]

Oh, really.

T1 [v] turns out they all show exactly the same behaviour as they did in a normal lesson.

[23]

54 [01:48.0] 55 [01:50.0] 56 [01:52.0]

Int [v] Okay.

Ye ah.

T1 [v] Yeah... Which is kind of funny. And then, to be honest, my experience of them is

[24]

.. 57 [01:54.0] 58 [01:56.0] 59 [01:58.0] 60 [02:00.0]

Int [v]

Okay.

T1 [v] quite negative. I, I think they're a distraction. I think they, ... It doesn't aid their

[25]

.. 61 [02:02.0] 62 [02:04.0]

Int [v]

mm-hm

T1 [v] reading skills in any way. I heard yesterday, yesterday we had a meeting among the

[26]

.. 63 [02:06.0] 64 [02:08.0] 65 [02:10.0]

T1 [v] teachers and we were talking about iPads and one teacher said that she'd spoken to the

[27]

.. 66 [02:12.0] 67 [02:14.0]

T1 [v] head of the school, and she'd asked him 'what are we meant to say to parents if they ask

[28]

.. 68 [02:16.0] 69 [02:18.0]
T1 [v] us what the added value of an iPad is?' and apparently, and I don't know if this is true,

[29]

.. 70 [02:20.0] 71 [02:22.0]
T1 [v] but she said that he said 'there is no added value from iPads. It's something that we use

[30]

.. 72 [02:24.0] 73 [02:26.0] 74 [02:28.0]
Int [v] Oh, okay.
T1 [v] to make the school attractive.' So it's more marketing than education. Um, so

[31]

.. 75 [02:30.0] 76 [02:32.0]
T1 [v] yeah, so that was interesting to hear. But for me it doesn't matter if there is no added

[32]

.. 77 [02:34.0] 78 [02:36.0] 79 [02:38.0]
Int [v] Okay, yeah.
T1 [v] value from the iPad, as long as we're not taking away from the kids So

[33]

.. 80 [02:40.0] 81 [02:42.0]
Int [v]
T1 [v] yeah, is it, I mean, ... I hope we're not disadvantaging them. I mean, if you stay for a

[34]

.. 82 [02:44.0] 83 [02:46.0]
T1 [v] breaktime, just walk around the building and look at what you see. I mean, you see a

[35]

.. 84 [02:48.0] 85 [02:50.0] 86 [02:52.0]
T1 [v] lot of kids just sitting there playing games; not interacting with anyone, and I think that'

[36]

.. 87 [02:54.0] 88 [02:56.0]
T1 [v] s very unhealthy. But, we don't, there is no, you know, as far as the school is concerned

[37]

89 [02:58.0] 90 [03:00.0]

T1 [v] we don't intervene. We don't tell people 'Okay, no iPads at breaktime'. We just let them

[38]

.. 91 [03:02.0] 92 [03:04.0] 93 [03:06.0]

Int [v]

T1 [v] do what they want... and so I think the iPads could be having quite a negative influence

[39]

94 [03:08.0] 95 [03:10.0] 96 [03:12.0] 97 [03:14.0]

Int [v]

Mm-hm. And did ... Does it improve their motivation in
T1 [v] on their social skills as well.

[40]

.. 98 [03:16.0] 99 [03:18.0] 100 [03:20.0]

Int [v]

class, or do you think, yeah, I don't know. You would think they were more motivated

[41]

.. 101 [03:22.0] 102 [03:24.0] 103 [03:26.0]

Int [v]

because they get, sort of something to play with, but ...

T1 [v]

Yeah... Uh, I don't know. I

[42]

.. 105 [03:30.0] 106 [03:32.0] 107 [03:34.0]

T1 [v]

[laughs] I don't think it does help their motivation at all. Um, in... you have in any class

[43]

.. 108 [03:36.0] 109 [03:38.0]

T1 [v]

you have, these days in an iPad class you always have about five kids who

[44]

.. 110 [03:40.0] 111 [03:42.0]

T1 [v]

compulsively need to check their iPad every couple of minutes because they've got

[45]

.. 112 [03:44.0] 113 [03:46.0]

T1 [v]

their e-mail open, Facebook, Twitter, all this kind of stuff, and they're just, you know,

[46]

.. 114 [03:48.0] 115 [03:50.0]
T1 [v] constantly looking to it and checking it and they can't concentrate on the les son

[47]

.. 116 [03:52.0] 117 [03:54.0]
T1 [v] because of that, and then you've got people who don't like them and try to keep them

[48]

.. 118 [03:56.0] 119 [03:58.0]
T1 [v] away. Just keep them in their bags, and gamers who just want to be playing games the

[49]

120 [04:00.0] 121 [04:02.0] 122 [04:04.0] 123 [04:06.0]
Int [v] Mm-hm.
T1 [v] whole time. For me it's just a distrac tion, and there is...they, they don't learn

[50]

.. 124 [04:08.0] 125 [04:10.0]
T1 [v] from it, anything as it is. I mean, in the future I can envisage a situation when it could

[51]

.. 126 [04:12.0] 127 [04:14.0]
T1 [v] be used within the classroom and that is when either... they're developing technology

[52]

.. 128 [04:16.0] 129 [04:18.0] 130 [04:20.0] 131 [04:22.0]
Int [v] Mm-hm.
T1 [v] called 'App-Tracker'... And that means that you can kind of monitor what your

[53]

.. 132 [04:24.0]
T1 [v] students are doing on their iPads and if they are using the app that you want them to

[54]

.. 133 [04:26.0] 134 [04:28.0]
Int [v] Okay.
T1 [v] use during the lesson. So, um, 'cause if you've got thirty kids you can't be walking

[55]

.. 135 [04:30.0] 136 [04:32.0]
T1 [v] around and checking all of them all the time if they are actually doing what you want

[56]

.. 137 [04:34.0] 138 [04:36.0] 139 [04:38.0]
Int [v]
T1 [v] them to. So, I can see a situation where maybe it will be easier to... to keep everyone

[57]

.. 140 [04:40.0] 141 [04:42.0]
Int [v] Yeah. So
T1 [v] on task. Um, but at the moment that's not the, that's not happening.

[58]

.. 142 [04:44.0] 143 [04:46.0]
Int [v] distraction levels are high? [laughs]
T1 [v] It's just a distraction at the moment. It's, uh, I think,

[59]

.. 144 [04:48.0] 145 [04:50.0]
Int [v]
T1 [v] uh. Earlier this year I, my third class who you saw this morning, I gave them a film

[60]

146 [04:52.0] 147 [04:54.0] 148 [04:56.0]
T1 [v] assignment and one group made a film about the iPads and their conclusion was kind

[61]

.. 149 [04:58.0] 150 [05:00.0] 151 [05:02.0]
Int [v] Oh really?
T1 [v] of: iPads are bad. [laughs] Yeah, which was interesting. Um, as a, I'm also a

[62]

.. 152 [05:04.0] 153 [05:06.0] 154 [05:08.0]
T1 [v] father, and uh, my, we're sending our child to school in September and last week we

[63]

.. 155 [05:10.0] 156 [05:12.0]
Int [v] Oh.
T1 [v] found out that his school is going to become an iPad school. So this Monday I went

[64]

.. 157 [05:14.0] 158 [05:16.0]
T1 [v] to a meeting where they told us about what this really involves and parents were

[65]

.. 159 [05:18.0] 160 [05:20.0] 161 [05:22.0]162 [05:24.0]
Int [v] Okay.
T1 [v] extremely unhappy that this was becoming an iPad school.

[66]

163 [05:26.0]164 [05:28.0] 165 [05:30.0] 166 [05:32.0]
Int [v]Oh yeah, I wanted to also ask questions about iPads with relation to just
T1 [v]

[67]

.. 168 [05:36.0] 169 [05:38.0]
Int [v] English Language Teaching. Mm, and my first question was actually about
T1 [v] Mm.

[68]

.. 170 [05:40.0] 171 [05:42.0]
Int [v] spellchecker because when I was looking up information about the iPad there was, sort

[69]

.. 172 [05:44.0] 173 [05:46.0]
Int [v] of the negative thing about teaching kids with iPad was that their spelling might, it

[70]

.. 175 [05:50.0] 176 [05:52.0]
Int [v] might have a negative effect on spelling? Is that the case, and ... Is there
T1 [v] Yeah. Uh...

[71]

.. 177 [05:54.0] 178 [05:56.0] 179 [05:58.0]
Int [v] anything to avoid it or..?
T1 [v] I don't do anything to avoid it, I mean, apart from we force

[72]

.. 180 [06:00.0] 181 [06:02.0]
Int [v] Okay.
T1 [v] them to handwrite certain assignments so we can check their spelling Um, but

[73]

182 [06:04.0] 183 [06:06.0] 184 [06:08.0] 185 [06:10.0]

T1 [v] yeah, they, they, I would say in my experience the general level of spelling now is, is

[74]

186 [06:12.0] 187 [06:14.0] 188 [06:16.0]

Int [v] Mm-hm.

T1 [v] worse than it was when I started teaching. But I'm not teaching the same kids,

[75]

.. 189 [06:18.0] 190 [06:20.0]

T1 [v] so I don't know if it's the kids or what. But you know that's not something I can gauge

[76]

.. 191 [06:22.0] 192 [06:24.0]

Int [v] Mm-hm.

T1 [v] in any kind of scientific way but my general impression is yes. I also noticed in the

[77]

193 [06:26.0] 194 [06:28.0] 195 [06:30.0]

T1 [v] bovenbouw, ..., the handwriting is much worse - and that's a problem because for their

[78]

.. 196 [06:32.0] 197 [06:34.0]

Int [v] Yeah.

T1 [v] IB-exams, which they do in the sixth class, they need to handwrite all their essays and

[79]

.. 198 [06:36.0] 199 [06:38.0] 200 [06:40.0]

Int [v]

T1 [v] you have some kids you cannot read their writing, I mean it's terrible. So that obviously

[80]

.. 201 [06:42.0] 202 [06:44.0]

Int [v] Yeah.

T1 [v] has consequences for their final grades. If the examiners can't read their writing.

[81]

.. 203 [06:46.0] 204 [06:48.0] 205 [06:50.0]

Int [v] Okay, and are there special, do you use special apps, which might test these things or

T1 [v]

[82]

..	206 [06:52.0]	207 [06:54.0]	208 [06:56.0]	209 [06:58.0]
Int [v]	let them, I dunno, practice their spelling or what apps do you use in general?			
T1 [v]	Oh I don't,			

[83]

..	210 [07:00.0]	211 [07:02.0]
T1 [v]	I don't really use any apps [laughs] no, I've kind of, I mean at this point I've kind of	

[84]

..	212 [07:04.0]	213 [07:06.0]	214 [07:08.0]
Int [v]	Yeah, because it's interesting		
T1 [v]	abandoned the iPad as a teaching tool. I don't use it at all.		

[85]

215 [07:10.0]	216 [07:12.0]	217 [07:14.0]
Int [v]	... I wondered why it specifically has to be an iPad that the children have instead of	

[86]

..	218 [07:16.0]	219 [07:18.0]
Int [v]	other tablets and the most, the biggest difference is the iPad has more apps. And	
T1 [v]	Yeah.	

[87]

220 [07:20.0]	221 [07:22.0]	222 [07:24.0]
Int [v]	then I was wondering if the apps were actually used as much as, well, to make it worth	

[88]

..	223 [07:26.0]	224 [07:28.0]
Int [v]	spending a hundred euros extra on, so...	
T1 [v]	Yeah, I mean there are a couple of handy	

[89]

..	225 [07:30.0]	226 [07:32.0]
T1 [v]	apps like, what's that one called? I don't know, it's been so long since I've used any. I	

[90]

..	227 [07:34.0]	228 [07:36.0]
T1 [v]	mean my personal feeling is why not laptops? If you've got a laptop you can learn to	

[91]

	229 [07:38.0]	230 [07:40.0]	231 [07:42.0]
Int [v]	Yeah.		
T1 [v]	touch type. Uh, you can do computer programming on your computer. A laptop is		

[92]

	232 [07:44.0]	233 [07:46.0]
T1 [v]	a useful thing. With the iPads, you know, it's all kind of two fingers , and my son is	

[93]

	234 [07:48.0]	235 [07:50.0]
Int [v]		[laughs]
T1 [v]	three and he can use an iPad. He doesn't need to be taught how to use it, he can just	

[94]

	236 [07:52.0]	237 [07:54.0]
Int [v]		
T1 [v]	use it so, you know, these fourteen and fifteen year olds, I can, I think they're getting	

[95]

	238 [07:56.0]	239 [07:58.0]
Int [v]	Okay.	
T1 [v]	nothing from it. It's handy to have internet access in the classroom for all the kids,	

[96]

	240 [08:00.0]	241 [08:02.0]
T1 [v]	'cause you can say 'Okay, this is the topic. Go and search some thing out.' Or, 'we're	

[97]

	242 [08:04.0]	243 [08:06.0]
T1 [v]	going to this website and you're going to do some grammar exercises', or something	

[98]

	244 [08:08.0]	245 [08:10.0]	246 [08:12.0]
T1 [v]	like that, and you'll save on your paper but [clears throat] um yeah, I haven't found any		

[99]

	247 [08:14.0]	248 [08:16.0]	249 [08:18.0]	250 [08:20.0]
Int [v]			Okay.	...
T1 [v]	apps that I think 'Okay, this is more than just a nice novelty' [laughs] Yeah.			

[100]

251 [08:22.0] 252 [08:24.0] 253 [08:26.0] 254 [08:28.0] 255 [08:30.0] 256 [08:32.0] 257 [08:34.0]

Int [v] ... [unclear] [unclear] ... Oh yeah, so, does the use of iPads affect the

[101]

.. 258 [08:36.0] 259 [08:38.0]

Int [v] classroom, or the class, when you are studying books? Or, like, specific kinds of

[102]

.. 260 [08:40.0] 261 [08:42.0] 262 [08:44.0]

Int [v] literature? Uh, do you, like, use the iPad as the novel or...

T1 [v] Yeah, we do use the iPad as

[103]

.. 263 [08:46.0] 264 [08:48.0] 265 [08:50.0]

Int [v] Mm-hm.

T1 [v] the novel Um... 'Cause we don't buy the books any more so it saves us money

[104]

.. 266 [08:52.0] 267 [08:54.0]

Int [v]
T1 [v] in that way, but I, I think the kids would rather have books. A lot of them said they

[105]

.. 268 [08:56.0] 269 [08:58.0]

Int [v] Okay, yeah, and are there special like, is it helpful to have the iPad
T1 [v] would rather have books.

[106]

.. 270 [09:00.0] 271 [09:02.0]

Int [v] as their book, 'cause I heard from the children that there was an interactive Romeo and

[107]

.. 272 [09:04.0] 273 [09:06.0]

Int [v] Juliet?

T1 [v] Oh yeah, yeah, that was a good app. That was a good app, yeah, I forgot that

[108]

.. 274 [09:08.0] 275 [09:10.0] 276 [09:12.0]

Int [v] Yeah.

T1 [v] one. [laughs] Romeo and Juliet in Pieces that was called, Shakespearean Bits, no,

[109]

.. 277 [09:14.0] 278 [09:16.0]

Int [v]

T1 [v] Shakespearean Bits: Romeo and Juliet its called. That's good, because you have, you

[110]

.. 279 [09:18.0] 280 [09:20.0]

Int [v] Okay. So if there were

T1 [v] can click on the words and they translate them and that kind of stuff

[111]

.. 281 [09:22.0] 282 [09:24.0]

Int [v] more things like that then it would become more handy to have an iPad I guess, or, is it

[112]

.. 283 [09:26.0] 284 [09:28.0]

Int [v] not necessary? Okay.

T1 [v] It's not necessary. I mean, if you've got a good edition, a good book of

[113]

285 [09:30.0] 286 [09:32.0]

Int [v] Yeah.

T1 [v] Romeo and Juliet that has all of these end notes and stuff and, and, I'd like, you know

[114]

.. 287 [09:34.0] 288 [09:36.0] 289 [09:38.0]

Int [v]

T1 [v] with a, you read a book differently to how you read from a tablet. You, you don't sit

[115]

.. 290 [09:40.0] 291 [09:42.0]

Int [v] Mm-hm

T1 [v] with a tablet and kind of think and... and, like I think it's just a different mode of

[116]

.. 292 [09:44.0] 293 [09:46.0]

Int [v] Mm-hm.

T1 [v] reading. I heard about some research, no, someone quoted research yesterday which

[117]

294 [09:48.0] 295 [09:50.0] 296 [09:52.0] 297 [09:54.0] 298 [09:56.0]

T1 [v] said that iPads had a, a really negative effect on reading skills, because, teenagers now

[118]

.. 299 [09:58.0] 300 [10:00.0]

T1 [v] never actually experience deep reading, where you're sitting there with a book, thinking

[119]

.. 301 [10:02.0] 302 [10:04.0]

Int [v] Yeah.

T1 [v] about what's going on and kind of, I don't know, meditating on it or whatever.

[120]

303 [10:06.0] 304 [10:08.0]

Int [v] Okay, well that sounds

T1 [v] And that just doesn't happen if you're reading on an iPad.

[121]

.. 305 [10:10.0] 306 [10:12.0] 307 [10:14.0] 308 [10:16.0] 309 [10:18.0]

Int [v] interesting. ... One of my last questions is, if the iPad has any ... positive

T1 [v]

[122]

310 [10:20.0] 311 [10:22.0] 312 [10:24.0]

Int [v] effects on children who usually struggle with learning a language. Such as children

[123]

.. 313 [10:26.0] 314 [10:28.0]

Int [v] who might be dyslexic? Because I've heard that there were studies done into it. I don't

[124]

.. 315 [10:30.0] 316 [10:32.0] 317 [10:34.0]

Int [v] know if you have dyslexic students or, or... if you've noticed that.

T1 [v] Um, I haven't noticed

[125]

.. 318 [10:36.0] 319 [10:38.0]

T1 [v] it. Let me think, I don't think I have any dyslexics this year, did I have some last year?

[126]

	320 [10:40.0]321 [10:42.0]	322 [10:44.0]	323 [10:46.0]	324 [10:48.0]
Int [v]	No? Okay, 'cause I, there was			
T1 [v]	... ..I did have a couple... it didn't help them, no.			

[127]

	..	325 [10:50.0]	326 [10:52.0]
Int [v]	one lady at a school conference I went to who said there were specific apps to help		

[128]

	..	327 [10:54.0]	328 [10:56.0]	329 [10:58.0]
Int [v]	dyslexic children and I thought I'd ask all teachers about it. It seems also like, a very			
T1 [v]	Yeah.			

