**Applied Assignment: Coding, Themes and Reflection**

**Using Relevant and Current Trends to Create Meaningful Learning for Highschoolers**

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Research shows that the topic of student engagement is complex and multilayered when it comes to grabbing students’ attention during lessons (Harackiewicz et al., 2016). Factors such as peer collaboration, motivation, problem-solving and community supports all contribute to positively promoting education among students (Lee at al., 2016). While these circumstances are important, the teacher’s role in creating meaningful and relevant content related to curriculum also takes an important part when fostering learning. This applied assignment attempts to uncover teacher strategies to facilitate impactful lessons in the classroom.

**The Interview**

To ensure the topic was represented well and included meaningful information, purposeful sampling was used. As Mayan (2023) suggests, it is important to find a participant that can share insight that will that provide valuable information to the research question (p. 145-146). For this type of questions, snowball sampling may be best as the researcher can start with a knowledgeable individual who can then direct the interviewer towards more participants that meet this criterion (Mayan, 2023, p. 147).

The participant for this assignment is a friend and former colleague of the interviewer. The participant has been teaching for five years and has four university degrees relating to education and child development. They are currently teaching English to high school students and have a more modern touch on how they connect lessons and assignments to the curriculum. With this in mind, they are the perfect participant to start a snowball sampling process.

The interviewer and participant met over FaceTime on a Monday evening. The participant was informed about the research topic beforehand and was excited to be a part of an interview but also warned the interviewer that they would have a lot to share. For this reason, the interviewer also voice-recorded the interview to ensure nothing was missed. The interviewer presented the participant with the consent form, to which they happily signed and then they were asked verbally if they consented to being voice-recorded during the interview. The audio recording will be deleted following the completion of this project. The interview took roughly 26 minutes to complete.

**Coding The Interview**

 The first step after the interview took place was to transcribe the interview while using Microsoft Word. The interviewer took their time and paused the voice recording many times to ensure they were typing the proper pauses, and every word was accounted for. After, two copies were made to keep an original as well as one that could be marked up for the coding process. The coding process was done on the computer after the interviewer had read through the entire transcription three times. Some words stood out more than others and it was noticed that they were repeated frequently. The interviewer decided to highlight four key words that supported the research topic: Connect, Interest, Love and Creative. The researcher then counted the frequency of those words in the transcription and made notes regarding their thoughts on how those words were relevant to the research topic. See Appendix A for a copy of this coding process.

**Thematic Process**

The researcher noticed that these coded words were associated with commons themes throughout the interview and sometimes the meaning of “interest” can be said as “like” or “care”. Likewise, the word “connect” could be “relationship building” or “understanding”. The interview was read again, a copy was made of the coded transcription and this time the interviewer highlighted more than just those four words, highlighting sentences that made connections to those words. This created the five main themes for this interview: Relationship Building, Emotional Connection, Student Interest, Teacher Interest and Creativity. Themes were coded in the margins, along with highlighting to track the five themes throughout the transcription. See Appendix B for a copy of the theming process.

***The Five Themes***

These five themes are found to be all interconnected to each other and this strengthens the meaningfulness of the responses. The themes weave into one another supporting the reasoning for why each of these factors are crucial to implement in the classroom to support learners.

*Relationship building* was one of the main themes identified based off the highlighted word “connect”. This seemed to be a major influence for the participant and was mentioned several times throughout the document in many ways. For example, the participant stated that sometimes the students are not interested in the topic of learning but are invested in the connection that they have made with the teacher so the student gains interest because of the relationship they’ve built (line 33-34). *Relationship building* was also mentioned in a different scenario outside the classroom as kids are excitedly telling their parents about what they are learning at school because of their interest or relationship with the teacher, thus creating a bonding moment for parents and their kids (line 279-280). It is evident that *relationship building* is a critical factor to consider for benefits both inside and outside of the classroom.

