

Semi-structure teachers' interview P2

Name: P2

1. Area of residence: urban
2. Which methodology or methodologies do you currently use in your English classes with tenth-grade students?: In my English classes, I use collaborative learning since, by working in groups, students have the opportunity to achieve a common goal; at the same time, their communicative skills are strengthened and a collaborative environment is fostered.
3. Which types of materials do you usually prepare for your English classes (e.g., guides, slides, videos, digital activities)?: I prepare slides and online games; likewise, I make an effort to find audiovisual material for different types of interaction with the topic to be explained, and I create personalized guides with the aim of providing a unique experience adapted to the needs of my students.
4. How much time do you dedicate, on average, to preparing the material for a class?: Between 1 and 2 hours.
5. Are you familiar with or have you heard of the concept of multiliteracy (or multi-literacy)?: Yes.
6. Briefly explain in your own words the concept of multiliteracy or multi-literacy.: When we talk about multiliteracy, we refer to the ability we have to understand and use the different forms of communication that exist, for example through images, sound, and videos, which allow us to have a unique experience in our communicative and learning process.
7. Have you incorporated activities or materials that foster multiple modes of communication (visual, textual, oral, digital) in your classes?: Yes.
8. Please provide an example of activities or materials you use in your classes that promote multiple forms of communication (visual, textual, oral, digital).: An effective strategy to promote multiple forms of communication in my classes is pre-assessment review using digital tools such as Kahoot. This platform enables visual interaction through images, textual interaction through reading, oral interaction when discussing answers, and digital interaction through the interface. We complement this with activities such as creating visual and textual flashcards, interactive wheels with oral and written components, and role-playing games that integrate oral communication with visual or textual supports. Platforms like Kahoot, Wordwall, and Quizizz are essential for designing this interactive material that encompasses the diversity of communicative languages.
9. Have you made use of Artificial Intelligence (AI) tools such as ChatGPT, translators, image generators, or teacher support platforms?: Yes.
10. In what areas have you applied Artificial Intelligence in your teaching practice? (You may choose more than one option): Preparation of teaching material, generation of personalized activities, translations or grammatical explanations.
11. Do you consider that the use of AI facilitates your work as an English teacher? Please explain why.: Of course. Thanks to AI, both lesson planning and the creation of teaching materials have become much simpler tasks, as AI provides me with a wide variety of creative ideas and different perspectives to introduce a topic, among other options. Because of this, I have been able to optimize my time and provide my students with a unique classroom experience.

12. Would you be willing to integrate AI-created pedagogical artifacts into your class within a multiliteracy framework? Please justify your response.: Of course I would implement it, as this would make it easier for many students to understand various concepts that may involve a high degree of complexity, and it would help address classroom needs by adapting to the different learning styles of the students, thus allowing them to receive a quality education.
13. What benefits or risks do you think the use of Artificial Intelligence might entail in English language teaching?: The implementation of AI in English teaching entails evident benefits, such as personalization, immediacy of feedback, and the abundance of interactive resources. However, conscious and well-trained use by teachers and students is crucial to avoid the possible decline of essential skills such as argumentation and analysis, and to preserve the richness of communicative dynamics. Finding that balance will allow students to value and exercise their intellectual abilities, fostering a meaningful exchange of knowledge.