[129]

	..	330 [11:00.0]	331 [11:02.0]
Int [v]	broad statement to make on her part, so...		
T1 [v]	No, there maybe are apps. I mean, that's part		

[130]

	..	332 [11:04.0]	333 [11:06.0]	334 [11:08.0]
T1 [v]	of the problem with the, how our school works is that we don't... we do have an iPad co			

[131]

	..	335 [11:10.0]	336 [11:12.0]
T1 [v]	-ordinator and she's responsible for training the rest of the staff in this kind of stuff but		

[132]

	337 [11:14.0]	338 [11:16.0]	339 [11:18.0]
Int [v]	Okay.		
T1 [v]	we haven't had a session from her in months, and, you know, it's kind of [laughs]		

[133]

	..	340 [11:20.0]	341 [11:22.0]	342 [11:24.0]
T1 [v]	There...there is no kind of support framework for us as teachers of how to use this thing			

[134]

	..	343 [11:26.0]	344 [11:28.0]	345 [11:30.0]
T1 [v]	in the classroom and, you know, I, I, my feeling is that I would get better results by just			

[135]

	..	346 [11:32.0]	347 [11:34.0]
Int [v]		Okay [laughs]	
T1 [v]		ignoring the iPad and just throwing it in a bag and that's	definitely true at this

[136]

	..	348 [11:36.0]	349 [11:38.0]
Int [v]		Yeah.	
T1 [v]		moment. Until someone's going to, kind of, show me the, you know, the apps and the	

[137]

	..	350 [11:40.0]	351 [11:42.0]	352 [11:44.0]
Int [v]		Mm-hm.		
T1 [v]		way that I can really help kids learn something with the iPad, then I'm going to remain		

[138]

	..	353 [11:46.0]	354 [11:48.0]	355 [11:50.0]
Int [v]		Okay, so unless something really big happens and it is really good and proven		
T1 [v]		skeptical.		

[139]

	..	356 [11:52.0]	357 [11:54.0]	358 [11:56.0]	359 [11:58.0]
Int [v]		to be good then it's, yeah...			
T1 [v]		Yeah... I don't, I mean, I do... you know, technology is nice			

[140]

	..	360 [12:00.0]	361 [12:02.0]
T1 [v]		and innovation and I do think we should use a lot of technology at school, but I just	

[141]

	..	362 [12:04.0]	363 [12:06.0]
T1 [v]		think the iPad doesn't add much. I mean, a laptop would be taken seriously, and type	

[142]

	..	364 [12:08.0]	365 [12:10.0]
Int [v]		Yeah.	
T1 [v]		and learn programming and stuff like that... But an iPad's an iPad; it's for leisure,	

[143]

366 [12:12.0] 367 [12:14.0]

Int [v]	Yeah... okay.
T1 [v]	it's for gaming. You know, you sit in bed playing a game or whatever. It's not for

[144]

.. 369 [12:18.0] 370 [12:20.0]

Int [v]	Okay. I think that's all. That's everything I was looking for actually, so thank you so
T1 [v]	school. Okay.

[145]

.. 371 [12:22.0] 372 [12:24.0] 373 [12:26.0]374 [12:28.0]

Int [v]	much.	No! It's good, it's good. ...	... I hope to
T1 [v]	Sorry [laughs] I'm pretty negative.	[laughs]	

Appendix 3

Interview: Teacher 2

[1]

	0 [00:00.0]	1 [00:02.0]
Int [v]	Do I need to go through all the other stuff with you?	
T2 [v]	No... what do you mean 'other	

[2]

	2 [00:04.0]	3 [00:06.0]	4 [00:06.7]	5 [00:09.9]
Int [v]	Ok. Can I ask your age and.. and, how long have you been teaching? Yes.			
T2 [v]	stuff?'	but do you know my age?	What	

[3]

	6 [00:13.0]
Int [v]	You're younger than me, one year. You're 22.
T2 [v]	is it then? So? [laughs] You weren't too

[4]

	7 [00:15.9]	8 [00:18.9]
Int [v]	No, just a few days actually.	
T2 [v]	sure. [laughs] I'm not younger by a year though because it's July.	

[5]

	9 [00:20.9]	10 [00:22.9]
Int [v]	[clears throat] Well then. And how long have you been	
T2 [v]	In July I'm becoming 23.	

[6]

	11 [00:25.9]	12 [00:30.0]
Int [v]	teaching for?	
T2 [v]	Since August... and I never said that this was the first year of iPads at this	

[7]

	13 [00:32.0]	14 [00:34.0]	15 [00:36.0]
Int [v]	Oh, ok. Well...	Okay, sorry,	
T2 [v]	school.	'cause I saw you look at me like 'what the hell' ...	

[8]

	16 [00:39.0]
Int [v]	then I mis-, then I misunderstood you. But maybe it was that I got it confused with
T2 [v]	No, I didn't do that.

[9]

	17 [00:41.1]	18 [00:43.0]
Int [v]	Zeist, 'cause I was talking to a lady there as well so...	
T2 [v]	Ok, well i mean it was my first year...	

[10]

	19 [00:45.0]	20 [00:47.0]	21 [00:49.0]	22 [00:51.0]
Int [v]	Yeah	Okay, yeah. Em, so... Did you have experience with tablets before you		
T2 [v]	maybe thats it.			

[11]

	23 [00:53.0]	24 [00:55.0]	25 [00:57.0]
Int [v]	started using them in the classroom?		
T2 [v]	No. I think my mum got, she got an iPad but I		

[12]

	26 [00:59.0]	27 [01:01.0]
Int [v]		Ok.
T2 [v]	think she got it after I started teaching here, and I didn't really play around with it.	

[13]

	28 [01:03.0]	29 [01:05.0]	30 [01:07.0]	31 [01:09.0]
Int [v]		So did you, did you need to have some kind of training to		
T2 [v]	I wasn't too interested in it.			

[14]

	32 [01:11.0]	33 [01:13.0]	34 [01:15.0]
Int [v]	use the iPad, or did you teach yourself?	Ok, and was that fine?	
T2 [v]	No, no training.		

[15]

	35 [01:17.0]	36 [01:19.0]	37 [01:21.0]
Int [v]		Yeah.	
T2 [v]	Yeah... Well, like [T1] said, we didn't really use the iPad that much	When	

[16]

	39 [01:25.0]	40 [01:27.0]	41 [01:29.0]
Int [v]			
T2 [v]	we did, it would basically be like 'alright look up, look this up on the internet.' Not		

[17]

	..	42 [01:31.0]	43 [01:33.0]
Int [v]	Yeah.		Yeah, yeah.
T2 [v]	necessarily go to this app and do this very sophisticated thing that I was trained to do.		

[18]

	44 [01:35.0]	45 [01:37.0]	46 [01:39.0]
Int [v]			Mm-
T2 [v]	We, usually they, the students use it for writing whatever assignment we set them.		

[19]

	..	47 [01:41.0]	48 [01:43.0]	49 [01:45.0]
Int [v]	hm.			
T2 [v]	Or we tell them to, to look up grammatical, like, grammar exercises but we don't			

[20]

	..	50 [01:47.0]	51 [01:49.0]	52 [01:51.0]
Int [v]				Yeah, that was my next question.
T2 [v]	actually use apps except for the Shakespeare app.			

[21]

	..	53 [01:53.0]	54 [01:55.0]
Int [v]	What apps you use the most and how you decide on which ones to use. But there's not		

[22]

	..	55 [01:57.0]	56 [01:59.0]
Int [v]	specific ELT apps that you use?		
T2 [v]	No. No, so there's a Shakespeare app and they downloaded		

[23]

	..	57 [02:01.0]	58 [02:03.0]	59 [02:05.0]
Int [v]				Ok.
T2 [v]	The Outsiders which is a pdf so its not even an app, so far as I know [pause] So you can'			

[24]

	..	60 [02:07.0]	61 [02:09.0]	62 [02:11.0]
Int [v]				Ok.
T2 [v]	twrite notes on it so... Maybe if you, like one of the students said if you upload it to a			

[25]

..	63 [02:13.0]	64 [02:15.0]
Int [v]	Uh-huh.	
T2 [v]	specific programme maybe it does allow you to take notes but, I've never really seen	

[26]

..	65 [02:17.0]	66 [02:19.0]	67 [02:21.0]
T2 [v]	any of the students make, have the need to make notes in any way, so, I don't think they		

[27]

..	68 [02:23.0]	69 [02:25.0]	70 [02:27.0]	71 [02:29.0]
Int [v]	Okay.			
T2 [v]	did. And there is this app that, I want to try is that you have this group			

[28]

..	72 [02:31.0]	73 [02:33.2]
Int [v]	Mm-hm.	
T2 [v]	discussion on the board so the teachers see as well.	That you, you have like a

[29]

..	74 [02:35.3]	75 [02:37.0]	76 [02:39.0]	77 [02:41.0]
T2 [v]	silent discussion on the screen so you can see. Everyone has to log on with a			

[30]

..	78 [02:43.0]	79 [02:45.0]
T2 [v]	pseudonym, you don't actually have to have your own name and then you type	

[31]

..	80 [02:47.0]	81 [02:49.0]
Int [v]	So that would be live.	
T2 [v]	something and it just pops up on the screen.	Yeah, live feed. So

[32]

..	82 [02:51.0]	83 [02:53.0]
T2 [v]	you have like the teacher has an editors account, and every-, everything is sent to that	

[33]

..	84 [02:55.0]	85 [02:57.0]	86 [02:59.0]	87 [03:01.0]
Int [v]	Oh, ...okay.			
T2 [v]	teacher's account and the computer that the account is on is beamed from the			

[34]

..	88 [03:03.0]	89 [03:05.0]
Int [v]	Yeah.	
T2 [v]	From the projector so then everyone can see what you wrote.	Yeah, but then

[35]

..	90 [03:07.0]	91 [03:09.0]
Int [v]	Mm-hm.	
T2 [v]	sometimes you get rude comments.	I've never, I haven't tried it, but that's one

[36]

..	92 [03:11.0]	93 [03:13.0]
Int [v]	Mm-hm.	
T2 [v]	thing I would like to try. But that's probably also once in a blue moon because I can't	

[37]

94 [03:15.0]	95 [03:17.0]	96 [03:19.0]	97 [03:21.0]
Int [v]	Yeah, and so , as far as sort of pronunciation and speaking English is		
T2 [v]	really do that a lot.		

[38]

..	98 [03:23.4]	99 [03:25.4]	100 [03:27.4]
Int [v]	concerned, or listening, do you use that iPad for that? or?		
T2 [v]	No, I never even considered		

[39]

..	101 [03:29.4]	102 [03:31.4]	103 [03:33.4]
Int [v]	Ok.		
T2 [v]	using it for listening. Neither for speaking actually. Just, yeah, when we want them to		

[40]

..	104 [03:35.4]	105 [03:37.4]
Int [v]	Yeah.	
T2 [v]	speak we want them to speak in real life and not through a computer and listening... No,	

[41]

..	106 [03:39.4]	107 [03:41.4]
T2 [v]	we did that plenary where we have, either the teacher talks - that's listening in itself	

[42]

..	108 [03:43.4]	109 [03:45.4]	
Int [v]	Yeah.		
T2 [v]	already - or we play them a video or a song, but that's just a plenary, we don't have		

[43]

110 [03:47.4]	111 [03:49.4]	112 [03:51.4]	113 [03:53.4]
Int [v]	Okay.		
T2 [v]	them listen to different songs with earplugs or something. And for writing... Yeah,		

[44]

..	114 [03:55.4]	115 [03:57.4]	116 [03:59.4]
T2 [v]	they use it to write the, the assignments that we give them ...even if I want them to		

[45]

..	117 [04:01.4]	118 [04:03.4]
Int [v]		
T2 [v]	write it on paper. If I don't specifically instruct them to write it on paper they will get	

[46]

..	119 [04:05.4]	120 [04:07.4]	121 [04:09.4]
Int [v]	Ok.	Ok.	And then they just e-mail the finished version
T2 [v]	their iPads out.	Yeah.	

[47]

..	122 [04:11.4]	123 [04:13.4]
Int [v]	to you? Or do they have to print it, or?	Ok.
T2 [v]	Yeah, they e-mail.	But, like, they don't even do

[48]

..	124 [04:15.4]	125 [04:17.4]	126 [04:19.4]
T2 [v]	that that often either. Usually, we don't really have homework here. Not a lot. So when		

[49]

..	127 [04:21.4]
Int [v]	
T2 [v]	we set them assignments during class it's not like we wanna check afterwards if they

[50]

	..	129 [04:25.4]	130 [04:27.4]
Int [v]	Mm-hm.		
T2 [v]	really did it. Well, I walked around, I walk around and check how much they've		

[51]

	..	131 [04:29.4]	132 [04:31.4]
Int [v]	Yeah.		
T2 [v]	written, but I don't actually go through every assignment they ever made and collect it		

[52]

	..	133 [04:33.4]	134 [04:35.4]	135 [04:37.4]	136 [04:39.4]
Int [v]	And, how often do you use the iPads in the classroom?				
T2 [v]	and send it back to them.				[pause]

[53]

	..	137 [04:41.4]	138 [04:43.4]	139 [04:45.4]	140 [04:47.4]
Int [v]	Mm-hm.				
T2 [v]	Em... [pause] [pause] Well, like I said, it's the students use it almost every lesson and				

[54]

	141 [04:49.4]	142 [04:51.4]	143 [04:53.4]
T2 [v]	unless I specifically instruct them to keep it in their bags. But, I think I can count		

[55]

	144 [04:55.4]	145 [04:57.4]	146 [04:59.4]	147 [05:01.4]
T2 [v]	the lessons that I specifically used iPads, that I needed iPads for an assignment I can			

[56]

	..	148 [05:03.4]	149 [05:05.4]	150 [05:07.4]
T2 [v]	count that on two hands. If you don't count The Outsiders lessons, but for that they just			

[57]

	..	151 [05:09.4]	152 [05:11.4]	153 [05:13.4]
T2 [v]	need to read. What I would sometimes give them links to grammar exercise websites			

[58]

	154 [05:15.4]	155 [05:17.4]	156 [05:19.4]
T2 [v]	so they could work on that. Or that we use the app for Shakespeare, but other than that I		

[59]

.. 157 [05:21.4] 158 [05:23.4] 159 [05:25.4]160 [05:27.4]161 [05:29.4]162 [05:31.4]
Int [v] Ok ... So there are
T2 [v] can't really think of an instance where I used iPads....

[60]

.. 163 [05:33.4] 164 [05:35.4]165 [05:37.4]
Int [v] specific exercises you don't really want to use the iPad for at all
T2 [v] ... Yeah, like I'm

[61]

.. 166 [05:39.4] 167 [05:41.4] 168 [05:43.4]
T2 [v] not very familiar with what you can do with it really and I, actually I've not, I didn't

[62]

.. 169 [05:45.4] 170 [05:47.4]
T2 [v] really invest all that time in finding out how much it can do either, also because I don't

[63]

.. 171 [05:49.4] 172 [05:51.4]
T2 [v] have an iPad myself. But since I'm going to be teaching here from the next year on

[64]

173 [05:53.4] 174 [05:55.4] 175 [05:57.4] 176 [05:59.4]
T2 [v] I do expect to get an iPad and play around with it and figure out some more

[65]

.. 177 [06:01.4] 178 [06:03.4] 179 [06:05.4]
T2 [v] possibilities, but still I like to keep the iPad in the bag, because it's such a distraction,

[66]

.. 180 [06:07.4] 181 [06:09.4]
T2 [v] and if you give them an assignment on the iPad, you take a big risk, you just run this

[67]

.. 182 [06:11.4] 183 [06:13.4]
T2 [v] risk of them not actually doing what you want. And they can pretend to you that they do

[68]

.. 185 [06:17.4] 186 [06:19.4]
T2 [v] do it, because as soon as you , as they see you walk up to them they can just click one

[69]

.. 187 [06:21.4] 188 [06:23.4]
T2 [v] button and the screen will change, and I'm still often quick enough to see that they've

[70]

.. 189 [06:25.4] 190 [06:27.4]
T2 [v] been doing something else, but you can't really call them out on it, except for saying '

[71]

.. 191 [06:29.4]
T2 [v] caught you', other than that, they're like 'yeah yeah yeah I'm gonna start working now'

[72]

192 [06:31.4] 193 [06:33.4] 194 [06:35.4]
T2 [v] and you can't really punish them by taking away their iPad because they need it to

[73]

.. 195 [06:37.4] 196 [06:39.4]
T2 [v] write, so when I sometimes do punish them by taking their iPads away, 5 minutes later

[74]

197 [06:41.4] 198 [06:43.4]
T2 [v] I found myself having to give them back the iPads because they needed to write on it

[75]

199 [06:45.4] 200 [06:47.4]
T2 [v] and then you can say 'well no, you have to do it on paper' But that's just kind of lame.

[76]

201 [06:49.4] 202 [06:51.4] 203 [06:53.4] 204 [06:55.4]
Int [v] So is the distraction purely just the iPad itself or if you had
T2 [v] And they don't like it. Yeah

[77]

	..	205 [06:57.4]	206 [06:59.4]
Int [v]	something else like a laptop, would that also be distracting?		
T2 [v]	A laptop would also be distracting. I think the		

[78]

	..	207 [07:01.4]	208 [07:03.4]	209 [07:05.4]
T2 [v]	only educational value of the iPad would be if we would have school iPads that had			

[79]

	..	210 [07:07.4]	211 [07:09.4]	212 [07:11.4]	213 [07:13.4]
Int [v]	So that				
T2 [v]	only a restricted number of apps and, so for example no access to Facebook or Youtube				

[80]

	..	214 [07:15.4]	215 [07:17.4]
Int [v]	some things are just blocked		
T2 [v]	So it blocks specific sites and you only have a limited		

[81]

	..	216 [07:19.4]	217 [07:21.4]	218 [07:23.4]
T2 [v]	number of apps on those iPads so that when they get an iPad, it's basically an extension			

[82]

	..	219 [07:25.4]	220 [07:27.4]	221 [07:29.4]
T2 [v]	of their writing, of their sheet of paper, but because now it's their personalised, it's their			

[83]

	..	222 [07:31.4]	223 [07:33.4]	224 [07:35.4]	225 [07:37.4]	226 [07:39.4]
T2 [v]	own thing, so then the step to go from school setting to private... things like					

[84]

	..	227 [07:41.4]	228 [07:43.4]
T2 [v]	e-mail and Facebook and Twitter is much easier, because it's already all there on the		

[85]

	..	229 [07:45.4]	230 [07:47.4]	231 [07:49.4]
T2 [v]	iPad, they just have to click one button, whereas if you have a school iPad you have to			

[86]

.. 232 [07:51.4] 233 [07:53.4] 234 [07:55.4]
T2 [v] actively circumvent all of these blocks to get to see whatever you want to check out on.

[87]

235 [07:57.4] 236 [07:59.4]237 [08:01.4]238 [08:03.4] 239 [08:05.4]
Int [v] And do you, if you don't count the distraction, do you think that the
T2 [v] Or check up on.