Another prevalent theme was interest, but this was exceptionally broad, and it was broken down into two major themes: *Student interest* and *teacher interest.* Student interest seemed to be the most crucial factor of student engagement and performance according to the participant. Finding things that interest the students and using celebrities, public figures, or current events that they are aware of can be beneficial in grabbing their attention (line 283-285). This helps engage them in the lesson and find meaning in what their learning about. The participant also notes that they create techniques like adding shock factor (line 145-145) to get them interested topics or conversations. The participant noted that teaching is like a performance and educators should be intriguing their audience as much as they can while in front of the class (line 178-180). *Teacher interest* was also a major influence for the participant when engaging learners stating that they often find resources their already interested in so that the passion shines through when teaching thus engaging the kids more (line 31-33). It is mentioned that it often does not matter if the kids are interested, but having their teacher, who they like (connection to *relationship building*), interested in something so passionately makes them more interested to do well and to engage in their own learning (line 307-310).

*Emotional connection* had ties to each theme demonstrating how when interest is achieved, then students develop an emotional connection to what they’ve viewed or read (line 68-72). As well, teachers building connections with the students creates a bond between them that adds more meaning to the relationship enhancing their learning experience (line 117-118). E*motional connection* was also crucial for understanding and relating to parents especially when something needs to be addressed regarding their child (line 290-296).

Lastly, *creativity* shows to be an impactful theme to engage students in more meaningful teachings. The participant mentions that standardized testing kills the creativity within the classroom, but it does not have to eliminate it completely (line 73). The curriculum for English Language Arts has a broad and dynamic set of expectations which can be adapted and used for multiple different types of projects and can be taught in several ways that sticking to “old school” readings is something that is not necessary (line 22-23).

**Personal Reflection**

 After deciding on a research topic, I struggled to come up with questions that were meaningful and thoughtful to the question at hand. I think that even though I had a plan, the interview very much took its own route and I had to veer off course and quickly think of questions that were impactful based off what the participant was saying. I realized that my questions weren’t as deep as I thought they were and went with my instinct and essentially tried to make it flow naturally. I’m not sure if this was what I was supposed to do, but it seemed to work for me at the time and I think I gained some valuable insight into the interview process. I think that if I stuck to my original questions, the interview would have seemed ingenuine and not as cohesive. I also didn’t want to make my participant uncomfortable or feel as if their input wasn’t valuable so changing the direction from what they were talking about felt like it would impact the interview in a negative way. If I was to do this again, I think I would do a practice run or reflect with a colleague on the questions chosen so I could ensure that what was being talked about was relevant to the research question. While it all worked out in the end of me, and I believe the answers I got were impactful, it did make me nervous stepping away from my plan.

 After the interview I was overwhelmed. My participant did not give me short answers and spoke very fast making it difficult to transcribe when the time came. I spent hours reading and re-reading the interview while playing the audio recording to ensure I had a meaningful representation of the conversation we had, and it made me gain some appreciation for researchers who do this as their profession. Something I struggled with was typing how someone speaks. I found it hard to not type in the way I was taught to write, for example, I wanted to correct grammar, or omit typing words such as “like” or “gonna” but I knew I had to keep it in there for the integrity of the interview. I think I might go insane if I had to transcribe a large sample size! However, what I enjoyed was being able to really digest the information I was given. I felt that I understood the participant better as a person and educator and I think that helped me code and theme the interview a little better because I knew the transcription so well. I don’t know if I would feel the same if I had used a software to transcribe the interview.

 The coding process was one I wanted to tackle in a way that made sense to me and using a pen and paper was something I was dreading. I found it much easier to read and highlight on my computer while I made notes above the transcription regarding the thoughts that I had when coding. I wanted to keep each step of the coding process, so I didn’t forget a crucial step and that’s why I decided to code and then theme afterward. I think the theming became tricky because my question was so layered that it interconnected the themes quite frequently. I often found myself asking “is this emotional connection or relationship building? Or maybe it is both?” I was satisfied that the themes could interconnect and that just made for a stronger reasoning for the theming.

 Overall, I did enjoy this assignment even though it took me quite a while. I think it was valuable to gain insight into how this type of qualitative research can be impactful and why it is so important. I think that it made me realize even more how much a person’s opinion and voice can change people’s perception on things and I think that listening to others expertise is not only a skill in research but also in everyday life.