[88]

.. 240 [08:07.4] 241 [08:09.4]242 [08:11.4] 243 [08:13.4]
Int [v] iPad does help motivate the students more? Are they more motivated in class?
T2 [v] ...

[89]

.. 244 [08:15.4] 245 [08:17.4] 246 [08:19.4] 247 [08:21.4]
Int [v] Do they like English class better?
T2 [v] Well the iPad should be used in all lessons, so then it should

[90]

.. 248 [08:23.4] 249 [08:25.4]
T2 [v] count for all subjects, if they would be more motivated. Although apparently the

[91]

.. 250 [08:27.4] 251 [08:29.4]
T2 [v] English lessons are the ones that they're used most frequently at according to the

[92]

.. 252 [08:31.4] 253 [08:33.4]
T2 [v] students, and we already use it quite sparingly, so you can imagine how frequently they'

[93]

.. 254 [08:35.4] 255 [08:37.4]
T2 [v] re used in other classes. I don't think it helps with motivation, I think it's mostly a

[94]

.. 256 [08:39.4] 257 [08:41.4] 258 [08:43.4] 259 [08:45.4]
Int [v] Ok
T2 [v] distraction. But for things like the Shakespeare app or that I would want to use

[95]

.. 260 [08:47.4] 261 [08:49.4]
T2 [v] differentiations to get students to work at different levels, then I think the iPad could be

[96]

.. 262 [08:51.4] 263 [08:53.4]
T2 [v] useful. But only if it's a school iPad that has specific things blocked, because otherwise

[97]

264 [08:55.4] 265 [08:57.4]
T2 [v] it's just like they have this gateway to the entire world on their table so why would they

[98]

266 [08:59.4] 267 [09:01.4] 268 [09:03.4]
T2 [v] focus on the boring assignment you gave them, if instead they can play a game or chat

[99]

.. 269 [09:05.4] 270 [09:07.4]
T2 [v] with their friends or check up on their e-mail, and I can't really blame them for it either.

[100]

271 [09:09.4] 272 [09:11.4] 273 [09:13.4] 274 [09:15.4]
Int [v] ... Going
T2 [v] You need a lot of self restraint to not do any of these things during class.

[101]

.. 276 [09:19.4] 277 [09:21.4] 278 [09:23.4]
Int [v] back to what they actually do in the classroom, do you think that the fact that iPads

[102]

.. 279 [09:25.4] 280 [09:27.4] 281 [09:29.4]
Int [v] come with a spell checker has an effect on children's ability to spell or doing

[103]

.. 282 [09:31.4] 283 [09:33.4]
Int [v] assignments affect their handwriting?
T2 [v] Well I can't really say much about that

[104]

.. 284 [09:35.4] 285 [09:37.4] 286 [09:39.4]287 [09:41.4]

T2 [v] because I haven't really seen the kids before the iPad-era, so to say, but I do think it

[105]

.. 288 [09:43.4] 289 [09:45.4] 290 [09:47.4]

T2 [v] affects their spelling because I notice it for myself as well that I consistently type certain

[106]

.. 291 [09:49.4] 292 [09:51.4] 293 [09:53.4]

T2 [v] words wrong and Word would always correct it for me , so when I write it on paper I

[107]

.. 294 [09:55.4] 295 [09:57.4]

T2 [v] have to be very conscious of those same words, and I'm sure there's plenty of words I'm

[108]

.. 296 [09:59.4] 297 [10:01.4] 298 [10:03.4]

T2 [v] not even aware of that I misspell. So if I were to , because I was thinking if I have

[109]

299 [10:05.4] 300 [10:07.4] 301 [10:09.4]

T2 [v] to do the IB-exam, I would make many more mistakes than I thought I would because I'

[110]

.. 302 [10:11.4] 303 [10:13.4] 304 [10:15.4]

T2 [v] m used to a spelling checker looking at it for me, so to say. So I think it does affect their

[111]

.. 305 [10:17.4] 306 [10:19.4]

T2 [v] spelling. Because their spelling is not very good as it is, I'm not very impressed by

[112]

.. 307 [10:21.4] 308 [10:23.4] 309 [10:25.4]

T2 [v] their spelling, but then again I don't know what it , if it's up to par, because I don't know

[113]

.. 310 [10:27.4] 311 [10:29.4] 312 [10:31.4]

T2 [v] what they were like in the previous years, as the other teacher says, well it's...

[114]

313 [10:33.4] 314 [10:35.4] 315 [10:37.4]

Int [v]

...

T2 [v] it depends on the class and the students as well, so it's difficult to compare.

[115]

316 [10:39.4] 317 [10:41.4] 318 [10:43.4] 319 [10:45.4]

Int [v] For grammar, is it also handy to use the iPad or specifically not use one**T2 [v]**

Hm, it could be

[116]

.. 320 [10:47.4] 321 [10:49.4]

T2 [v] useful for grammar because there's lots of very good grammar exercises online, but

[117]

.. 322 [10:51.4] 323 [10:53.4] 324 [10:55.4]

T2 [v] then you can also use books. They have obviously thought about grammar exercises

[118]

.. 325 [10:57.4] 326 [10:59.4]

T2 [v] well and you shouldn't do too many grammar exercises anyway I think , it's something

[119]

.. 327 [11:01.4] 328 [11:03.4]

T2 [v] you should acquire in a more of a natural way and that's what's happening here at a

[120]

.. 329 [11:05.4] 330 [11:07.4]331 [11:09.4]

T2 [v] bilingual school, so we don't focus too much on grammar. If I had to name one

[121]

.. 332 [11:11.4] 333 [11:13.4]334 [11:15.4]

T2 [v] plus of the iPad it's that it costs less paper. Unless, of course, but we don't really have

[122]

335 [11:17.4] 336 [11:19.4]

T2 [v] the books, so when we do want to have something printed out then you actually do

[123]

.. 337 [11:21.4] 338 [11:23.4] 339 [11:25.4]

T2 [v] need to print a lot but otherwise you can give them the iPad and save paper that way, by

[124]

.. 340 [11:27.4] 341 [11:29.4]

T2 [v] not buying them the books for example. But yeah that I don't agree with again, because

[125]

.. 342 [11:31.4] 343 [11:33.4]

Int [v] Yeah that was my next
T2 [v] it's nice to have a paper copy and to be able to annotate it.

[126]

.. 344 [11:35.4] 345 [11:37.4] 346 [11:39.4] 347 [11:41.4]

Int [v] question, if it affects the reading of books and literature and sort of just learning to

[127]

.. 348 [11:43.4] 349 [11:45.4] 350 [11:47.4] 351 [11:49.4]

Int [v] read in general
T2 [v] Well I don't think that... I don't think, the fact that you read it on a

[128]

.. 352 [11:51.4] 353 [11:53.4] 354 [11:55.4]

T2 [v] screen influences the way you read, it's just that because the iPad has other possibilities

[129]

355 [11:57.4] 356 [11:59.4] 357 [12:01.4] 358 [12:03.4]

T2 [v] as well, I think the threshold to click away, to minimise the book and go check your e-

[130]

.. 359 [12:05.4] 360 [12:07.4] 361 [12:09.4] 362 [12:11.4]

T2 [v] mail will be lower than if you were holding the actual book. But I don't think that

[131]

.. 363 [12:13.4]

T2 [v] because of the fact that you're reading on a screen, you're not capable of deep reading.

[132]

364 [12:15.4]365 [12:17.4] 366 [12:19.4] 367 [12:21.4] 368 [12:23.4]

Int [v] ... And how about analysing books or literature, do you think that the fact that

[133]

.. 369 [12:25.4] 370 [12:27.4]

Int [v] there's a really quick summary available on Sparknotes at the touch of a button affects

[134]

.. 371 [12:29.4] 372 [12:31.4] 373 [12:33.4]

Int [v] reading?

T2 [v] No, because if you would read the paper copy you could just as well go to the

[135]

.. 374 [12:35.4] 375 [12:37.4]

T2 [v] internet and look it up, so I don't think there's a difference between whether you read it

[136]

376 [12:39.4] 377 [12:41.4] 378 [12:43.4] 379 [12:45.4] 380 [12:47.4]

T2 [v] on paper or on a screen, other than that your eyes will tire faster, because you have this

[137]

.. 381 [12:49.4] 382 [12:51.4] 383 [12:53.4]

T2 [v] light beaming in your eyes instead of reading ink, but then you could have an eReader

[138]

384 [12:55.4] 385 [12:57.4] 386 [12:59.4]387 [13:01.4] 388 [13:03.4]

T2 [v] , that of course is not an iPad, although they do have colour eReaders now that also

[139]

.. 389 [13:05.4] 390 [13:07.4] 391 [13:09.4]

T2 [v] have access to the internet. So it's kind of like a mixture between an iPad and an

[140]

.. 392 [13:11.4]393 [13:13.4]394 [13:15.4]395 [13:17.4] 396 [13:19.4]

Int [v] That's basically all I have to ask actually, do you have

T2 [v] eReader ...

[141]

.. 397 [13:21.4] 398 [13:23.4]399 [13:25.4]
Int [v] any extra additional things you want to say specifically?
T2 [v] ... Yeah I think my

[142]

.. 400 [13:27.4] 401 [13:29.4] 402 [13:31.4] 403 [13:33.4]
T2 [v] conclusion from this year here is that I prefer not to use the iPad, because it's so difficult

[143]

404 [13:35.4] 405 [13:37.4] 406 [13:39.4]407 [13:41.4]408 [13:43.4]409 [13:45.4]
T2 [v] to keep everyone's attention for the full 50 minutes.... ... So the only

[144]

.. 410 [13:47.4] 411 [13:49.4] 412 [13:51.4]
T2 [v] way in which I can see the iPad actually being of any use, is if there are school iPads

[145]

413 [13:53.4]414 [13:55.4] 415 [13:57.4] 416 [13:59.4] 417 [14:01.4]
T2 [v] , so blocked and restricted in any kind of ways so that you purely use it for the way

[146]

.. 418 [14:03.4] 419 [14:05.4] 420 [14:07.4]
T2 [v] the teacher intends you to use it. Or if there's an app that can monitor the app usage of

[147]

.. 421 [14:09.4] 422 [14:11.4]
T2 [v] the students so that you can call them out on it, but even then, even if you can see that

[148]

.. 423 [14:13.4] 424 [14:15.4]
T2 [v] they're doing their assignment but are on Facebook, there's not a whole lot you can do

[149]

.. 425 [14:17.4]
T2 [v] about it, and you don't want to create this atmosphere in which you punish students

[150]

426 [14:19.4] 427 [14:21.4] 428 [14:23.4]
T2 [v] all the time, which you will then because they will go on Facebook and check their e-

[151]

.. 429 [14:25.4] 430 [14:27.4] 431 [14:29.4]

T2 [v] mail, so it's just better to not have that temptation at all and just have a device, whether

[152]

.. 432 [14:31.4] 433 [14:33.4]

T2 [v] that's an iPad or a laptop or anything , a device that does give them access to the

[153]

.. 434 [14:35.4] 435 [14:37.4] 436 [14:39.4] 437 [14:41.4]

T2 [v] internet but only to specific websites, and that does not allow them to get on any kind

[154]

438 [14:43.4] 439 [14:45.4] 440 [14:47.4] 441 [14:49.4]

T2 [v] of webpage that will distract them. Because it's kind of tiring, I spend the first 5 minutes

[155]

.. 442 [14:51.4] 443 [14:53.4]

T2 [v] of the lesson usually telling the students to put the iPads in their bags and there's

[156]

.. 444 [14:55.4] 445 [14:57.4]

T2 [v] always 5 that leave it on their table, and you have to call them out individually and say '

[157]

.. 446 [14:59.4] 447 [15:01.4]

T2 [v] you as well' and then they say , they reply 'yo but well it's closed so we're not distracted

[158]

448 [15:03.4] 449 [15:05.4] 450 [15:07.4]

T2 [v] ', but they are, even when it's closed , so then you spend the first 5 minutes having

[159]

451 [15:09.4] 452 [15:11.4] 453 [15:13.4]

T2 [v] them put it in their bags. And I guess that has to do with my teaching ability , because

[160]

.. 454 [15:15.4] 455 [15:17.4] 456 [15:19.4]

T2 [v] other teachers are able to get the students to do that right away, but that's just not my

[161]

.. 457 [15:21.4] 458 [15:23.4]
T2 [v] style, to be very , well I don't know what the other teachers are scary, but I do think

[162]

.. 459 [15:25.4] 460 [15:27.4] 461 [15:29.4]
T2 [v] they have some kind of threatening aura around them that makes students not want to

[163]

462 [15:31.4] 463 [15:33.4] 464 [15:35.4]
Int [v] And do
T2 [v] get in trouble with them, and with me they don't really get in trouble, so I guess it's

[164]

.. 465 [15:37.4] 466 [15:39.4] 467 [15:41.4]
Int [v] you think that if they do have this sort of school iPad that has restrictions
T2 [v] something I should change.

[165]

.. 468 [15:43.4] 469 [15:45.4] 470 [15:47.4] 471 [15:49.4]
Int [v] and stuff, that they should try and start that in most schools in the Netherlands?
T2 [v] I think it'

[166]

.. 472 [15:51.4] 473 [15:53.4] 474 [15:55.4] 475 [15:57.4]
T2 [v] s up to the school to decide, I don't think it really adds much so far. But that's also

[167]

.. 476 [15:59.4] 477 [16:01.4]
T2 [v] because I don't know about everything the iPad is capable of and how it can assist

[168]

478 [16:03.4] 479 [16:05.4] 480 [16:07.4]
T2 [v] students and teachers in learning. But I guess most teachers are kind of conservative, so

[169]

.. 481 [16:09.4] 482 [16:11.4] 483 [16:13.4]
Int [v] Ok, well thank you very much
T2 [v] they want to stick with what they know. No problem

Appendix 4

Interview: Teacher 3

[1]

0 [00:00.0]	1 [00:02.0]	2 [00:04.0]	3 [00:06.0]
Int [v]	I know right So I guess first it would be best for me to explain exactly what my		

[2]

4 [00:08.0]	5 [00:10.0]	6 [00:12.0]	7 [00:14.0]
Int [v]	research is about, I'm friends, really good friends with [T2], and she told me that she'd		

[3]

..	8 [00:16.0]	9 [00:18.0]
Int [v]	been using the iPad in class and I thought it was really interesting to write something	

[4]

..	10 [00:20.0]	11 [00:22.0]
Int [v]	about that for my Master thesis just because it's so new and it's so relevant and	

[5]

..	12 [00:24.0]	13 [00:26.0]
Int [v]	apparently it's becoming a big thing. And then I wanted to also interview teachers that	

[6]

14 [00:28.0]	15 [00:30.0]	16 [00:32.0]
Int [v]	had been using the iPad recently, just to see kind of what the first hand experience	

[7]

17 [00:34.0]	18 [00:36.0]	19 [00:38.0]
Int [v]	of it is. And I was hoping to ask you some questions about it	
T3 [v]	Yeah that's fine, I'll try	

[8]

20 [00:40.0]	21 [00:42.0]	22 [00:44.0]	23 [00:46.0]
Int [v]	That's fine.	I mean it's also	
T3 [v]	and answer.	There's not that much interesting information.	

[9]

24 [00:48.0]	25 [00:50.0]	26 [00:52.0]	27 [00:54.0]
Int [v]	... we'll see. My first question is did you have any experience with tablets and such		

[10]

..	28 [00:56.0]	29 [00:58.0]	30 [01:00.0]
Int [v]	before they were introduced at the school?		And did you need to receive
T3 [v]	No none at all.		

[11]

..	31 [01:02.0]	32 [01:04.0]	33 [01:06.0]
Int [v]	training to use them in the class or how did the school go about that , sort of preparing		

[12]

..	34 [01:08.0]	35 [01:10.0]	36 [01:12.0]	37 [01:14.0]
Int [v]	the teacher			
T3 [v]	... To be honest there was not that much training I think, there were			

[13]

..	38 [01:16.0]	39 [01:18.0]	40 [01:20.0]	41 [01:22.0]
T3 [v]	some optional classes where you could sit and ask things or get shown things but all the			

[14]

..	42 [01:24.0]	43 [01:26.0]	44 [01:28.0]	45 [01:30.0]
Int [v]	Oh ok.		...	I'm
T3 [v]	training was in Dutch, so yeah. And I'm not very good with the iPads			

[15]

..	46 [01:32.0]
Int [v]	focusing on the iPads in the English classroom, I should've mentioned that before.

[16]

47 [01:34.0]	48 [01:36.0]	49 [01:38.0]
Int [v]	So, I guess that leads up to my next questions, how often do you use the iPad in the	
T3 [v]	Well I	

[17]

..	50 [01:40.0]	51 [01:42.0]	52 [01:44.0]	53 [01:46.0]	54 [01:48.0]
Int [v]	class?				
T3 [v]	never use it Yeah I never use it. The kids, sometimes the kids use it. Mostly I just				

[18]

55 [01:50.0]	56 [01:52.0]	57 [01:54.0]	58 [01:56.0]	59 [01:58.0]	60 [02:00.0]
T3 [v]	...it depends which class I've got. With some classes they use it for research, if they're				

[19]

.. 61 [02:02.0] 62 [02:04.0] 63 [02:06.0]
T3 [v] researching a topic that they're doing a debate on or a presentation on. I've got a class

[20]

64 [02:08.0] 65 [02:10.0] 66 [02:12.0] 67 [02:14.0] 68 [02:16.0]
T3 [v] who I allow to use it day to day, with regards to books and worksheets that we're

[21]

.. 69 [02:18.0] 70 [02:20.0] 71 [02:22.0] 72 [02:24.0] 73 [02:26.0]
T3 [v] using, so I send them a pdf rather than print off copies. I don't let some

[22]

.. 74 [02:28.0] 75 [02:30.0]
T3 [v] of the classes use it though, because they misuse it. The older classes, the older students

[23]

76 [02:32.0] 77 [02:34.0] 78 [02:36.0] 79 [02:38.0]
T3 [v] I find use it for everything but what they're meant to be used for so it's just a complete

[24]

.. 80 [02:40.0] 81 [02:42.0]
Int [v] And in what ways is it a distraction?
T3 [v] distraction for them. They check their e-mail,

[25]

82 [02:44.0] 83 [02:46.0] 84 [02:48.0] 85 [02:50.0]
T3 [v] they're looking at their marks, they're doing everything and anything apart from

[26]

.. 86 [02:52.0] 87 [02:54.0]
Int [v] Yeah, and is it possible to sort of
T3 [v] focusing on what they're supposed to be focusing on

[27]

88 [02:56.0] 89 [02:58.0] 90 [03:00.0]
Int [v] get them to stop doing that or is it just sort of like
T3 [v] Only by putting them in their bags

[28]

91 [03:02.0] 92 [03:04.0] 93 [03:06.0] 94 [03:08.0]

T3 [v] , I spend, with the 4th years I spend a lot of time in the lesson will still take 15 minutes.