**References**

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**APPENDIX A**

Transcription Key:

P Participant

I Interviewer

… Long Pause

Pseudeograph (Fakename) Mr. Barns

Pseudeograph (Fake location) Castletown

**Word Count Throughout the Interview:**

**“Connect” Count: 20 (**Possible that connection can be portrayed through other words besides “connect”. Focus on building relationships seems to be a continuous theme)

**“Interest” Count: 29** (Interest seems to be relevant not only for the students but also the teacher to increase engagement. Possible two themes to break down the analysis further… (Student interest and teacher interest)

**“Love” Count: 12** (As I saw love come up a lot, it made me think about other ways emotional connection can be shown through the participant's teachings. A more thorough analysis is needed to highlight other “Emotional connections”.

**“Creative” Count: 6** (While creativity didn’t come up a lot, the insight that it provided seemed to be impactful to the research question and therefore proposed as a theme throughout the interview)

**Transcript**

**I:** Thanks for joining me today, I’m going to ask you some questions about your profession and how you teach English.

**P:** Great, I’m ready.

**I:** What do you teach?

**P:** I teach high school and junior high English language arts.

**I:** And what is your experience with teaching thus far?

**P:** So, this is my fifth-year teaching. I have, uh, taught in, with the exception of this year, I've taught in all rural communities at K to 12 schools. I have, uh, I have several degrees, but I have a chemistry degree and an English degree, so I started out teaching more science and math, and I had a passion for English and the arts so, I sort of gradually ended up teaching more and more English. So this year I have grade 9 English, um, and two courses of grade 11 English, all academic at a large high school. So this is my first time I've been at, uh, just a bigger school. It's like 550 kids. And I also, I'm helping them out… I have a couple of French courses, though I'm not a French-trained teacher, and I can hardly speak to what the proper, uh, Pedagogy and methodologies are for French but yeah, so I've slowly, since I've been working my way through my career I have been teaching more and more English.

**I:** Thank you. And how do you feel about teaching English?

**P:** I really like teaching English because I feel that it is more than just and that isn't to put down any other subject. Um…it's more so just because English is really like the heart of SEL. You get to know your students on a deeper level. They're constantly writing in some way, shape or form about their life. Um, you can share interests with them. And honestly, I believe you can make, English, is the freest curriculum that's out there because you can interpret the curriculum outcomes in, in countless ways. And so I guess really at the end of the day, I love it because you get to really connect with your students because you can choose things that you like and I believe, my personal belief, I actually did, um, professional learning today on why, you know, you should give up the traditional novel study and everything should just be choice, choice, choice, and blah, blah, blah. And not that I disagree with choice, but I actually think that if you are interested as an English teacher in what you're teaching, your students will be interested 99 percent of the time, like, you're never going to win 100 percent of students, but your students will be interested in what you have to say and what you're teaching. So, you know, I often, like, I love teaching the novel The Hate U Give. Most times I get full buy-in from students because I'm so interested and passionate about the topics that it, it's, if it doesn't at least spark an interest, we’ve had a connection so much that they want to know why it interests me so much. And so that's part of why I like it. And, you know, unlike chemistry, as an example, where it's, you know, the answer is 3. 65 moles. And, you know, it is what it is. Not that there can't be fun had or connections made. You get to tailor things to your students. So, like, as an example. Um, a couple of nights ago I was watching television and I had this, like a commercial came out and I can't even remember what it was and I said, Oh, I know what my next grade nine assignment is. We're going to do movies through the decades and it's going to have strong female leads. And of course it aligns with the viewing strand of English language arts. And, uh, we're gonna do this heading up to International Women's Day, and it's gonna be awesome. And it's so fun doing it because my kids are always like, Mr. Barnsard, like, what, what's this week's movie gonna be? And like, we'll play Hangman or we'll play something to get them interested and I just think that like you have so much power with English because if you want to, you can be totally creative and unique with how you present the curriculum or you can do it in the most boring way possible where it's just all like, let's read this story, answer 16 questions, let's read this story, answer 16 questions and I just love that it's a creative outlet for me and it's such a strong tool to actually connect with students.

**I:** So how do you think students feel about English overall, whether they're your students or not?

**P:** I think that most students, well, to be honest with you, I think that a lot of students, um, go into English not necessarily excited for it. Uh, my take, um, and not just, well, I guess from the perspective of my students, like a lot of my students have told me, especially even this year, that like they've never had an English teacher like me. Um, and you know, up until this year at my school, we actually just got a new department head, uh, who's worked there before, but the old department head retired. And so beforehand, as an example, at this school, All students, all teachers, had to, that were teaching the same courses, had to teach the exact same book, and the exact same play, and the exact same poem, at the exact same time, in the exact same way. So, if I have no interest, so as an example, like I know this year, there's five of us who are teaching grade 9 English this year, a couple of them sort of got together and they're teaching this like, dystopian, futuristic novel, blah, blah, blah. That's not my vibe at all. And so like, I just, I was, I appreciate the invite to get in on it, but I was like, I'm not going to do this justice because I have no interest in this to do this, right? Um, and so I imagine that like, it seems to be the case, especially at bigger schools that a lot of it is just like, Oh, okay. You know, Susie sent me the worksheet. Now I'm going to give this to my students on this random play and I don't care. I found it interesting, I had students in grade nine, like, I do journaling all the time. I do it right up to grade 12. My students looked at me and they were like, sir, we haven't wrote a journal since like grade three. I was like, “you haven't wrote a journal since grade three? What do you mean? Like, what are you writing about in English?” If you're not writing about your own life, if you're not making connections to the texts and things that I'm showing you, what have you been doing in English? So I feel that, um, Because schools can tend to kill creativity in kids, like, by the time that they get to grade 9 and above, where I'm teaching right now, I think that they have like a distaste for it, and you always have like your bookworms and the kids who, who just absolutely love, like it doesn't matter what you do, they love literature, they love whatever, so they're going to be super into it, but a lot of them go into it, um, with low expectations, which works out when you're a teacher like me, because when you, like, when their expectations are so low and you're able to provide them with like something to look forward to and something that they enjoy and you get to know them, incorporate things about them into the curriculum, which again, you can't really do that in social studies. Like, World War I was World War I, no matter how you look at it, like, no matter how you slice the pie, you know, five-eighths in math, still five-eighths. So, um. But a lot of kids are just so used to going in and reading stuff they don't care about and that means nothing to them. Or they're reading books and not that there's anything wrong with the classics, but they've only ever read books that like, their parents read in grade nine and their grandparents read in grade nine. And like, it's just this like rinse, wash, repeat cycle. And so, um, I, I just think that like we're in a time where English teachers have so much power. Cause like, in control, like you're talking about all the things that give humans emotion. You're talking about what they read, what they write, what they watch, what they listen to, what they say, like, that is the English curriculum. So, I don't know, I think that when, well it's really unfortunate when students come in with such a negative attitude in English. Because they've just had this, like, completely, um, I don't know, mechanical, like, I'm trying to think of the word I'm looking for, like, um, like factory model English lessons that are like photocopied out of like some random book from 1982 and that's all they've gotten. And then they come in, they're like, “Oh my, like English can be fun”.. Like what?” Right. So I just think that that's, that's why some students, that's why so many students have a negative outlook on it.

**I:** Okay, that's great. And then, so, how do you try to find these things that they're interested in? What is your process to make sure that you can connect with these kids and make sure it's something that interests them?