[29]

95 [03:10.0] 96 [03:12.0] 97 [03:14.0]

T3 [v] 'Stop looking at your iPad, stop doing that , stop doing this', so I tell them 'just put them

[30]

.. 98 [03:16.0] 99 [03:18.0] 100 [03:20.0]

T3 [v] off your desk and in your bag, and write on paper'. The younger students in 2nd year,

[31]

.. 101 [03:22.0] 102 [03:24.0] 103 [03:26.0]

T3 [v] they are on the whole OK, they seem to be working on it for what they're supposed

[32]

104 [03:28.0] 105 [03:30.0] 106 [03:32.0]

T3 [v] to be working on it for. There was one day I caught a boy who was playing games and

[33]

.. 107 [03:34.0] 108 [03:36.0]

T3 [v] hadn't done any of the work, so I banned them from the whole class for the rest of the

[34]

109 [03:38.0] 110 [03:40.0] 111 [03:42.0] 112 [03:44.0] 113 [03:46.0]

Int [v] Right, and so, is it

T3 [v] week. I personally see them as, they are a useful tool for the

[35]

.. 114 [03:48.0] 115 [03:50.0] 116 [03:52.0]

T3 [v] internet to do research, it's difficult that we don't have a computer lab, but on a day

[36]

.. 117 [03:54.0] 118 [03:56.0] 119 [03:58.0]

T3 [v] to day basis I think they're a useful tool, but I don't think they should get used all day

[37]

..	120 [04:00.0]	121 [04:02.0]
Int [v]	Because for like English language teaching, is there any additional value?	
T3 [v]	every day.	

[38]

122 [04:04.0]	123 [04:06.0]	124 [04:08.0]	125 [04:10.0]
Int [v]	Like, are there specific apps that are used at the school for teaching English, or is it just		

[39]

..	126 [04:12.0]	127 [04:14.0]
Int [v]	really what the teacher makes of it?	
T3 [v]	There's no , yeah it's really what the teacher makes of it , I'm	

[40]

..	129 [04:18.0]	130 [04:20.0]
T3 [v]	sure there might be some apps that might help the students that learn English more as	

[41]

131 [04:22.0]	132 [04:24.0]	133 [04:26.0]	134 [04:28.0]
T3 [v]	2nd language , maybe pronunciation apps , but I'm not sure. But just for us, it's good for		

[42]

..	135 [04:30.0]	136 [04:32.0]
T3 [v]	them to do research on or if they're preparing a presentation they can all work on their	

[43]

..	138 [04:36.0]	139 [04:38.0]	140 [04:40.0]	141 [04:42.0]	142 [04:44.0]
T3 [v]	iPad to do it, but just as a, just replacing a notebook it's not got a great deal of value, it's				

[44]

..	143 [04:46.0]	144 [04:48.0]	145 [04:50.0]
Int [v]	Ok, and is it also the same with spelling, do you notice any		
T3 [v]	too much distraction I found.		

[45]

..	147 [04:54.0]	148 [04:56.0]	149 [04:58.0]
Int [v]	difference with their ability to spell or grammar		
T3 [v]	No, one of the pros, well it's a pro and a		

[46]

.. 150 [05:00.0] 151 [05:02.0] 152 [05:04.0] 153 [05:06.0]

T3 [v] con, with regard to literature , this year the class downloaded an iBook, Of Mice and

[47]

.. 154 [05:08.0] 155 [05:10.0]

T3 [v] Men, the Outsiders, it's handy because if they don't know what a word means they can

[48]

.. 156 [05:12.0] 157 [05:14.0]

T3 [v] just put their finger on it and a definition comes up, so it's great from that point of view,

[49]

158 [05:16.0] 159 [05:18.0] 160 [05:20.0] 161 [05:22.0]

T3 [v] but on the whole the kids don't really like it, they prefer a paper copy , so I've got some

[50]

.. 162 [05:24.0] 163 [05:26.0] 164 [05:28.0]

T3 [v] paper copies of the books and they'll want that one because ...in general it's easier for

[51]

.. 165 [05:30.0] 166 [05:32.0] 167 [05:34.0]

T3 [v] them, they like to touch the things. So it's good on there for learning definitions, but in

[52]

.. 168 [05:36.0] 169 [05:38.0]

T3 [v] general a lot of kids seem to like the novelty of a paper book I think, because they

[53]

170 [05:40.0] 171 [05:42.0] 172 [05:44.0] 173 [05:46.0]

Int [v] And do you think from the students' point of view that they're
T3 [v] do everything on the iPad.

[54]

.. 174 [05:48.0] 175 [05:50.0] 176 [05:52.0]

Int [v] more motivated to be in class and to work if they're allowed to use the iPad, or

T3 [v] From

[55]

.. 177 [05:54.0] 178 [05:56.0] 179 [05:58.0]

T3 [v] my personal experience I don't think they're more motivated. It's something that's in

[56]

.. 180 [06:00.0] 181 [06:02.0] 182 [06:04.0]

T3 [v] their lives 24/7. To have one in the classroom is not necessarily motivating. It might

[57]

183 [06:06.0] 184 [06:08.0] 185 [06:10.0] 186 [06:12.0]

Int [v] Is there... Does it help maybe students
T3 [v] be for some of them, but in general I don't think

[58]

187 [06:14.0] 188 [06:16.0] 189 [06:18.0] 190 [06:20.0]

Int [v] who are quieter in class or who , I don't know if you've had any dyslexic children

[59]

191 [06:22.0] 192 [06:24.0] 193 [06:26.0]

Int [v] but I did hear there were benefits of the iPad for those children who are more reserved

[60]

194 [06:28.0] 195 [06:30.0]

Int [v] in the language classroom, I don't know if you've had any experience with that
T3 [v] I don't know what you mean

[61]

196 [06:32.0] 197 [06:34.0] 198 [06:36.0] 199 [06:38.0]

Int [v] I've heard that there are apps that help dyslexic children kind of learn a bit
T3 [v] by benefits?

[62]

.. 201 [06:42.0] 202 [06:44.0]

Int [v] more, like they're more focused , they can adjust everything so they can read the letters

[63]

.. 203 [06:46.0] 204 [06:48.0] 205 [06:50.0]

Int [v] better and they can change all the documents and books and stuff and change the text
T3 [v] Yeah yeah

[64]

206 [06:52.0] 207 [06:54.0]

T3 [v] That may be beneficial because I know with some of the dyslexic kids when they've

[65]

.. 208 [06:56.0] 209 [06:58.0] 210 [07:00.0] 211 [07:02.0]

T3 [v] got tests and make the tests bigger for them, but on the general day to day basis ... I don't

[66]

.. 212 [07:04.0] 213 [07:06.0] 214 [07:08.0]

Int [v] Yeah I met one teacher and she really said that that was a great thing about the
T3 [v] do that.

[67]

215 [07:10.0] 216 [07:12.0] 217 [07:14.0] 218 [07:16.0] 219 [07:18.0]

Int [v] iPad ... I think I've covered most of my
T3 [v] I can imagine it would be yeah

[68]

.. 220 [07:20.0] 221 [07:22.0] 222 [07:24.0] 223 [07:26.0]

Int [v] questions, I guess my last one is after having used the iPad for a while , or having

[69]

.. 224 [07:28.0] 225 [07:30.0] 226 [07:32.0]

Int [v] experience that kind of just having it in the classroom and having the children all have a

[70]

227 [07:34.0] 228 [07:36.0] 229 [07:38.0]

Int [v] iPad, what, do you have any overall thoughts about it or how it could be improved?

[71]

230 [07:40.0] 231 [07:42.0] 232 [07:44.0] 233 [07:46.0]

T3 [v] I think it's like everything when you're teaching you want to try and bury your lessons

[72]

.. 234 [07:48.0] 235 [07:50.0] 236 [07:52.0]

T3 [v] as much as possible and I think bringing in the iPad and using it all day every day is

[73]

237 [07:54.0] 238 [07:56.0] 239 [07:58.0] 240 [08:00.0] 241 [08:02.0]

T3 [v] not the right thing for them, at the open day we had some parents that were , it was quite

[74]

.. 242 [08:04.0] 243 [08:06.0]

T3 [v] disturbing, there were a couple of parents who wanted to send their kid here, the only

[75]

.. 244 [08:08.0] 245 [08:10.0] 246 [08:12.0] 247 [08:14.0]

T3 [v] reason being that we had iPads , but there were slightly more, there were a few parents

[76]

.. 248 [08:16.0] 249 [08:18.0]

T3 [v] who were concerned that we had iPads, because they would walk up and down the

[77]

.. 250 [08:20.0] 251 [08:22.0]

T3 [v] corridors in the break time and see all the kids on their iPads , there are parents that are

[78]

.. 252 [08:24.0] 253 [08:26.0] 254 [08:28.0]

Int [v] Not very social yeah

T3 [v] concerned that their kids are using too much technology , they are on these things at

[79]

.. 255 [08:30.0] 256 [08:32.0] 257 [08:34.0] 258 [08:36.0]

Int [v] Ok so

T3 [v] home and don't really want them to be sent to a school where they're on it 24/7

[80]

.. 259 [08:38.0] 260 [08:40.0]

Int [v] there are pros and cons

T3 [v] I think there's pros and cons, and I think they're a useful tool

[81]

261 [08:42.0] 262 [08:44.0] 263 [08:46.0] 264 [08:48.0]

Int [v] But they're not sort of mind-

T3 [v] , just in the same way that Powerpoint is useful or

[82]

	..	265 [08:50.0]	266 [08:52.0]	
Int [v]		blowingly amazing that every school in the Netherlands should have them.		
T3 [v]		I'm sure they can do amazing things, but as		

[83]

	..	267 [08:54.0]	268 [08:56.0]	269 [08:58.0]	270 [09:00.0]
Int [v]					
T3 [v]		I said you should just go on a week to week basis rather than using them every day.			

[84]

	271 [09:02.0]	272 [09:04.0]	273 [09:06.0]	274 [09:08.0]
Int [v]		That's perfect, that's exactly what I wanted. Thank you so much.		
T3 [v]	That's just my personal experience.			You're

[85]

	..	275 [09:10.0]
Int [v]		I hope I haven't taken up too much
T3 [v]	welcome	

Appendix 5

Interview: Teacher 4

[1]

	0 [00:00.0]	1 [00:02.0]	2 [00:04.0]
Int [v]	What I do is, I record the interviews only for transcription purposes and it otherwise		
T4 [v]	Yeah		

[2]

	..	3 [00:06.0]	4 [00:08.0]	5 [00:10.0]	6 [00:12.0]
Int [v]	remains anonymous. No information will be asked from you. What I do want to ask for				
T4 [v]	Yeah that's fine		Good		

[3]

	7 [00:14.0]	8 [00:16.0]	9 [00:18.0]
Int [v]	comparison purposes is your age, how long you've been teaching, and how long you've		

[4]

	..	10 [00:20.0]	11 [00:22.0]	12 [00:24.0]	13 [00:26.0]	14 [00:28.0]	15 [00:30.0]
Int [v]	been working with the iPad so far. ...		...	So, what is your age? How long have			
T4 [v]	...		Ok	I'm 28			

[5]

	..	16 [00:32.0]	17 [00:34.0]
Int [v]	you been teaching?		And how long have you been working with the
T4 [v]	This is my 8th year.		

[6]

	..	18 [00:36.0]	19 [00:38.0]	20 [00:40.0]
Int [v]	iPad?		Ok and that's just starting now with the new school year	
T4 [v]	This is my 3rd year working with iPads			

[7]

	21 [00:42.0]	22 [00:44.0]	23 [00:46.0]
Int [v]	is the 3rd year beginning, or the 4th year?		
T4 [v]	This is the 3rd year. When I started working		

[8]

	..	24 [00:48.0]	25 [00:50.0]	26 [00:52.0]	27 [00:54.0]	28 [00:56.0]
Int [v]	Ok		My research is mostly just to		explore more about	
T4 [v]	here I started using iPads.					

[9]

.. 29 [00:58.0] 30 [01:00.0]31 [01:02.0] 32 [01:04.0]
Int [v] the iPad in the English classroom, and to see if it is helpful in the class, or if there

[10]

.. 33 [01:06.0] 34 [01:08.0]
Int [v] are also negative points. So it's basically just an exploratory research to find out what

[11]

.. 35 [01:10.0] 36 [01:12.0]37 [01:14.0] 38 [01:16.0]
Int [v] the initial reactions are ... My first question is what is your experience with tablets

[12]

.. 39 [01:18.0] 40 [01:20.0] 41 [01:22.0]
Int [v] oriPads before you had to start using them in the classroom.
T4 [v] Well I had little experience with

[13]

.. 42 [01:24.0] 43 [01:26.0] 44 [01:28.0]
T4 [v] tablets but I have a lot of experience in IT so there was no problem for me getting used

[14]

.. 45 [01:30.0] 46 [01:32.0] 47 [01:34.0] 48 [01:36.0]
T4 [v] to any of it. Because it comes naturally to me so...I didn't have a tablet when I started

[15]

.. 49 [01:38.0] 50 [01:40.0] 51 [01:42.0]
Int [v] Ok, and did you receive any training
T4 [v] here, but I had some experience with using iPads.

[16]

.. 52 [01:44.0] 53 [01:46.0]
Int [v] when you started using the iPads at this school?
T4 [v] No, there was training, but I didn't

[17]

54 [01:48.0] 55 [01:50.0] 56 [01:52.0]
T4 [v] really need it, so that's why I didn't go to the training, because they made training

[18]

..	57 [01:54.0]	58 [01:56.0]	59 [01:58.0]
Int [v]	But it wasn't compulsory?		
T4 [v]	available for us. No.	No, and as I didn't need it I just didn't go.	

[19]

60 [02:00.0]	61 [02:02.0]	62 [02:04.0]	63 [02:06.0]	64 [02:08.0]
Int [v]	...	...	...	So they've chosen the iPad to use at this school, and do you

[20]

..	65 [02:10.0]	66 [02:12.0]	67 [02:14.0]	68 [02:16.0]
Int [v]	make use of the special features that the iPad has, such as the apps and...			

[21]

..	69 [02:18.0]	70 [02:20.0]
Int [v]	specifically that it's Apple or can you just use another tablet?	
T4 [v]	Well, in this school you	

[22]

..	72 [02:24.0]	73 [02:26.0]
T4 [v]	could use another tablet, but for some of the books they need, for example, 'Schooltas'	

[23]

74 [02:28.0]	75 [02:30.0]	76 [02:32.0]
T4 [v]	is only available for the iPad, so we tell them to get an iPad, because I think that most	

[24]

..	77 [02:34.0]	78 [02:36.0]	79 [02:38.0]	80 [02:40.0]
T4 [v]	apps that are compatible for education are , the best apps are the ones that go on an			

[25]

..	81 [02:42.0]	82 [02:44.0]	83 [02:46.0]	84 [02:48.0]
Int [v]	And do you use a lot of apps?			
T4 [v]	Apple iPad.	Yes, I do, but I'm also the iPad co-ordinator		

[26]

..	85 [02:50.0]	86 [02:52.0]
Int [v]	Okay, now I can ask lots of interesting questions	
T4 [v]	of this school, so	Yeah I use a lot of

[27]

.. 87 [02:54.0] 88 [02:56.0] 89 [02:58.0]

T4 [v] apps, we use [unclear] like KeyNote or Notability for note-taking for example.

[28]

90 [03:00.0] 91 [03:02.0] 92 [03:04.0] 93 [03:06.0]

T4 [v] We also use the Oxford Bookworms app, they have some of their books in an app-

[29]

.. 94 [03:08.0] 95 [03:10.0]

T4 [v] form, so like Alice in Wonderland or The Wizard of Oz and then our students can read

[30]

96 [03:12.0] 97 [03:14.0] 98 [03:16.0]

T4 [v] and they can listen to the story at the same time, and there is a quiz in it, so yeah, I try

[31]

.. 99 [03:18.0] 100 [03:20.0] 101 [03:22.0] 102 [03:24.0] 103 [03:26.0] 104 [03:28.0]

Int [v] Ok. ... Are there specific apps to

T4 [v] to use the iPad as much as possible.

[32]

.. 105 [03:30.0] 106 [03:32.0] 107 [03:34.0] 108 [03:36.0]

Int [v] help pronunciation and listening skill?

T4 [v] Well there are, but most of them are specified to

[33]

.. 109 [03:38.0] 110 [03:40.0] 111 [03:42.0] 112 [03:44.0]

T4 [v] reading. Most of my students also use the built-in function to pronounce words, or for

[34]

.. 113 [03:46.0] 114 [03:48.0] 115 [03:50.0]

T4 [v] example [unclear] they also have this pronunciation function, so they use it, but I don't

[35]

116 [03:52.0] 117 [03:54.0] 118 [03:56.0] 119 [03:58.0]

Int [v] Ok, and the reading apps, are

T4 [v] specifically use an app with them to train it or whatever.

[36]

.. 120 [04:00.0] 121 [04:02.0]122 [04:04.0]123 [04:06.0] 124 [04:08.0] 125 [04:10.0]
Int [v] there, do they have to go through specific... screening beforehand, or can you just

[37]

.. 126 [04:12.0] 127 [04:14.0]128 [04:16.0]
Int [v] use whatever you want in the classroom? ... For you as
T4 [v] You mean as a teacher or? Well in

[38]

.. 129 [04:18.0] 130 [04:20.0] 131 [04:22.0] 132 [04:24.0]
Int [v] a teacher.
T4 [v] our department we have a list of apps or books we want to use, and for me being the iPad

[39]

.. 133 [04:26.0] 134 [04:28.0] 135 [04:30.0]
T4 [v] co-ordinator I test a lot of the apps, so I don't always ask my department if I can, I just

[40]

.. 136 [04:32.0] 137 [04:34.0]138 [04:36.0] 139 [04:38.0]
T4 [v] do it and then I tell them about it. So, for example the Bookworms books, the

[41]

.. 140 [04:40.0]141 [04:42.0] 142 [04:44.0] 143 [04:46.0]
T4 [v] Oxford one, they are staged, grades 1 to 6, so we try to use them at the appropriate level

[42]

.. 144 [04:48.0] 145 [04:50.0]146 [04:52.0] 147 [04:54.0]
T4 [v] and some students are ... working harder than the others, so then we let them read a

[43]

.. 148 [04:56.0] 149 [04:58.0]
T4 [v] more difficult book, or an easier book if they find it difficult, just to keep them reading

[44]

150 [05:00.0] 151 [05:02.0] 152 [05:04.0] 153 [05:06.0]
T4 [v] , and the speaking part we mostly do in class, because it's difficult to track their

[45]

..	154 [05:08.0]	155 [05:10.0]	156 [05:12.0]
Int [v]	So would you say there's possibility for a lot of flexibility as far as levels and		
T4 [v]	progress.		