**P:** That's a good question, and I don't know if I really have a method to it, to be honest with you. I feel like it, for me, is just kind of like a, a skill? I don't know. Like, I do a lot of, like, there are teachers who, uh, we, we recently did a PL at our school on optimal learning environments. There's a few of us put our names forward to, like, join this committee and we're going to do what, like, some days of training and talking about what makes an optimal learning environment. And a teacher who I really respect and I like a lot. Uh, and I had totally opposing views, and we both said that neither one is wrong; It's just not our approach. I am very open with students. I tell them who I am, what I come from, why I'm a teacher, all of these things. Um. Because I believe in the, um, that piece, like I believe in the connection and I believe in them seeing me as more than just a teacher. Like, I value the role I play in their life as a teacher, um, being an important, safe adult in their life. And her opinion was that she tells the students absolutely nothing about herself. She doesn't share anything. Like, she doesn't share her dog's name. Like, that is her approach to it. She, like, she keeps school at school, professional… professional. Um, she believes she still has strong connections with students, and I don't doubt that she does. But that, that's her take on it. She also teaches physics, and I teach English. And I think because I am so open and I want to get to know the students, like this is all I ever wanted to do. So, when I go in, I want to know them. I want, I want my students to follow up with me in 20 years' time. Like, you know what I mean? And so, I like to share with them and just the nature. Well, you know, even when I taught chemistry, it was kind of the same, but you know, like I've had kids say, Mr. Barns, you're the only teacher I've ever met that ever plays music in class. And I think a lot of kids are used to very, very traditional teachers and I'm just not that. And I think that that sort of gives me a boost in the connections department. But because I will play music and like, you know, I'll tell my kids this is a country music-free zone. And that, that either gets like a cheer or a, “sir, are you joking? Like, this is crazy.” And, but that, that leads to further connections. Like kids being like, “sir, uh, you know, I'll, I'll get my mom to bake you muffins if you'll listen to one country song this week” or whatever and then like, you know... you just like… from the movie assignment… like lots of times I can play it off of the assessments because I'll always ask kids for their opinions like recently I did, and I did this last year too, I do what's called Positive Affirmation Ransom Notes. It's a fun assignment, and so the way it works at my school is that, uh, grade 9 English, like the English teachers also teach arts, the math teachers teach health, and the music teacher teaches religion. I don't know, like it's just randomly paired up like a couple of electives that don't really fit into the schedule. And so, I have to teach Art, and I'm not very artistic, I'm, I'm creative, like, in an English sense, I'm not creative artistically, and I don't, not that I don't value art, but it's not a big part of my life in that sense, so anyways, I came up with this idea last year, to teach connotation and denotation, how like, some words have, you know, like the word bright, generally speaking, has a positive connotation. Like, you know, she's got a bright outlook. Uh, you know, it's, “it's a bright day out there folks”, but I could also say, well, “have you met Amanda? She's not very bright.” And then that brings negative connotation to it. So, lots of times kids, uh, really don't get connotation and denotation and all that jazz. So, what I did was I said, okay, well, a ransom note is typically something super negative. Uh, you know, like “give me 10, 000 for, I'm going to kill your daughter.” And so that, and of course, I, and I'll actually talk like this with kids. Cause that like a little bit of shock factor gets them invested in like, what are we doing? Like, you know, “Mr. Barnsard's talking about killing someone, like, what are we doing?” And so then. We went and we collected a whole bunch of newspapers and magazines, and we spent like six classes where they had no idea why we were cutting out all these letters. And finally, and which built up this reveal of like, “What is this assignment going to be? Like, what are we doing?” And so kids had to go then and find ten Uh, minimum of a 10-word quote and three images from all the magazines or newspapers or flyers that matched it and create a positive affirmation ransom note. So, a ransom note typically has a negative connotation. We're going to put it work to give it a positive one. And so now that's all over my, um. It's all over my classroom. I've got it. I've got some put out in the school and I always ask kids for their feedback because I always say, I'm not too good to be told. If this doesn't work for you, tell me there's no good to say, “Mr. Barns you're so fat and ugly, by the way, and I hated this assignment.” That's not going to get anywhere. But like, why didn't you enjoy it? What didn't make sense to you? And like a lot of the kids will say, like, I have never ever been asked my opinion on an assignment or on how a teacher teaches or whatever. And I don't know, I just think that's a big part of the buy-in.