[46]

157 [05:14.0]	158 [05:16.0]	159 [05:18.0]
Int [v]	the ability of the students is concerned?	
T4 [v]	Yeah I think so yeah. Although most of the apps are	

[47]

..	160 [05:20.0]	161 [05:22.0]	162 [05:24.0]
T4 [v]	[unclear] I think about 75% of the apps is really pointed towards a lower level of		

[48]

..	163 [05:26.0]	164 [05:28.0]	165 [05:30.0]
T4 [v]	English in basic or primary school, so most of the apps we can't really use in class,		

[49]

166 [05:32.0]	167 [05:34.0]	168 [05:36.0]	169 [05:38.0]
Int [v]	No.		
T4 [v]	we try to, we're now using iTunes U, have you heard of iTunes U? Well iTunes U is		

[50]

..	170 [05:40.0]	171 [05:42.0]	172 [05:44.0]	173 [05:46.0]
T4 [v]	like a platform, Apple created it, and you can create your own course, and the students			

[51]

..	174 [05:48.0]	175 [05:50.0]
T4 [v]	can subscribe to the course and then they can do assignments, they can watch videos	

[52]

176 [05:52.0]	177 [05:54.0]	178 [05:56.0]	179 [05:58.0]
T4 [v]	they can read in an iBook so it's like a digital book, basically, so we're, we started		

[53]

..	180 [06:00.0]	181 [06:02.0]	182 [06:04.0]	183 [06:06.0]
T4 [v]	working on iTunes U in May ... One of my colleagues, and now over 15 teachers			

[54]

184 [06:08.0] 185 [06:10.0] 186 [06:12.0] 187 [06:14.0]

T4 [v] are using iTunes U , so that's what we really want , that in the future , what I would

[55]

.. 188 [06:16.0] 189 [06:18.0] 190 [06:20.0]

T4 [v] really like is not to use any other methods but just our own materials. So, using iTunes

[56]

.. 191 [06:22.0] 192 [06:24.0] 193 [06:26.0] 194 [06:28.0]

Int [v] Ok. Do you
T4 [v] Uwould mean they would only use the iPad. That's what we really want.

[57]

.. 196 [06:32.0] 197 [06:34.0] 198 [06:36.0]

Int [v] think that there's a , that it's a learning process of working with the iPad? Is it quite

[58]

199 [06:38.0] 200 [06:40.0] 201 [06:42.0] 202 [06:44.0]

Int [v] difficult to get other teachers enthusiastic?
T4 [v] Yeah, yeah it is. And not necessarily because

[59]

.. 203 [06:46.0] 204 [06:48.0] 205 [06:50.0]

T4 [v] they don't want to, but they just find it too difficult, I mean, some people barely know

[60]

.. 206 [06:52.0] 207 [06:54.0]

T4 [v] how to send an e-mail for example, or text message, it's really difficult, and then there'

[61]

.. 208 [06:56.0] 209 [06:58.0] 210 [07:00.0]

T4 [v] re the ones that rather just teach a traditional lesson while this is not the way it works

[62]

.. 211 [07:02.0] 212 [07:04.0] 213 [07:06.0]

T4 [v] anymore, I think. But the younger teachers are more open to new developments. Some

[63]

.. 215 [07:10.0] 216 [07:12.0] 217 [07:14.0]

T4 [v] of the older or more traditional teachers find it very difficult, so we try to help them by

[64]

218 [07:16.0] 219 [07:18.0]220 [07:20.0] 221 [07:22.0] 222 [07:24.0]

T4 [v] giving them the ability to grow using the iPad, to show them, to help them. Well,

[65]

.. 223 [07:26.0] 224 [07:28.0]

T4 [v] gradually now more teachers are getting more excited about the iPad, so we hope ...

[66]

..226 [07:32.0] 227 [07:34.0] 228 [07:36.0] 229 [07:38.0]

T4 [v] But the school, the main goal of the school is now, the ones who want to work with an

[67]

.. 230 [07:40.0] 231 [07:42.0] 232 [07:44.0]

T4 [v] iPad that they're provided with all necessary means to do so, and the other ones will

[68]

.. 233 [07:46.0] 234 [07:48.0] 235 [07:50.0]236 [07:52.0] 237 [07:54.0]

Int [v] ... How often do you actually use the
T4 [v] follow eventually, so I hope that happens.

[69]

.. 238 [07:56.0] 239 [07:58.0] 240 [08:00.0]

Int [v] iPad in the classroom?

T4 [v] Every lesson. The first year, all our first year students have an

[70]

.. 241 [08:02.0] 242 [08:04.0] 243 [08:06.0]

T4 [v] iPad and most of our second years. But the third and fourth not all of them have an iPad,

[71]

.. 244 [08:08.0] 245 [08:10.0] 246 [08:12.0]

T4 [v] so in my third year I don't use an iPad but in first and second year I try to, well in

[72]

.. 247 [08:14.0] 248 [08:16.0]
T4 [v] second year I try to use it but maybe 5 in a class don't have an iPad, but in the first year

[73]

.. 249 [08:18.0] 250 [08:20.0] 251 [08:22.0]
T4 [v] everyone has it, so we use it as often as we can, for simple things, like note taking or

[74]

252 [08:24.0] 253 [08:26.0] 254 [08:28.0]
T4 [v] making presentations or we ask them to hand in stuff through their iPad, there are apps

[75]

255 [08:30.0] 256 [08:32.0] 257 [08:34.0] 258 [08:36.0]
T4 [v] in which you can let students hand in their work. Which is good for us because then we

[76]

.. 259 [08:38.0] 260 [08:40.0]
T4 [v] don't have to look through our e-mails where they sent it to , so yeah, I use it every

[77]

261 [08:42.0] 262 [08:44.0] 263 [08:46.0]
Int [v] Do you find that it increases the motivation of children in the classroom?
T4 [v] day. Yeah I guess so,

[78]

.. 265 [08:50.0] 266 [08:52.0] 267 [08:54.0]
T4 [v] although...most teachers would probably say it also creates some difficulties because

[79]

.. 268 [08:56.0] 269 [08:58.0]
T4 [v] of, you know, the gaming on the iPad, and we don't really have a rule that says you can't

[80]

.. 270 [09:00.0] 271 [09:02.0]
T4 [v] t have any games on your iPad, because it's their property, they buy it themselves , so

[81]

.. 273 [09:06.0] 274 [09:08.0]
T4 [v] we can't really tell them to delete all their games, so we have to find a way in which

[82]

275 [09:10.0] 276 [09:12.0] 277 [09:14.0]

T4 [v] they can really focus on their work. If you don't look at them closely, they're gaming.

[83]

278 [09:16.0] 279 [09:18.0] 280 [09:20.0] 281 [09:22.0]

Int [v] Ok, so is it that it can be

T4 [v] I think that's the biggest difficulty we run into, the gaming part. Yeah it can

[84]

.. 282 [09:24.0] 283 [09:26.0] 284 [09:28.0] 285 [09:30.0] 286 [09:32.0]

Int [v] distraction?

T4 [v] be yeah. But I think mostly ... Well, let's say it's getting better, because

[85]

.. 287 [09:34.0] 288 [09:36.0] 289 [09:38.0]

T4 [v] the Dutch publishers, they don't really have a lot of digital material yet, for English for

[86]

.. 290 [09:40.0] 291 [09:42.0] 292 [09:44.0]

T4 [v] example, so this makes it difficult, because, for example, for I think Spanish they have

[87]

.. 293 [09:46.0] 294 [09:48.0] 295 [09:50.0]

T4 [v] a book on their iPad but it's just a normal book, so it's the paper version but then on the

[88]

.. 296 [09:52.0] 297 [09:54.0]

T4 [v] iPad and that's it, and I think we should go towards a more interactive way where they

[89]

.. 298 [09:56.0] 299 [09:58.0] 300 [10:00.0]

T4 [v] can also hand in their work through their iPad, in their book, or whatever ... The

[90]

.. 302 [10:04.0] 303 [10:06.0] 304 [10:08.0]

Int [v] Yeah,

T4 [v] iPad helps, but it would help a lot more as soon as the material becomes available.

[91]

.. 306 [10:12.0] 307 [10:14.0] 308 [10:16.0]
Int [v] I read that that was also an issue that there are very little Dutch companies that were

[92]

.. 309 [10:18.0] 310 [10:20.0]
Int [v] backing it at the moment and sort of slowly becoming bigger.
T4 [v] Yeah but they don't even really want to,

[93]

.. 312 [10:24.0] 313 [10:26.0]
T4 [v] because with the iTunes U, I have been closely involved with the iTunes U lately and

[94]

314 [10:28.0] 315 [10:30.0] 316 [10:32.0] 317 [10:34.0]
Int [v] Do you
T4 [v] most publishers are not really interested in it at the moment. And I think that's silly, but.

[95]

.. 318 [10:36.0] 319 [10:38.0] 320 [10:40.0]
Int [v] think it has anything to do with it being the iPad and maybe that, I mean how does it
T4 [v]

[96]

.. 321 [10:42.0] 322 [10:44.0] 323 [10:46.0]
Int [v] compare to other technologies, I've read alot about that different technologies are used

[97]

.. 324 [10:48.0] 325 [10:50.0]
Int [v] in the classroom and as soon as that phase is over, they call it a phase, and then the

[98]

.. 326 [10:52.0] 327 [10:54.0]
Int [v] new technology comes along. Does it have anything to do with that, that they
T4 [v] Yeah right.

[99]

.. 328 [10:56.0] 329 [10:58.0] 330 [11:00.0]
Int [v] think the iPad...
T4 [v] I don't know, I think if you, if you would make a [unclear] of the...

[100]

..332 [11:04.0] 333 [11:06.0] 334 [11:08.0] 335 [11:10.0]

T4 [v] the materials that are available for not just the iPad but computers and other tablets, I

[101]

.. 336 [11:12.0] 337 [11:14.0] 338 [11:16.0]

T4 [v] think that will be the best thing to do, because now there are apps like Schooltas which

[102]

.. 339 [11:18.0]340 [11:20.0] 341 [11:22.0] 342 [11:24.0]

T4 [v] is pretty ... let's say a big player in Holland and you can only use it on your iPad or

[103]

.. 343 [11:26.0] 344 [11:28.0] 345 [11:30.0]

T4 [v] through the webworks but there's no app for Android and I think they should... but they'

[104]

.. 346 [11:32.0] 347 [11:34.0]

T4 [v] re not really willing to, I think it also has to do with them wanting to create their own

[105]

348 [11:36.0] 349 [11:38.0] 350 [11:40.0]

T4 [v] apps and their own digital stuff, and maybe they're afraid to not make enough money

[106]

.. 351 [11:42.0]352 [11:44.0] 353 [11:46.0]

T4 [v] or..... Because iTunes U is free, so if all teachers would make their own material

[107]

.. 354 [11:48.0] 355 [11:50.0]356 [11:52.0]357 [11:54.0]358 [11:56.0] 359 [11:58.0]

Int [v] About the iPad, the iPads

T4 [v] then how would they get their money ...

[108]

.. 360 [12:00.0] 361 [12:02.0] 362 [12:04.0]

Int [v] have a spell checker for if the children type up assignments, do you think that has an

[109]

.. 363 [12:06.0] 364 [12:08.0] 365 [12:10.0] 366 [12:12.0]

Int [v] effect on their spelling?
T4 [v] Yeah I think so, especially for the ones with dyslexia for example, I really see

[110]

.. 367 [12:14.0] 368 [12:16.0]

Int [v] Oh really?
T4 [v] them use it, and the other ones, the ones that don't have dyslexia, find it annoying

[111]

369 [12:18.0] 370 [12:20.0] 371 [12:22.0] 372 [12:24.0] 373 [12:26.0]

T4 [v] because it, the iPad, they get this red line underneath every word, or it auto-corrects

[112]

.. 374 [12:28.0] 375 [12:30.0]

T4 [v] them and they find it very annoying, because I ask them to type this but then the iPad

[113]

376 [12:32.0] 377 [12:34.0] 378 [12:36.0]

T4 [v] decides it's not a word and they get frustrated, so most of them turn it off. ...

[114]

379 [12:38.0] 380 [12:40.0] 381 [12:42.0]

T4 [v] ... Because most students actually still ask me 'how do I spell this' and I go like

[115]

382 [12:44.0] 383 [12:46.0] 384 [12:48.0]

T4 [v] 'you have an iPad did you look it up already?' 'Oh no yeah I didn't' But they find it

[116]

.. 385 [12:50.0] 386 [12:52.0] 387 [12:54.0]

T4 [v] pretty difficult to use it for the most simple things, I mean they like to use it for

[117]

.. 388 [12:56.0] 389 [12:58.0]

T4 [v] difficult things but things like looking up the spelling of a word or whatever, they don't

[118]

	..	390 [13:00.0]391 [13:02.0]	392 [13:04.0]393 [13:06.0]	394 [13:08.0] 395 [13:10.0]
Int [v]		Yeah it'll come. ...	Talking about dyslexia, are there also	
T4 [v]		really think of it. Yet.		

[119]

	..	396 [13:12.0]	397 [13:14.0]398 [13:16.0]	399 [13:18.0]
Int [v]		apps to help students who have trouble or a problem, I thought I read once that there		

[120]

	..	400 [13:20.0]	401 [13:22.0]	402 [13:24.0]	403 [13:26.0]
Int [v]		was an app that was really good for children with dyslexia			
T4 [v]		There are multiple modules			

[121]

	..	404 [13:28.0]	405 [13:30.0]	406 [13:32.0]
T4 [v]		available now, we use ClaroRead, but I think it is on Macbook but I'm not sure if it's on		

[122]

	..	407 [13:34.0]	408 [13:36.0]	409 [13:38.0]
T4 [v]		the iPad too. We use ClaroRead in this school but I think it's just a matter of preference.		

[123]

	410 [13:40.0]411 [13:42.0]412 [13:44.0]413 [13:46.0]	414 [13:48.0]
Int [v]	...	Overall, would you say that the iPad is a helpful English language
T4 [v]	...	

[124]

	415 [13:50.0]	416 [13:52.0]	417 [13:54.0]
Int [v]	teaching tool?		
T4 [v]	Yeah definitely, but it's also because [unclear] there is a lot of stuff available already		

[125]

	418 [13:56.0]	419 [13:58.0]	420 [14:00.0]
T4 [v]	and it's not always the right level, but there's a lot to find, I mean, for example, for		

[126]

	421 [14:02.0]422 [14:04.0]	423 [14:06.0]	424 [14:08.0]
T4 [v]	...	well, French, the languages, I think, there are a lot of apps for, but for some of	

[127]

.. 425 [14:10.0] 426 [14:12.0] 427 [14:14.0]
T4 [v] the other stuff, they have it pretty difficult to really use the iPad in a useful way. For

[128]

.. 428 [14:16.0] 429 [14:18.0] 430 [14:20.0]
Int [v] And are there any
T4 [v] English, we have the most material available. Yeah I think it's good.

[129]

.. 431 [14:22.0] 432 [14:24.0] 433 [14:26.0] 434 [14:28.0]
Int [v] specific negative points that you would want to improve.
T4 [v] No, the only negative thing is that

[130]

.. 435 [14:30.0] 436 [14:32.0]
T4 [v] you really have to keep an eye on them, and there are apps to do this, you could install

[131]

.. 437 [14:34.0] 438 [14:36.0]
T4 [v] an app and as teacher you can see what they're doing on their iPad, but that's what we

[132]

.. 439 [14:38.0] 440 [14:40.0] 441 [14:42.0] 442 [14:44.0]
T4 [v] don't want in this school. We want to give them some freedom and ... Maybe not

[133]

.. 443 [14:46.0] 444 [14:48.0] 445 [14:50.0]
T4 [v] for me the most difficult part but for some of the other teachers , I mean, most people

[134]

.. 446 [14:52.0] 447 [14:54.0]
T4 [v] are like 'Ok you're gaming? Put your iPad away and go do something else' But I don't

[135]

.. 448 [14:56.0] 449 [14:58.0]
T4 [v] think that's a good way to go about it, you just need to teach them 'You're in class now,

[136]

.. 450 [15:00.0] 451 [15:02.0] 452 [15:04.0]

T4 [v] so you need to pay attention, no games' and then, eventually, if you're really strict at the

[137]

.. 453 [15:06.0] 454 [15:08.0] 455 [15:10.0]

T4 [v] start... they will understand, but I think that's the only really difficult part about

[138]

456 [15:12.0] 457 [15:14.0] 458 [15:16.0]

T4 [v] the iPad we are experiencing in this school, apart from the WiFi not working and,

[139]

.. 460 [15:20.0] 461 [15:22.0]

T4 [v] because there's a difficulty when they have to download something or they're watching

[140]

.. 462 [15:24.0] 463 [15:26.0]

Int [v] Oh yeah that answers my following questions, are

T4 [v] a video and then the WiFi stops.

[141]

.. 464 [15:28.0] 465 [15:30.0] 466 [15:32.0]

Int [v] there any technical difficulties?

T4 [v] Well we have it pretty difficult with the WiFi now because there are

[142]

.. 467 [15:34.0] 468 [15:36.0] 469 [15:38.0]

T4 [v] now about a thousand devices online at the same time, in the A and the B building, so

[143]

.. 470 [15:40.0] 471 [15:42.0] 472 [15:44.0] 473 [15:46.0]

T4 [v] that is a lot. In the autumn break they're going to change the WiFi network to make it

[144]

.. 474 [15:48.0] 475 [15:50.0] 476 [15:52.0]

T4 [v] better. But I think that's an issue and some of the smartboards aren't really working.

[145]

477 [15:54.0] 478 [15:56.0] 479 [15:58.0] 480 [16:00.0]

T4 [v] I think most of it is also because most of our teachers are not technically skilled enough

[146]

.. 481 [16:02.0] 482 [16:04.0] 483 [16:06.0]

Int [v] Does it set you back a long time if the WiFi stops working? Like is you
T4 [v] to get it to work. No,

[147]

.. 485 [16:10.0] 486 [16:12.0] 487 [16:14.0] 488 [16:16.0]

Int [v] class completely thrown?
T4 [v] well, it happens. My class no, I just ... figure out a way

[148]

.. 489 [16:18.0] 490 [16:20.0] 491 [16:22.0]

T4 [v] to do the lecture in a different way, so when there's no WiFi I try to do it differently.