**I:** So, what would you recommend to teachers who are teaching English to try and make the process more meaningful?

**P:** I would tell anyone who's teaching English to teach it, um, from their heart and to teach what they're interested in. I have sat through a lot of PL over the last few years and not that I'm against, uh, I feel like I actually have a lot of traditional practice. Like, I was trained by two teachers with 70 years of teaching experience between them. Um, but I just think teach what you're interested in and focus on getting to know the kids and everything else will fall into place. Um, while I do think, especially, you know, I'm, I'm in Castletown, so here, I think that a lot of standardized practices are on their way back in. It looks like we're going to be getting, um, some sort of testing, final, public exam situation going on here. Um, and that might kill a little bit of the creativity, but it doesn't have to kill it all. And I just think that do what you're passionate about. How you learned, like, I'm an English teacher now, I hated English in high school. Like, I was so over sitting there and talking about the, uh, like, the significance of this character in this Shakespeare, blah, blah, blah. Like, it was just so… Like, I can remember learning essay writing, and you just, you memorize steps, like, I would memorize things in biology. Like, it was so mathematical, like, the process of it. So, for any new English teacher or teacher looking to switch up their practice, I would tell them, you know, focus on the connections, get to know the kids, and teach, like you are, teachers are the lowest paid actors out there. Like you are up there, or a performer really, like you are up to put on a show for, you know, on average an hour per class per day. So you can get up there and be as boring as possible, or you can be interesting. And you don't have to be a natural comedian. You don't have to be funny. You don't have to even be interesting, but get up and talk about why you care about the things that you do. Show your humanity. Show your personable side and kids will, kids will lean into what you're offering. But if you just stand up and say, you know, your answer must be written this way and we must do this and okay, now we just read Shakespeare. Now let's read Oedipus and now let's do this. Like kids aren't going to be interested and you're not going to, like, you're not going to create a generation of students who want to read or want to think about, you know, that's interesting, “I wonder why Taylor Swift sent like wrote that lyric that way.” Okay. “I wonder, you know, why did Tupac, uh, come up with this sort of philosophy in his rap?” They're just going to listen and not take any meaning out of the words that, you know, surround them every day. So, it's just to go in with that passion. And, and I would argue that if you're in, uh, this actually came funny that we're talking today because this came out of my PL I did today. But if you're in a situation like some schools where you're forced to, you know, there's 12 English teachers in this department and all seven of them who are teaching grade 10 English must read this book and must do this poem on this date at this time, I would go to administration. Say to them, “I want to try something different.” Can my class be considered a pilot class this year for whatever you'd like for connections, for a choice in literature, for blah, blah, blah, to get to put your own individual spin on things because no two teachers are alike. So, I don't think any teachers should be expected, especially English to teach, um, the same thing, the same way.

**I:** And do you think that the kids’ grades are impacted by this?

**P:** This as in, when, when they're taught by teachers who don't, like, who aren't invested in the curriculum they're teaching?

**I:** Yeah, do you think that the kid's grades are influenced when someone makes connections to their own learning? Do you find that the kid's grades change at all, whether it's negatively or positively?

**P:** Oh, definitely. Um, you know, I've got… You can never win them all. That's like, it doesn't matter who you are, why you're teaching, you know, that, that is also an aspect of our humanity. Like I, I can't win over 100 percent of my students, 100 percent of the time, but I do have like this year, and of course, this is all just anecdotal on swim. Within my own realm, but like, I often do student feedback surveys and stuff. And I've had kids write that like, “Mr. Barns, my English mark has never been so good”, uh, “I've never cared about how my English mark looks before”, you know? And I've had parents write me to be like, you know, “my child has never come home and talked about English class before like it is always their least favourite and now they're coming home telling me about this assignment they have to do about Johnny Cash and writing a story about a Johnny Cash song” and blah, blah, blah, and it came from my Halloween assignment and whatever. And so, I think that, I think that it's, it's twofold because first of all… I, I strongly believe that kids will rise to expectations, though I said strong expectations and the kids want to meet my expectations because we grow a connection together. I care about them, and they care about me. So, they have this like, vested interest to come in and they want to do well in my class. Like, you know, I've had, I had one kid look at me a couple weeks ago asking if they could redo something and it was totally like what they had originally done was so below what they're capable of. They obviously had a bad day or whatever. And they looked at me and they were like, they were like, “I won't let you down, Mr. Barns.” And it was just so genuine. Like I could tell in their eyes, like the…, they meant that they weren't even really rewriting it for…for them. They were rewriting it for me to meet my expectations, uh, which meant a lot to me. And I think that the other part of it is that…When a class becomes interesting, anything, I don't care what you are, what you're studying even, when something holds your interest, and even if the interest is the connection, not necessarily the material, well you're obviously going to absorb more. Like I think back to when I was in school, I loved, loved, loved French. Whatever it was, French stuck with me. Up until high school, I thought I was going to be a French teacher. When I went to high school, I had the most awful, worst, still to this day, it blows my mind, this woman was an educator. Like, death wasn't an excuse in her classroom. She was mean, she was nasty, she was unkind, whatever, you name it. And no matter the fact that, like, I won scholarships in high school to represent Castletown at national forums as a French student. And no matter what my skill level was, which I would say was better than most at French at that level, I asked, she… she… she… ruined it for me. I wasn't absorbed by the time I got to grade 12, I was so disinterested and disengaged from her that it didn't matter what she was doing, I just wasn't absorbing as much as I could have had I had my grade eight French teacher who I was so close with, to share that same information with me… so naturally your marks, I think would go up because if you're invested in the person, you're going to listen more carefully to what they're saying. You're going to want to meet their expectations. So, in my experience, I'm like… I've actually gone back, especially my grade nines because I see them most times two periods a day, so we've gotten really, really close. Um, like… I've gone back and looked at their marks from seven and eight and like a lot of them are seeing the highest marks in English they've ever had. And it's funny because a lot of my kids tell me I'm not an easy marker. So, it's not like I'm just throwing out these marks. Um, but they're rising to the expectations I've set. So, you know, it, perhaps I should do research on it, I don't know. Perhaps I should get a university person involved and come out and do some work on it. But, uh, yeah.