[149]

492 [16:24.0] 493 [16:26.0] 494 [16:28.0]

T4 [v] But I see that in other teachers they find it really difficult to change and they get really

[150]

495 [16:30.0] 496 [16:32.0]

T4 [v] frustrated, but I think it's just depends on the person and on the teacher and also on the

[151]

.. 498 [16:36.0] 499 [16:38.0] 500 [16:40.0]

T4 [v] class because some of my students , they don't really care what happens so they don't

[152]

.. 501 [16:42.0] 502 [16:44.0]

T4 [v] even notice when it's not working, I just tell them 'Ok, well we're going to do this now'

[153]

.. 503 [16:46.0] 504 [16:48.0]

T4 [v] and they're like 'Ok fine', but some of the other groups are more difficult. So they're like

[154]

505 [16:50.0] 506 [16:52.0] 507 [16:54.0]

T4 [v] 'You said we were going to do this but we want to do this and now we're going to do

[155]

.. 508 [16:56.0] 509 [16:58.0] 510 [17:00.0]

Int [v] And are there regular

T4 [v] this' And then it takes longer, but it really depends on the teacher I think.

[156]

511 [17:02.0] 512 [17:04.0] 513 [17:06.0] 514 [17:08.0]

Int [v] sort of help classrooms, or... somewhere the teachers can go if they are finding it

[157]

.. 515 [17:10.0] 516 [17:12.0] 517 [17:14.0]

Int [v] difficult to adjust to the iPad?

T4 [v] Yeah, we have in the middle of the hall here, it's called

[158]

.. 518 [17:16.0] 519 [17:18.0] 520 [17:20.0] 521 [17:22.0]

T4 [v] the Genius Bar, as Apple has its Genius Bar too, and we... there's an IT person

[159]

522 [17:24.0] 523 [17:26.0]

T4 [v] and there's me, the iPad coordinator and we help students and teachers when they

[160]

524 [17:28.0] 525 [17:30.0] 526 [17:32.0] 527 [17:34.0]

T4 [v] have difficulties, and every other month there are workshops. For example next week

[161]

.. 528 [17:36.0] 529 [17:38.0] 530 [17:40.0]

T4 [v] we have a workshop about the use of Macbooks in combination with the smartboard

[162]

.. 531 [17:42.0] 532 [17:44.0]

T4 [v] because there are a lot of difficulties, but it's just a matter of reconnecting the table, or

[163]

533 [17:46.0] 534 [17:48.0]535 [17:50.0] 536 [17:52.0]

T4 [v] switching through different screens ... So we do have workshops and they can

[164]

.. 537 [17:54.0]538 [17:56.0]539 [17:58.0] 540 [18:00.0]

T4 [v] always come and see us here. ... We always see the same teachers and they ask

[165]

.. 541 [18:02.0] 542 [18:04.0] 543 [18:06.0]

T4 [v] the same questions, which is fine, but some of the teachers, I think they , well they don't

[166]

.. 544 [18:08.0] 545 [18:10.0]

T4 [v] show up but they also are having difficulties, so I don't know how they manage. Some

[167]

.. 547 [18:14.0] 548 [18:16.0] 549 [18:18.0] 550 [18:20.0]

Int [v] ...
T4 [v] people just don't like the way the education is going, the really traditional ones.

[168]

551 [18:22.0]552 [18:24.0]553 [18:26.0]554 [18:28.0] 555 [18:30.0]

Int [v] ... I think I... Is there anything you would like to add that I have not asked?

[169]

556 [18:32.0]557 [18:34.0] 558 [18:36.0] 559 [18:38.0]560 [18:40.0]

Int [v] Ok Perfect, thank you very much ...
T4 [v] No, I don't think so. You're welcome

Appendix 6a

Interview: Teacher 5

[1]

0 [00:00.0]	1 [00:02.0]	2 [00:04.0]	3 [00:06.0]
Int [v]	Start recording already Will you, I told you a bit about my research anyway, so I guess		

[2]

..	4 [00:08.0]	5 [00:10.0]
Int [v]	I don't really have to go over it again, but I will say just for the microphone that the	

[3]

6 [00:12.0]	7 [00:14.0]	8 [00:16.0]
Int [v]	interview is anonymous so you don't have to worry about anything and I would like to	

[4]

..	9 [00:18.0]	10 [00:20.0]	11 [00:22.0]	12 [00:24.0]
Int [v]	ask your age and how long you've been teaching just so I can have that			
T5 [v]	I'm 40 and I've			

[5]

..	13 [00:26.0]	14 [00:28.0]	15 [00:30.0]	16 [00:32.0]
Int [v]	Ok, at this school for 9 years? Ok.			
T5 [v]	been teaching for 9 years.		[unclear] Hotel	

[6]

..	17 [00:34.0]	18 [00:36.0]	19 [00:38.0]	20 [00:40.0]
Int [v]	How long have you been teaching			
T5 [v]	management... [unclear] ...worked in hotels [unclear]			

[7]

..	21 [00:42.0]	22 [00:44.0]	23 [00:46.0]
Int [v]	with the iPad?	Since august 2012	Did
T5 [v]	One year.	Yes that's correct that's the pilot year.	

[8]

..	25 [00:50.0]	26 [00:52.0]	27 [00:54.0]
Int [v]	you have experience with tablets before you used them in the classroom		
T5 [v]	I've had my		

[9]

.. 28 [00:56.0] 29 [00:58.0] 30 [01:00.0]

T5 [v] own, a few months before and my husband has one for more than 2 years before that, so

[10]

.. 31 [01:02.0] 32 [01:04.0] 33 [01:06.0]

T5 [v] I did, I was familiar with it I feel it's different when you start teaching with an iPad.

[11]

34 [01:08.0] 35 [01:10.0] 36 [01:12.0] 37 [01:14.0]

Int [v] What were your feelings when you heard you had to start teaching with an iPad.

T5 [v] I was

[12]

.. 38 [01:16.0] 39 [01:18.0] 40 [01:20.0] 41 [01:22.0]

T5 [v] really positive, because I think that they're a kind of gadget that you can ...

[13]

.. 42 [01:24.0] 43 [01:26.0] 44 [01:28.0] 45 [01:30.0]

T5 [v] encourage the students to learn in a digital way. They can do things in the class that they

[14]

.. 46 [01:32.0] 47 [01:34.0]

T5 [v] can also do at home , practice at home, so it is like their transfer from what you do in

[15]

.. 48 [01:36.0] 49 [01:38.0]

T5 [v] class with the teacher, and then you can take that same exercises, they can do it again at

[16]

.. 50 [01:40.0] 51 [01:42.0]

T5 [v] home alone, without the teacher and without the classmates around you and see how

[17]

.. 52 [01:44.0] 53 [01:46.0] 54 [01:48.0] 55 [01:50.0] 56 [01:52.0] 57 [01:54.0]

Int [v] And did you need to have special

T5 [v] you do. I think that's a really good advantage....

[18]

..	58 [01:56.0]	59 [01:58.0]	60 [02:00.0]
Int [v]	training to be able to teach with the iPad, with the new techniques and things?		
T5 [v]	...		

[19]

61 [02:02.0]	62 [02:04.0]	63 [02:06.0]	64 [02:08.0]
T5 [v]	Training to understand some of the apps you use, definitely, last week on the 18th of		

[20]

..	65 [02:10.0]	66 [02:12.0]	67 [02:14.0]
T5 [v]	June we had a 3 hour workshop, just dealing with 3 apps that we can use, [unclear],		

[21]

68 [02:16.0]	69 [02:18.0]	70 [02:20.0]
T5 [v]	Nearpod and SlideChart, and these are apps that you can, students can hand in	

[22]

..	71 [02:22.0]	72 [02:24.0]	73 [02:26.0]
T5 [v]	information and you can give digital feedback to them, and I think that's a really modern		

[23]

..	74 [02:28.0]	75 [02:30.0]
T5 [v]	way of giving feedback. I think that's also where your major learning curve is, giving	

[24]

..	76 [02:32.0]	77 [02:34.0]	78 [02:36.0]	79 [02:38.0]
T5 [v]	feedback. You're gonna be giving positive feedback and personal feedback, I think			

[25]

..	80 [02:40.0]	81 [02:42.0]	82 [02:44.0]	83 [02:46.0]
T5 [v]	that's really important. The other two apps I talked about they're more about that if you			

[26]

..	84 [02:48.0]	85 [02:50.0]
T5 [v]	make a PowerPoint presentation that you can show the PowerPoint presentation from	

[27]

..	86 [02:52.0]	87 [02:54.0]	88 [02:56.0]	89 [02:58.0]
T5 [v]	your iPad. And that's with everything, we have to learn how to use it. But I must say the			

[28]

.. 90 [03:00.0] 91 [03:02.0] 92 [03:04.0]

T5 [v] students are really fast at learning the ins and outs of the apps. And then they learn it

[29]

.. 93 [03:06.0] 94 [03:08.0] 95 [03:10.0] 96 [03:12.0]

T5 [v] faster than the teachers around me, that they ... the kids are actually a step further

[30]

.. 97 [03:14.0] 98 [03:16.0] 99 [03:18.0]

T5 [v] than the teachers in what I experience here in school. Like you heard in the class, that

[31]

.. 101 [03:22.0] 102 [03:24.0]

Int [v] Is it

T5 [v] sometimes they can't look at that, that can be a distraction for their working.

[32]

.. 103 [03:26.0] 104 [03:28.0]

Int [v] difficult to give personal feedback, was it difficult to give personal feedback before

[33]

105 [03:30.0] 106 [03:32.0] 107 [03:34.0] 108 [03:36.0]

Int [v] , has the iPad improved that?

T5 [v] Yes, you can give ... the feedback giving is faster,

[34]

109 [03:38.0] 110 [03:40.0]

T5 [v] so when the class gives a presentation I can put my notes, like I said in Evernotes,

[35]

111 [03:42.0] 112 [03:44.0] 113 [03:46.0]

T5 [v] and I can send that group the immediate feedback, and they have it on the iPad

[36]

.. 114 [03:48.0] 115 [03:50.0] 116 [03:52.0] 117 [03:54.0]

T5 [v] immediately when they sit down they have it . And ... the feedback you talk

[37]

.. 118 [03:56.0] 119 [03:58.0] 120 [04:00.0] 121 [04:02.0]

T5 [v] about in the class is general, and you might give a personal comment to someone, '

[38]

.. 122 [04:04.0] 123 [04:06.0]

T5 [v] remember to smile next time', you're not gonna say that in front of the whole class

[39]

.. 124 [04:08.0] 125 [04:10.0]

T5 [v] because you might offend the person, but the kids do that by the iPad . You can fine-

[40]

.. 126 [04:12.0] 127 [04:14.0] 128 [04:16.0]

T5 [v] tune your feedback to give them a bit of a nudge to do it even better the next time

[41]

.. 129 [04:18.0] 130 [04:20.0] 131 [04:22.0] 132 [04:24.0] 133 [04:26.0]

T5 [v] around.... And I think the kids enjoy getting the feedback on the iPad, I think it's a

[42]

.. 134 [04:28.0] 135 [04:30.0] 136 [04:32.0] 137 [04:34.0]

Int [v] ... Another bit about the training, is the training

T5 [v] good way of communication.

[43]

.. 138 [04:36.0] 139 [04:38.0] 140 [04:40.0]

Int [v] quite regular? Do you always get updated training?

T5 [v] I was actually part of it, an iPad

[44]

.. 141 [04:42.0] 142 [04:44.0] 143 [04:46.0] 144 [04:48.0]

T5 [v] work team here at the school. They keep track of all the education apps that are

[45]

.. 146 [04:52.0] 147 [04:54.0]

T5 [v] available and also just like the general organisation of how you can organise your work

[46]

..149 [04:58.0]150 [05:00.0] 151 [05:02.0] 152 [05:04.0] 153 [05:06.0]

T5 [v]Subsequent teaching with the iPad, every week we have a weekly letter that

[47]

.. 154 [05:08.0] 155 [05:10.0] 156 [05:12.0]

T5 [v] gets e-mailed to everybody and then there's always a block 'iPad news', so that's every

[48]

.. 157 [05:14.0] 158 [05:16.0] 159 [05:18.0]

T5 [v] week. And the training is about once every 3 months, they have a specialist from outside

[49]

.. 160 [05:20.0] 161 [05:22.0] 162 [05:24.0]

T5 [v] of the school coming to the school and giving us information and that's, like we often

[50]

.. 163 [05:26.0] 164 [05:28.0]

T5 [v] said, there's actually so much out there, there's so much possible that you actually

[51]

.. 165 [05:30.0] 166 [05:32.0] 167 [05:34.0] 168 [05:36.0] 169 [05:38.0]

T5 [v] drown in the amounts of apps there are, that you can use, and what, I think I would say

[52]

170 [05:40.0] 171 [05:40.3] 172 [05:42.3] 173 [05:44.3]

T5 [v] boils it down, keep it simple and focus on 2 or 3 rather than 10 and try rather with 2 or 3

[53]

174 [05:46.3] 175 [05:48.3] 176 [05:50.3]

T5 [v] when it gets a bit further cause there's a lot more possible with them than with 10 and

[54]

.. 177 [05:52.3]178 [05:54.3] 179 [05:56.3]

T5 [v] then not use a little bit there and a little bit there, because it's really confusing for your

[55]

.. 180 [05:58.3] 181 [06:00.3] 182 [06:02.3] 183 [06:04.3]

T5 [v] class and us teachers. If I'm busy with reading, there's so many apps that are 'download

[56]

.. 184 [06:06.3] 185 [06:08.3]186 [06:10.3] 187 [06:12.3]
T5 [v] this download that'then I just rather say... it took time to learn Evernote and it has

[57]

.. 188 [06:14.3] 189 [06:16.3] 190 [06:18.3]
T5 [v] a lot of possibilities, and I rather just now say I'm [unclear] and continue working with

[58]

.. 191 [06:20.3] 192 [06:22.3] 193 [06:24.3]
T5 [v] Evernote and I've become better at it and you have to give yourself time to use it.

[59]

194 [06:26.3]195 [06:28.3] 196 [06:30.3] 197 [06:32.3]198 [06:34.3]
Int [v] And are there also, are there special apps that help with really like English skills,

[60]

.. 199 [06:36.3]200 [06:38.3] 201 [06:40.3] 202 [06:42.3]
Int [v] like pronunciation or listening ... spelling, grammar.
T5 [v] Yes there are, a lot, and they just keep

[61]

.. 203 [06:44.3] 204 [06:46.3] 205 [06:48.3]
T5 [v] coming. Cambridge, I prefer to like, link up to the university apps, but they, well,

[62]

.. 207 [06:52.3] 208 [06:54.3]
T5 [v] university is a bit easy, oh sorry, other way around, too difficult. But there are a lot of

[63]

.. 209 [06:56.3] 210 [06:58.3]211 [07:00.3] 212 [07:02.3]
T5 [v] other apps available. ... There are a lot of apps available like the one you saw in

[64]

.. 213 [07:04.3] 214 [07:06.3] 215 [07:08.3]216 [07:10.3]
T5 [v] my lesson, to teach your tenses, which gives the kids ... a direct feedback of, they

[65]

.. 218 [07:14.3]
T5 [v] do a little test of 12 questions and I can see what they get wrong and then they go back

[66]

.. 219 [07:16.3] 220 [07:18.3]

T5 [v] to the wrong ones , and what I do in the class, I say you got 3 wrong, talk to your

[67]

.. 221 [07:20.3] 222 [07:22.3]

T5 [v] neighbour , show your neighbour your iPad and talk about them together and discuss

[68]

.. 223 [07:24.3] 224 [07:26.3]

T5 [v] them together and then when you finish discussing together , at random I'm gonna ask

[69]

225 [07:28.3] 226 [07:30.3]

T5 [v] couples to come to the front of the class and present which ones you got wrong and

[70]

.. 227 [07:32.3] 228 [07:34.3]

T5 [v] what was your discussion about, and then we can discuss it as a group together. So that'

[71]

.. 229 [07:36.3] 230 [07:38.3] 231 [07:40.3]

T5 [v] s what I do to , cause otherwise it's quite ... you have , if you don't make it interactive

[72]

232 [07:42.3] 233 [07:44.3] 234 [07:46.3]

T5 [v] you don't know where their learning is and you want to discuss the elements of ... the

[73]

.. 235 [07:48.3]

T5 [v] ones you got right, that's great , which ones did you get wrong and why did you get

[74]

.. 237 [07:52.3] 238 [07:54.3] 239 [07:56.3]

T5 [v] them wrong, and what have you done with the ones you got wrong? [unclear] [unclear]

[75]

240 [07:58.3] 241 [08:00.3] 242 [08:02.3] 243 [08:04.3]

T5 [v] [unclear] Of course I wanna see if the 12 questions that you get are right, but you have

[76]

..	244 [08:06.3]	245 [08:08.3]	246 [08:10.3]	247 [08:12.3]
Int [v]	Do you want to stop?			
T5 [v]	to understand that the rules behind, that it's the English exercises. No no no no			

[77]

248 [08:14.3]	249 [08:16.3]	250 [08:18.3]	251 [08:20.3]	252 [08:22.3]	253 [08:24.3]
Int [v]	...	I had another question with the children, are they			
T5 [v]	[unclear] [unclear] ...				

[78]

254 [08:26.3]	255 [08:28.3]	256 [08:30.3]
Int [v]	more motivated because they get to use the iPad, and also are they also more distracted	

[79]

..	257 [08:32.3]	258 [08:34.3]	259 [08:36.3]	260 [08:38.3]
Int [v]	maybe because the iPad is there?			
T5 [v]	Uhm, I'd answer on both subquestions, to both of them			

[80]

..	261 [08:40.3]	262 [08:42.3]	263 [08:44.3]	264 [08:46.3]	265 [08:48.3]
T5 [v]	yes. I think it's a definite motivation, and a distraction. And the remedy is discipline				

[81]

..	266 [08:50.3]	267 [08:52.3]	268 [08:54.3]
Int [v]	And is it easy to keep an eye on if the children are doing what they're		
T5 [v]	them.		

[82]

..	269 [08:56.3]	270 [08:58.3]	271 [09:00.3]
Int [v]	supposed to be doing in class? Or is that difficult to do?		
T5 [v]	That's difficult. In the old computer,		

[83]

..	272 [09:02.3]	273 [09:04.3]	274 [09:06.3]
T5 [v]	in the old, no we still have 2, we have computer classrooms, from the teachers		

[84]

..	275 [09:08.3]	276 [09:10.3]	277 [09:12.3]
T5 [v]	computer they, you can see what sites the students are working on, and you can say 'oh		

[85]

278 [09:14.3] 279 [09:16.3] 280 [09:18.3]

T5 [v] Peter I can see that you're not on the internet, you should be on this internet, you're on

[86]

.. 281 [09:20.3] 282 [09:22.3] 283 [09:24.3] 284 [09:26.3]

T5 [v] a game site and you should be on this.' [website] I use a lot, [website] You get all the

[87]

285 [09:28.3] 286 [09:30.3]

T5 [v] [unclear] and you can see their one versus one on their internet, so if they're doing

[88]

.. 287 [09:32.3] 288 [09:34.3]

T5 [v] something I don't want them to do, with the iPad you can't do that, so I said when's

[89]

.. 289 [09:36.3]

T5 [v] there gonna be an app that you can check what they're doing. The only way you can

[90]

290 [09:38.3] 291 [09:40.3] 292 [09:42.3]

T5 [v] check on them is to stand at the back of the classroom and watch the screens. And also

[91]

.. 293 [09:44.3] 294 [09:46.3] 295 [09:48.3] 296 [09:50.3] 297 [09:52.3]

Int [v] I still have

T5 [v] from facial expressions you can also sometimes see alot.

[92]

.. 298 [09:54.3] 299 [09:56.3] 300 [09:58.3]

Int [v] quite a few questions, Yeah that's probably the best

T5 [v] Should we stop it now

Appendix 6b

Interview: Teacher 5

[1]

0 [00:00.0] 1 [00:02.0] 2 [00:04.0]
Int [v] ...more to do with the, we're really focusing on the English language teaching aspects

[2]

.. 3 [00:06.0] 4 [00:08.0]5 [00:10.0] 6 [00:12.0] 7 [00:14.0]
Int [v] ofthe iPad,... I've already asked about the motivation and the distraction, my next

[3]

.. 8 [00:16.0]9 [00:18.0]10 [00:20.0] 11 [00:22.0] 12 [00:24.0]
Int [v] question was to ... the children have to use the iPad for assignments, does this

[4]

.. 13 [00:26.0] 14 [00:28.0] 15 [00:30.0]16 [00:32.0]17 [00:34.0] 18 [00:36.0]
Int [v] affect their spelling? Because of the spell checker.
T5 [v] They have to, they

[5]

.. 19 [00:38.0] 20 [00:40.0]
T5 [v] keep notes on the iPad, well that's what I say to do, so if I say you need to keep some

[6]

.. 21 [00:42.0]22 [00:44.0] 23 [00:46.0]
T5 [v] notes... we say to all the first years 'You have to download the app Paperdesk and

[7]

.. 24 [00:48.0] 25 [00:50.0] 26 [00:52.0]
T5 [v] you keep your notes on the iPad', so I can use [unclear] the spelling check, so that will

[8]

27 [00:54.0] 28 [00:56.0] 29 [00:58.0] 30 [01:00.0] 31 [01:02.0]
T5 [v] initially, it makes them lazy, in the ultimatum of how is a word spelled, I think what's a

[9]

.. 32 [01:04.0] 33 [01:06.0] 34 [01:08.0]
T5 [v] nice example of the start of this morning, that the kids, they found those quite difficult

[10]

.. 35 [01:10.0] 36 [01:12.0] 37 [01:14.0] 38 [01:16.0] 39 [01:18.0]

T5 [v] words, 'confiscate' and 'complicated', so the iPad is handier in checking spelling,

[11]

.. 40 [01:20.0] 41 [01:22.0] 42 [01:24.0] 43 [01:26.0] 44 [01:28.0]

T5 [v] than in spelling acquisition. I think I, I'm an old fashioned teacher, well I tend towards

[12]

.. 45 [01:30.0] 46 [01:32.0] 47 [01:34.0]

T5 [v] spelling the first 2/3 of the year. The kids, as a starter I use that, I start it as a starter and

[13]

.. 48 [01:36.0] 49 [01:38.0]

T5 [v] I say 'well this is gonna become a fixed part of the lesson' we're actually going to use

[14]

.. 50 [01:40.0] 51 [01:42.0]

T5 [v] the iPad, I get them to use the iPad as a tool to check their spelling, so then I reverse

[15]

52 [01:44.0] 53 [01:46.0] 54 [01:48.0]

T5 [v] it around, so I say you come into class you're gonna get a dictation, 10 words, and

[16]

55 [01:50.0] 56 [01:52.0] 57 [01:54.0]

T5 [v] they have a list of the words they have to know , about 3000 [unclear] words they have

[17]

.. 58 [01:56.0] 59 [01:58.0] 60 [02:00.0] 61 [02:02.0]

T5 [v] to know, and then they come into class and I dictate any 10 words and they get a

[18]

.. 62 [02:04.0] 63 [02:06.0]

T5 [v] mark on those 10 words, they have to spell them correctly and know the meaning, and

[19]

.. 64 [02:08.0] 65 [02:10.0] 66 [02:12.0]

T5 [v] they check it on the iPad, so they finish the test, check it on the iPad and see which ones

[20]

.. 67 [02:14.0] 68 [02:16.0] 69 [02:18.0]
T5 [v] they got wrong and then they get a mark. The next week, that mark they get get added

[21]

.. 70 [02:20.0] 71 [02:22.0] 72 [02:24.0]
T5 [v] up with their new mark, so I use, I turn it around with the iPad, the iPad becomes a tool

[22]

.. 73 [02:26.0] 74 [02:28.0] 75 [02:30.0] 76 [02:32.0] 77 [02:34.0]
Int [v] It's good to keep that
T5 [v] for them and not that they were to use it to become lazy in this way.

[23]

.. 78 [02:36.0] 79 [02:38.0] 80 [02:40.0]
Int [v] in mind. Yeah it does, and another question I had
T5 [v] I hope that answers your question.

[24]

.. 81 [02:42.0] 82 [02:44.0] 83 [02:46.0]
Int [v] was to do with reading, if they read poetry or books or literature, I'm not sure if you're

[25]

84 [02:48.0] 85 [02:50.0] 86 [02:52.0]
Int [v] there yet, because you only use it with the first years, but would you use the iPad for

[26]

.. 87 [02:54.0] 88 [02:56.0] 89 [02:58.0]
Int [v] that? And do you think there might be any positive or negative effects on using the

[27]

.. 90 [03:00.0] 91 [03:02.0] 92 [03:04.0] 93 [03:06.0]
Int [v] iPad?
T5 [v] ... We have asked the department, the English department, to look for a book

[28]

94 [03:08.0] 95 [03:10.0] 96 [03:12.0] 97 [03:14.0]
T5 [v] that we can read on the iPad. But we're not that far yet and we haven't found, I think it

[29]

.. 98 [03:16.0] 99 [03:18.0] 100 [03:20.0] 101 [03:22.0]

T5 [v] also comes down to expenses that they haven't... said 'Ok let them buy a book on

[30]

.. 102 [03:24.0] 103 [03:26.0] 104 [03:28.0] 105 [03:30.0] 106 [03:32.0]

T5 [v] the iPad, it costs this' and it's a bit of a complicated ... dilemma, are we

[31]

.. 107 [03:34.0] 108 [03:36.0] 109 [03:38.0]

T5 [v] gonna read on the iPad? We haven't done that this year, what I have done is on internet

[32]

.. 110 [03:40.0] 111 [03:42.0] 112 [03:44.0]

T5 [v] sites like [websites] you have the [unclear] reading and there's a small short story with

[33]

113 [03:46.0] 114 [03:48.0] 115 [03:50.0]

T5 [v] comprehension questions and we do that often and they can do that in 15 minutes at

[34]

.. 116 [03:52.0] 117 [03:54.0]

T5 [v] different levels, and you can do MAVO/HAVO/VWO and then, that's like a short

[35]

.. 119 [03:58.0] 120 [04:00.0]

T5 [v] exercise in between, and that works quite well on the iPad, but reading a novel on the

[36]

.. 121 [04:02.0] 122 [04:04.0] 123 [04:06.0]

T5 [v] iPad we have not done that yet, and I'm really eager to try and do that. But that means

[37]

.. 124 [04:08.0] 125 [04:10.0] 126 [04:12.0]

T5 [v] for the whole group you need to download a couple. 39 steps apparently really is a

[38]

127 [04:14.0] 128 [04:16.0] 129 [04:18.0]

T5 [v] really nice detective story, I don't know it myself but I heard from my colleague, and

[39]

.. 130 [04:20.0] 131 [04:22.0] 132 [04:24.0]

T5 [v] that costs 6 euro, and you have a class of 26, and then it's a dilemma with the school,

[40]

.. 133 [04:26.0] 134 [04:28.0]

T5 [v] are we going to, how are we going to finance that and does it have to come from the

[41]

135 [04:30.0] 136 [04:32.0] 137 [04:34.0] 138 [04:36.0]

T5 [v] English department budget? It's always, that's the, we as the English department try to

[42]

.. 139 [04:38.0] 140 [04:40.0] 141 [04:42.0] 142 [04:44.0] 143 [04:46.0]

T5 [v] push it through, that we think it helps you with a ... allowance card that they get

[43]

.. 144 [04:48.0] 145 [04:50.0]

T5 [v] from school for all the subjects, one of the allowances is for English and you get to

[44]

.. 146 [04:52.0] 147 [04:54.0] 148 [04:56.0]

T5 [v] download this book and read the book in class. But I haven't done it, I haven't had a lot

[45]

.. 149 [04:58.0] 150 [05:00.0] 151 [05:02.0]

Int [v] It's an interesting sort of way to work, because I know that there's a
T5 [v] of experience with...

[46]

.. 152 [05:04.0] 153 [05:06.0] 154 [05:08.0]

Int [v] Romeo and Juliet eBook where you can click on the word and it translates it into

[47]

155 [05:10.0] 156 [05:12.0] 157 [05:14.0]

Int [v] modern English, and there's a few videos in it and such, and it's really interactive, but I

[48]

.. 158 [05:16.0] 159 [05:18.0] 160 [05:20.0]

Int [v] guess you have to have two or three years time and then they'll be at the right age to

[49]

..	161 [05:22.0]	162 [05:24.0]	163 [05:26.0]	164 [05:28.0]
Int [v]	start reading Shakespeare, so...			
T5 [v]	You have to find the right level and ... I think there			

[50]

..	165 [05:30.0]	166 [05:32.0]	167 [05:34.0]	168 [05:36.0]
Int [v]	Something to			
T5 [v]	are numerous possibilities, but we haven't actually started on those yet.			

[51]

..	169 [05:38.0]	170 [05:40.0]	171 [05:42.0]	172 [05:44.0]
Int [v]	look forward to. Another thing that I was, I read up about it and I thought it was			
T5 [v]	...			

[52]

..	173 [05:46.0]	174 [05:48.0]
Int [v]	quite interesting was that, also because we just had sort of mentioned the dyslexic	

[53]

175 [05:50.0]	176 [05:52.0]	177 [05:54.0]	178 [05:56.0]
Int [v]	girl in class, have you experienced any additional value of the iPad for children with		

[54]

179 [05:58.0]	180 [06:00.0]	181 [06:02.0]	182 [06:04.0]	183 [06:06.0]	184 [06:08.0]	185 [06:10.0]
Int [v]	language learning difficulties such as dyslexia?					
T5 [v]	...	...	In the... ..	...	...not in	

[55]

..	186 [06:12.0]	187 [06:14.0]	188 [06:16.0]
T5 [v]	the first year classes it was someone [unclear] dyslexic [unclear] there are dyslexics		

[56]

189 [06:18.0]	190 [06:20.0]	191 [06:22.0]	192 [06:24.0]
T5 [v]	...	They asked it as an advantage because they ...	they only hear phonetics so

[57]

..	193 [06:26.0]	194 [06:28.0]	195 [06:30.0]
T5 [v]	they [unclear] so I think I would give them it to use it as a tool to check themselves, and		

[58]

196 [06:32.0] 197 [06:34.0]198 [06:36.0]

T5 [v] see if they can get some kind of automation in their ... First, you can't select, we,

[59]

.. 200 [06:40.0] 201 [06:42.0] 202 [06:44.0] 203 [06:46.0]

T5 [v] they get extra time for tests and, but they won't be able to do a test on the iPad. We don't

[60]

.. 204 [06:48.0] 205 [06:50.0] 206 [06:52.0]

T5 [v] do that, and it can help them in being able to have a reference, a quicker reference,

[61]

.. 207 [06:54.0] 208 [06:56.0] 209 [06:58.0] 210 [07:00.0]

T5 [v] because you [unclear] I think that's one, I'm sure it makes a difference [unclear]

[62]

.. 211 [07:02.0] 212 [07:04.0] 213 [07:06.0]214 [07:08.0]215 [07:10.0]

T5 [v] dyslectic. I think it's a big advantage and otherwise, ... And for reading as

[63]

216 [07:12.0] 217 [07:14.0] 218 [07:16.0]

T5 [v] well, because some times you have to make texts bigger for them, and the iPad you can

[64]

.. 219 [07:18.0] 220 [07:20.0] 221 [07:22.0]

T5 [v] quickly zoom in on it and it makes it all bigger, so that's definitely an advantage ...

[65]

222 [07:24.0]223 [07:26.0]224 [07:28.0] 225 [07:30.0] 226 [07:32.0]

Int [v] ... I've got quite a lot of my questions, just sort of broadly in the other

[66]

.. 227 [07:34.0] 228 [07:36.0] 229 [07:38.0] 230 [07:40.0]

Int [v] questions, is there a good system at the school in place to where the teachers can

[67]

.. 231 [07:42.0] 232 [07:44.0]

Int [v] communicate with the students, and also with the management, so that everyone knows

[68]

.. 234 [07:48.0] 235 [07:50.0]

Int [v] what the other party feels about the iPad and how it's working, and if it's not working if

[69]

.. 236 [07:52.0] 237 [07:54.0] 238 [07:56.0] 239 [07:58.0]240 [08:00.0]

Int [v] there's problems. Is there , is the school , how do I put this into words, ...
T5 [v] A

[70]

.. 241 [08:02.0] 242 [08:04.0] 243 [08:06.0]

Int [v] Yeah, is there a feedback system?
T5 [v] feedback system you mean? I said that before , we have [unclear]

[71]

.. 244 [08:08.0] 245 [08:10.0] 246 [08:12.0]

T5 [v] which for quite a while of this year and they get together once a week and these are

[72]

.. 247 [08:14.0] 248 [08:16.0] 249 [08:18.0]

T5 [v] teachers from all different departments and we only have iPads in the first year, next

[73]

.. 250 [08:20.0] 251 [08:22.0]

T5 [v] year we have the iPads in the first and second year, and out of that communication

[74]

.. 252 [08:24.0] 253 [08:26.0] 254 [08:28.0] 255 [08:30.0] 256 [08:32.0]

T5 [v] team we link it to the nearest management team and to the [unclear] [unclear] [unclear]

[75]

.. 257 [08:34.0]258 [08:36.0] 259 [08:38.0] 260 [08:40.0]

T5 [v] consulate, and to a group of students , there's definitely communication and one of

[76]

.. 261 [08:42.0] 262 [08:44.0] 263 [08:46.0]

T5 [v] the things was that there had to be training for, for example, certain teachers in the 3rd

[77]

.. 264 [08:48.0] 265 [08:50.0] 266 [08:52.0]

T5 [v] year, the teachers in the 3rd year, they don't know how to turn the iPad on, so the basics

[78]

.. 267 [08:54.0] 268 [08:56.0] 269 [08:58.0] 270 [09:00.0] 271 [09:02.0]

T5 [v] and, I can cope with that, but I want to go and answer... What kind of app it, by

[79]

.. 272 [09:04.0] 273 [09:06.0]

T5 [v] communication, why the iPad with students, you have to learn the apps, so we had a

[80]

.. 274 [09:08.0] 275 [09:10.0] 276 [09:12.0]

T5 [v] course here, about, what is this app and how do you use it, but everything takes time

[81]

.. 277 [09:14.0] 278 [09:16.0] 279 [09:18.0]

T5 [v] and effort and you have to use it to get to know it, if you don't use it you don't learn it...

[82]

280 [09:20.0] 281 [09:22.0] 282 [09:24.0] 283 [09:26.0] 284 [09:28.0]

Int [v] ... Are the parents of
T5 [v] But there's an open communication, that's a big issue ...

[83]

.. 285 [09:30.0] 286 [09:32.0] 287 [09:34.0]

Int [v] the children who use an iPad also quite involved with the project? Do they have to do a

[84]

.. 288 [09:36.0] 289 [09:38.0] 290 [09:40.0]

Int [v] lot of homework with their parents? Or do parents get feedback of how it's going in the

[85]

.. 292 [09:44.0] 293 [09:46.0] 294 [09:48.0]

Int [v] class with the iPad?

T5 [v] ... Every single week on Monday there's a news letter, it's e-

[86]

.. 295 [09:50.0] 296 [09:52.0] 297 [09:54.0]

T5 [v] mailed to all the parents, and [unclear] ...standard every two weeks or something there's

[87]

298 [09:56.0] 299 [09:58.0] 300 [10:00.0] 301 [10:02.0]

T5 [v] iPad [unclear] [unclear] So there's open communication to all the parties involved, from

[88]

.. 303 [10:06.0] 304 [10:08.0]

T5 [v] the English department, that's interesting for you to know, we did not have a course

[89]

.. 305 [10:10.0] 306 [10:12.0] 307 [10:14.0]

T5 [v] book this last year. So we, we knew the curriculum that we had to look for material we

[90]

.. 308 [10:16.0] 309 [10:18.0] 310 [10:20.0] 311 [10:22.0]

T5 [v] were gonna use, we have base material we're gonna use, to teach the the items we

[91]

.. 312 [10:24.0] 313 [10:26.0]

T5 [v] wanted to teach, so you are really dependent on your network, that the internet must

[92]

314 [10:28.0] 315 [10:30.0] 316 [10:32.0] 317 [10:34.0]

T5 [v] not not work, be sure the the server's online and, like I'm quite keen on working with

[93]

.. 318 [10:36.0] 319 [10:38.0] 320 [10:40.0]

T5 [v] [unclear] and another colleague, he prefers maybe the English page and what we did

[94]

.. 321 [10:42.0] 322 [10:44.0] 323 [10:45.5] 324 [10:47.5]

T5 [v] get, as response from parents, is that [unclear] a synchronisation in the sites we all used

[95]

325 [10:49.5] 326 [10:51.5]

Int [v] Okay, you've all got to organise that for yourself

T5 [v] And also that the kids couldn't

[96]

.. 327 [10:53.5] 328 [10:55.5] 329 [10:57.5]

T5 [v] remember where they were , on what page, because you click through on these pages,

[97]

.. 330 [10:59.5] 331 [11:01.5]

T5 [v] and the kids have to learn about, in the first 3 weeks, we teach about the word 'be' and

[98]

332 [11:03.5] 333 [11:05.5]

T5 [v] then you get to this page, a whole explanation page and they struggled to find the

[99]

334 [11:07.5] 335 [11:09.5] 336 [11:11.5]

T5 [v] page back at home with mom and dad, whereas in a book, they just turn to page 10, and

[100]

.. 337 [11:13.5] 338 [11:15.5] 339 [11:17.5]

T5 [v] page 10 doesn't change, and that's a wake-up call for us. That actually you need to

[101]

340 [11:19.5] 341 [11:21.5] 342 [11:23.5] 343 [11:25.5] 344 [11:27.5]

T5 [v] stand, you have to put it in your [unclear] environment, ... an explanation page

[102]

345 [11:29.5] 346 [11:31.5]

T5 [v] that they just all need to fix to one place so the kids don't have to go through a site

[103]

347 [11:33.5] 348 [11:35.5] 349 [11:37.5]

T5 [v] to click through because they can't find it. Eventually there are, the way they get to

[104]

.. 350 [11:39.5] 351 [11:41.5] 352 [11:43.5] 353 [11:45.5] 354 [11:47.5] 355 [11:49.5]

Int [v] Are there any

T5 [v] know where they are, but it takes a while.