**I:** Okay, and you've touched on it a little bit, but would you like to add anything else about the parent feedback? Or how do you think parent perception is? Do some parents think old school is better and they need to read Oedipus as an example because that's what they did in school? Or how are you finding parents perception of more modern curriculum and modern choices?

**P:** Um, well… you know, God only knows what's out there on Facebook, but I haven't gotten any negative feedback from parents whatsoever. In fact, uh, when we did meet the teacher night, I was telling one of my parents what books my grade 11s would be doing, which was the hate you give. And one of the moms had asked to take the book home. She was like, she's like, “I'm just a reader” she said, “it has nothing to do with me” she said, “I don't care what's in it. Like, you know, I just, I always like to read what the kids are reading. We're just a reading family. We'll talk about it, whatever.” And I said, “okay, but you can't spoil the ending. Like you gotta promise me.” And anyway, she brought the book and whatever, and she loved it. And like a couple of other moms were like, “we heard this book is going to be awesome”, blah, blah, blah. And I think that, um, you know, a lot of parents are not… Like, everyone went to school, so everyone has an opinion on school, but a lot of parents aren't well versed in, like, curriculum or what matters. They are really looking at the number on the report card is what most parents care about. But what's been interesting is, like, I haven't had any parents say, like, you know, “I find it strange that my child isn't doing”, you know… “isn't doing more about similes and metaphors” or, you know, something whatever, more traditional. Not that I won't cover what's in the curriculum. But, I've gotten I feel like I get a lot of positive feedback from parents who are like, it's really cool to see my kid come home interested in what they're doing in English. I, I remember going to school and having no interest, or I was so sick of hearing Shakespeare's name, or I, you know, like, you know, when I went to high school, I read the same book as my parents, so I figured my kid would read the same book. So, like, that's been an interesting piece that, like, you know, I don't know what's out there on, like, some random parent's Facebook page, but the feedback that I get has been positive. And it's almost like it's led to connections at home because the kids are going home. Like, as an example, with this movie assignment that I'm doing through the decades, we did 1980…So the movie we watched was nine to five with Dolly Parton and Jane Fonda and Lily Tomlin. And so only one kid in the class had heard of the movie. A couple of kids heard of the song, and didn't know it was related to the movie, then that created such a big conversation amongst them and their parents to be like, you know, “this is what we watched, and it was so cool” or whatever. And then we did the 1990 movie, which was Mermaids with Cher and Winona Ryder. And a couple of kids didn't know how to pronounce Cher. They said, “sir, who's Char?” They didn't know who Cher was. But that's creating conversations at home because they're going home. And their parents are saying like, “what, what was the movie for 1990? You got to tell me, have I seen it?” Right. So teaching it in this way, it's fun because it's, it's connecting them, not only to me, but like strengthening the connection with their family, which in turn strengthens the parent's connection to me. And I think it builds a lot of rapport between me and parents. Cause I'm really involved with parents. I email them a lot. I'm in touch with what we're doing so that like, they know that when I reach out to them with an issue, they're like, “okay, Mr. Barn is saying something happened. Something needs to be fixed”, like, you know… we trust him that he wouldn't be reaching out if this wasn't serious. So, it works all the way around, in my opinion.

**I:** Perfect. And last question, do you think, or do you want to add anything that you think would be valuable to this question? Or have you covered it?