[105]

.. 356 [11:51.5] 357 [11:53.5]

Int [v] exercises in the class room that you don't use the iPad for? And is there a reason for

[106]

.. 359 [11:57.5] 360 [11:59.5]361 [12:01.5]362 [12:03.5] 363 [12:05.5]

Int [v] that?**T5 [v]** I don't use the iPad for some ... of the writing exercises, we do that for

[107]

.. 364 [12:07.5] 365 [12:09.5]366 [12:11.5]

T5 [v] several reasons, because they have to still write, ... that they practice writing, that

[108]

.. 367 [12:13.5]368 [12:15.5] 369 [12:17.5] 370 [12:19.5]371 [12:21.5]

T5 [v] their writing is [unclear][unclear] writing, and also ... to not rely on spelling

[109]

.. 372 [12:23.5] 373 [12:25.5] 374 [12:27.5]

T5 [v] check on the iPad, and they force you to do something and it costs them more effort

[110]

375 [12:29.5] 376 [12:31.5] 377 [12:33.5]378 [12:35.5]

T5 [v] to write something on paper than working on the iPad. They enjoy the iPad, [unclear]

[111]

379 [12:37.5]380 [12:39.5] 381 [12:41.5] 382 [12:43.5] 383 [12:45.5]384 [12:47.5]

T5 [v] ... But I get them to [unclear] they can be sentences of paper , short paragraphs

[112]

.. 385 [12:49.5] 386 [12:51.5] 387 [12:53.5] 388 [12:55.5]

T5 [v] [unclear] I think it's I think you have to find a golden balance between the iPad and

[113]

.. 389 [12:57.5] 390 [12:59.5] 391 [13:01.5]

Int [v] Especially because they have to do their exams**T5 [v]** writing. And not just one or the other.

[114]

.. 392 [13:03.5] 393 [13:05.5] 394 [13:07.5]

Int [v] handwritten**T5 [v]** Yeah sure, but the hand writing, I have 2 students, I said to them [unclear]

[115]

395 [13:09.5] 396 [13:11.5]

T5 [v] 2nd year the class said to us 'hand writing is really important as struggle to read on

[116]

.. 398 [13:15.5] 399 [13:17.5] 400 [13:19.5]

T5 [v] paper', and I said 'sit down, let's spend that many early points, sit down at your table and

[117]

401 [13:21.5] 402 [13:23.5] 403 [13:25.5]

T5 [v] read and write in either capitals or do it in print but not cursive, because it's really

[118]

.. 404 [13:27.5] 405 [13:29.5] 406 [13:31.5]

T5 [v] struggling and I must say the test [unclear] the test this one kid reading put his hand up

[119]

407 [13:33.5] 408 [13:35.5] 409 [13:37.5] 410 [13:39.5]

T5 [v] and it made me realise that... if you can't read out what's on paper and they just

[120]

.. 411 [13:41.5] 412 [13:43.5] 413 [13:45.5] 414 [13:47.5] 415 [13:49.5]

T5 [v] become lazy and write a [unclear] A, that's your A but it looks like an O, as it, come

[121]

.. 416 [13:51.5] 417 [13:53.5]

Int [v] And that's even a class that's not using an iPad

T5 [v] on, you have to That's a class that's not

[122]

.. 418 [13:55.5] 419 [13:57.5] 420 [13:59.5] 421 [14:01.5]

T5 [v] using an iPad, for students with dyslexia the iPad is alright for what they write,

[123]

.. 422 [14:03.5] 423 [14:05.5] 424 [14:07.5] 425 [14:09.5] 426 [14:11.5] 427 [14:13.5]

Int [v] ... I think you

T5 [v] obviously... But you can't test on an iPad...

[124]

.. 428 [14:15.5] 429 [14:17.5] 430 [14:19.5]

Int [v] mentioned that there was a sort of app that could, so yo could watch what programs

[125]

.. 431 [14:21.5] 432 [14:23.5] 433 [14:25.5]

Int [v] they're all on, that would be really handy, is there any other thing missing, do you think

[126]

434 [14:27.5] 435 [14:29.5] 436 [14:31.5]

Int [v] from the experience in the class room? Is there any other app you'd love to see come

[127]

.. 437 [14:33.5]438 [14:35.5]439 [14:37.5]440 [14:39.5] 441 [14:41.5]

Int [v] out?**T5 [v]** There actually, what I said before, there's so much out

[128]

442 [14:43.5]443 [14:45.5] 444 [14:47.5] 445 [14:49.5]

T5 [v] there, we don't even use the tip of the iceberg, so it's definitely the education filter that

[129]

446 [14:51.5] 447 [14:53.5] 448 [14:55.5] 449 [14:57.5]

T5 [v] it's more about keeping your focus and not drowning in it, in the information, because I

[130]

.. 450 [14:59.5] 451 [15:01.5] 452 [15:03.5]

T5 [v] think that happens to the kids as well, you have to keep the program really clear and

[131]

.. 453 [15:05.5]454 [15:07.5] 455 [15:09.5]

T5 [v] focused... and I think what you also heard from talking to the students from the first

[132]

.. 456 [15:11.5]457 [15:13.5] 458 [15:15.5]

T5 [v] year class, that... the question is... it would be great for me to have an app that I can

[133]

459 [15:17.5] 460 [15:19.5] 461 [15:21.5]

T5 [v] check if they are doing the work they should be doing, and ask them to do it on the

[134]

.. 462 [15:23.5] 463 [15:25.5] 464 [15:27.5]

T5 [v] iPad, which we did have with the computer classroom, I guess, you know, the teacher's

[135]

465 [15:29.5] 466 [15:31.5] 467 [15:33.5]

T5 [v] computer and I can check which kids are on the right page, and if they're doing what

[136]

.. 468 [15:35.5] 469 [15:37.5] 470 [15:39.5]

T5 [v] they have to do. And at the end of the day, it's also discipline, and call it being the police

[137]

471 [15:41.5] 472 [15:43.5] 473 [15:45.5] 474 [15:47.5]

T5 [v] officer in the class and walking around and checking. So that, yeah I can also say that's

[138]

.. 475 [15:49.5] 476 [15:51.5] 477 [15:53.5] 478 [15:55.5]

T5 [v] quite the coaching like, coaching [unclear] [unclear] are they doing the work? ...

[139]

479 [15:57.5] 480 [15:59.5] 481 [16:01.5]

T5 [v] Maybe [unclear] a working app that you can see all the devices in the classroom and

[140]

482 [16:03.5] 483 [16:05.5] 484 [16:07.5] 485 [16:09.5]

T5 [v] then check on your own table if all the kids are on the right page ... and so that

[141]

.. 487 [16:13.5] 488 [16:15.5] 489 [16:17.5] 490 [16:17.9]

T5 [v] would be an advantage and the school wants to get rid of all the computers ...

[142]

491 [16:19.9] 492 [16:21.9]

T5 [v] It's also the responsibility of the teacher, because I know that if I give my class an

[143]

.. 493 [16:23.9] 494 [16:25.9]

T5 [v] assignment on the iPad and walk around, keep walking up and down the rows, talking

[144]

.. 495 [16:27.9] 496 [16:29.9]
T5 [v] to all the kids saying 'See that on the page, check that spelling there' 'Check that, check

[145]

.. 497 [16:31.9]498 [16:33.9] 499 [16:35.9] 500 [16:37.9]
T5 [v] that there' ... They also appreciate the interaction, so I think it's also the

[146]

.. 501 [16:39.9] 502 [16:41.9] 503 [16:43.9]
T5 [v] responsibility for the teacher to keep not just 'Do that there' and sit behind your own

[147]

.. 504 [16:45.9] 505 [16:47.9] 506 [16:49.9]
T5 [v] desk and [unclear] with your own iPad but try to find interaction with the kids and see

[148]

.. 507 [16:51.9] 508 [16:53.9]
T5 [v] what they're doing [unclear] work on an assignment and coach them while they're doing

[149]

.. 509 [16:55.9] 510 [16:57.9] 511 [16:59.9] 512 [17:01.9] 513 [17:03.9]
T5 [v] it and I just think there's so much out there, you just have to find it and that's what the

[150]

514 [17:05.9] 515 [17:07.9] 516 [17:09.9] 517 [17:11.9]
T5 [v] iPad work group does, they keep looking for handy apps and things and they give it to

[151]

518 [17:13.9] 519 [17:15.9] 520 [17:17.9]
T5 [v] the students and all the teachers working with iPad, take a look at apps that are useful

[152]

.. 521 [17:19.9]522 [17:21.9]523 [17:23.9] 524 [17:25.9] 525 [17:27.9]
Int [v] ... I think that covers it most of the things wanted to know, if I have
T5 [v] and new.

[153]

.. 526 [17:29.9] 527 [17:31.9]528 [17:33.9]
Int [v] more questions I'll come back after the summer. So, just as my last sort of wrap up

[154]

.. 529 [17:35.9]530 [17:37.9] 531 [17:39.9] 532 [17:41.9]

Int [v] question, it's , overall, after using the iPad for a year, what has your experience been,

[155]

.. 533 [17:43.9] 534 [17:45.9] 535 [17:47.9]

Int [v] and is it anything else you'd like to add.

T5 [v] Like I said at the beginning I'm really positive,

[156]

536 [17:49.9] 537 [17:51.9]538 [17:53.9]539 [17:55.9]

T5 [v] I wouldn't want to miss it. ... I think , we talked about teacher training with the

[157]

.. 540 [17:57.9] 541 [17:59.9] 542 [18:01.9] 543 [18:03.9] 544 [18:05.9]

T5 [v] iPad, that's a great important aspect, teachers have to be competent in this tool. Because

[158]

.. 545 [18:07.9] 546 [18:09.9]

T5 [v] if you're not competent in using it as a teacher, you're whole lesson is gonna fall apart,

[159]

.. 547 [18:11.9] 548 [18:13.9] 549 [18:15.9]

T5 [v] so I think that competence and feeling confidence with it , I think that's a really

[160]

.. 550 [18:17.9] 551 [18:19.9]552 [18:21.9] 553 [18:23.9]

T5 [v] important aspect , unless you know how to use it for the maximum effect for the

[161]

.. 554 [18:25.9]555 [18:27.9] 556 [18:29.9] 557 [18:31.9] 558 [18:33.9]

T5 [v] learning ... growth, I think that's important. In playing combination. ... I'm

[162]

.. 560 [18:37.9]

T5 [v] really interested to see our developments going to take place next year because it's all

[163]

.. 561 [18:39.9] 562 [18:41.9] 563 [18:43.9]

T5 [v] on the news last night, all [unclear] primary school that starts this [unclear] school that

[164]

	..	565 [18:47.9]	566 [18:49.9]	567 [18:51.9]	568 [18:53.9]
Int [v]					Yeah it's really
T5 [v]		start using it so it's a big news item this education, so it's interesting to follow.			

[165]

	569 [18:55.9]	570 [18:57.9]	571 [18:59.9]
Int [v]	, it's also funny to see that it's becoming such a big deal in the Netherlands, but in		

[166]

	..	572 [19:01.9]	573 [19:03.9]	574 [19:05.9]	575 [19:07.9]
Int [v]		Britain it's not taking up yet.	No, I think it's more just	parents worrying about	
T5 [v]		Hasn't taken off at all			

[167]

	..	576 [19:09.9]	577 [19:11.9]	578 [19:13.9]
Int [v]		their children carrying this really expensive item to and from school and I think Britain		

[168]

	..	579 [19:15.9]	580 [19:17.9]	581 [19:19.9]
Int [v]		in general is quite stuck in its tradition , so I always find the Netherlands quite into		

[169]

	582 [19:21.9]	583 [19:23.9]	584 [19:25.9]	585 [19:27.9]
Int [v]	new technology. I hope that it works out for my thesis, so that I can say that it's a, you			

[170]

	..	586 [19:29.9]	587 [19:31.9]	588 [19:33.9]
Int [v]		know, it's a good thing that the Netherlands is taking this up and trying to make it work.		
T5 [v]		Apparently		

[171]

	589 [19:35.9]	590 [19:37.9]	591 [19:39.9]	592 [19:41.9]
Int [v]	...			
T5 [v]		Steve Jobs, do you know about the Steve Jobs schools? About 15 of them open		

[172]

	593 [19:43.9]	594 [19:45.9]	595 [19:47.9]	596 [19:49.9]	597 [19:51.9]
T5 [v]	, so that's a big trend and, it's definitely a trend, and and it's, I think it's				

[173]

598 [19:53.9]599 [19:55.9] 600 [19:57.9] 601 [19:59.9] 602 [20:01.9]

T5 [v] ... the question is, is it, is the organisation of education fulfilling the requirements

[174]

.. 603 [20:03.9] 604 [20:05.9] 605 [20:07.9]

T5 [v] that the youth needs to have in order to live in this world that we have. Now it's 2013

[175]

.. 606 [20:09.9] 607 [20:11.9] 608 [20:13.9] 609 [20:15.9]

T5 [v] and there are kids who can't can't not get along with technology, it's just gonna go faster,

[176]

.. 610 [20:17.9] 611 [20:19.9] 612 [20:21.9]

T5 [v] and communication is one aspect we talked about with social media, because with

[177]

.. 613 [20:23.9] 614 [20:25.9] 615 [20:27.9]

T5 [v] social media you can also do alot of activities, which I'm always a bit hesitant about,

[178]

.. 616 [20:29.9] 617 [20:31.9] 618 [20:33.9] 619 [20:35.9]620 [20:37.9]

T5 [v] because with the social mediathis last year there's a lot of teasing and cyber teasing

[179]

621 [20:39.9]622 [20:41.9] 623 [20:43.9]

T5 [v] ... Everybody has an opinion about somebody else and they put it on the net and

[180]

624 [20:45.9] 625 [20:47.9] 626 [20:49.9]

T5 [v] everybody can read [unclear] but there's this thin line that you don't cross, what you put

[181]

.. 627 [20:51.9] 628 [20:53.9] 629 [20:55.9]630 [20:57.9]

T5 [v] on the social media, and the kids don't know what that line is [unclear] Facebook

[182]

.. 631 [20:59.9] 632 [21:01.9]633 [21:03.9] 634 [21:05.9] 635 [21:07.9]

Int [v] Yeah that's something that is... still really has to be highlighted to kids I

T5 [v] or Twitter

[183]

.. 636 [21:09.9]637 [21:11.9]638 [21:13.9]639 [21:15.9]640 [21:17.9]641 [21:19.9]642 [21:21.9]

Int [v] think... .. I don't think that they realise

[184]

643 [21:23.9] 644 [21:25.9] 645 [21:27.9]646 [21:29.9]

Int [v] it yet, that just the internet is accessible to everyone ... It's as if they think only

[185]

.. 647 [21:31.9]648 [21:33.9] 649 [21:35.9] 650 [21:37.9] 651 [21:39.9]

Int [v] their friend group can see it. It's very odd.
T5 [v] Communication is instant, instant

[186]

.. 652 [21:41.9]653 [21:43.9]654 [21:45.9] 655 [21:47.9] 656 [21:49.9]

T5 [v] communication. ... We have to ask ourselves if they , what I want to

[187]

.. 657 [21:51.9] 658 [21:53.9]659 [21:55.9]

T5 [v] communicate to who and why , and by doing that ... That's also a big issue and a

[188]

.. 660 [21:57.9] 661 [21:59.9]

T5 [v] big discussion throughout the year actually, a lot of the courses we had on the iPad,

[189]

662 [22:01.9] 663 [22:03.9] 664 [22:05.9] 665 [22:07.9]

T5 [v] how are you going to use social media with your lessons? That some of my [unclear]

[190]

666 [22:09.9] 667 [22:11.9] 668 [22:13.9] 669 [22:15.9] 670 [22:17.9]

T5 [v] [unclear] Facebook pages with coach groups, and it's [unclear] for us because ...

[191]

671 [22:19.9] 672 [22:21.9] 673 [22:23.9]

T5 [v] we have to do so much, we also have to keep a Facebook page going and control it, and

[192]

.. 674 [22:25.9] 675 [22:27.9]

T5 [v] I'm always a bit cautious with it, if a kid crosses the line and says something about

[193]

.. 676 [22:29.9] 677 [22:31.9]

T5 [v] somebody else and that's just not them. And then you have another problem to solve

[194]

678 [22:33.9] 679 [22:35.9] 680 [22:37.9] 681 [22:39.9] 682 [22:41.9]

T5 [v] so, anyway, we as a school, if kids cross that line it's a problem with the parents and it

[195]

.. 683 [22:43.9] 684 [22:45.9] 685 [22:47.9]

T5 [v] goes really deep into the management team and kids get ...we've quite a strict protocol

[196]

686 [22:49.9] 687 [22:51.9] 688 [22:53.9] 689 [22:55.9] 690 [22:57.9]

T5 [v] with social media and [unclear] [unclear] In all the classes, something hanging up in all

[197]

.. 691 [22:59.9] 692 [23:01.9] 693 [23:03.9]

T5 [v] the classrooms so the kids, they can take a photograph of somebody in class and put it

[198]

.. 694 [23:05.9] 695 [23:07.9] 696 [23:09.9] 697 [23:11.9] 698 [23:13.9]

Int [v]
T5 [v] on the internet they're gonna get [unclear] for doing that. But as

[199]

.. 700 [23:17.9] 701 [23:19.9] 702 [23:21.9]

T5 [v] a teacher I wouldn't want to miss it, I think for my ... a lot less paper for my organisation

[200]

.. 703 [23:23.9] 704 [23:25.9] 705 [23:27.9] 706 [23:29.9]

T5 [v] for work, which is heaven. And it's also small assignments they can just e-mail me

[201]

707 [23:31.9] 708 [23:33.9] 709 [23:35.9] 710 [23:37.9] 711 [23:39.9]

T5 [v] and I can give them feedback, digital feedback. It is a lot less paper and just that instant

[202]

.. 712 [23:41.9] 713 [23:43.9]

T5 [v] information, if something changes they get [unclear] all the time. There's a lot of

[203]

	714 [23:45.9]	715 [23:47.9]
Int [v]		...
T5 [v]	flexibility and efficiency.	