**P:** I mean, I think I've covered everything that I can share about, like, How I teach… how and why I teach English the way that I do. Um, I'd be disappointed, honestly, especially getting the freedom that I've had this year, in particular, to end up at a school that does it differently, and knowing that you are doing this for a research course or, or whatnot, has put me in the, the mindset almost of like, I'd be interested in seeing…and it probably exists, so maybe I'll have to hit up a library website after this. But seeing, um, what data exists in sort of like the difference in methodologies, uh, or ways to teach English and both student success, student engagement. As well as connection, how that measures against the traditional or not even again, there's nothing wrong with traditional. If you have it, if you are a teacher and you absolutely love Animal Farm or you love Schindler's List, and that's both of those things are things that, you know, the history of and can talk about and whatever, I have no doubt, you would have students at the edge of their seat. There's nothing wrong with that, but if the teachers who are going through the motions and who are just doing stuff that it's just like, you know, we always read Night or we always read Animal Farm… that's just the expectation, I'd like to know the difference between that and what the students are taking away from it versus the student… the teacher who's going in and is like, “today we are going to do like 9 to 5 Dolly Parton and let's talk about women's role in society, how that's changed, how it looked, what was acceptable in a 1980 film, what's different today”. Because you can probably cover a lot of the same outcomes, but like, how are you going to, like, which one are the students going to, which method are students going to learn more about similar or the same outcomes on? So yeah, I think that's really it for me.

**I:** Well, thank you so much for meeting with me.

**P:** Thank you for having me

**APPENDIX B**

**Thematic Coding:** Relationship Building, Emotional Connection, Student Interest, Teacher Interest, and Creativity

Transcription Key:

P Participant

I Interviewer

… Long Pause

Pseudeograph (Fakename) Mr. Barns

Pseudeograph (Fake location) Castletown

**Transcription**

**I:** Thanks for joining me today, I’m going to ask you some questions about your profession and how you teach English.

**P:** Great, I’m ready.

**I:** What do you teach?

**P:** I teach high school and junior high English language arts.

**I:** And what is your experience with teaching thus far?

**P:** So, this is my fifth-year teaching. I have, uh, taught in, with the exception of this year, I've taught in all rural communities at K to 12 schools. I have, uh, I have several degrees, but I have a chemistry degree and an English degree, so I started out teaching more science and math, and I had a passion for English and the arts so, I sort of gradually ended up teaching more and more English. So, this year I have grade 9 English, um, and two courses of grade 11 English, all academic at a large high school. So, this is my first time I've been at, uh, just a bigger school. It's like 550 kids. And I also, I'm helping them out… I have a couple of French courses, though I'm not a French-trained teacher, and I can hardly speak to what the proper, uh, Pedagogy and methodologies are for French but yeah, so I've slowly, since I've been working my way through my career, I have been teaching more and more English.

**I:** Thank you. And how do you feel about teaching English?

**P:** I really like teaching English because I feel that it is more than just and that isn't to put down any other subject. Um…it's more so just because English is really like the heart of SEL. You get to know your students on a deeper level. They're constantly writing in some way, shape or form about their life. Um, you can share interests with them. And honestly, I believe you can make, English, is the freest curriculum that's out there because you can interpret the curriculum outcomes in, in countless ways. And so I guess really at the end of the day, I love it because you get to really connect with your students because you can choose things that you like and I believe, my personal belief, I actually did, um, professional learning today on why, you know, you should give up the traditional novel study and everything should just be choice, choice, choice, and blah, blah, blah. And not that I disagree with choice, but I actually think that if you are interested as an English teacher in what you're teaching, your students will be interested 99 percent of the time, like, you're never going to win 100 percent of students, but your students will be interested in what you have to say and what you're teaching. So, you know, I often, like, I love teaching the novel The Hate U Give. Most times I get full buy-in from students because I'm so interested and passionate about the topics that it, it's, if it doesn't at least spark an interest, we've had a connection so much that they want to know why it interests me so much. And so that's part of why I like it. And, you know, unlike chemistry, as an example, where it's, you know, the answer is 3.65 moles. And, you know, it is what it is. Not that there can't be fun had or connections made. You get to tailor things to your students. So, like, as an example. Um, a couple of nights ago I was watching television and I had this, like a commercial came out and I can't even remember what it was, and I said, Oh, I know what my next grade nine assignment is. We're going to do movies through the decades and it's going to have strong female leads. And of course it aligns with the viewing strand of English language arts. And, uh, we're gonna do this heading up to International Women's Day, and it's gonna be awesome. And it's so fun doing it because my kids are always like, Mr. Barns, like, what, what's this week's movie gonna be? And like, we'll play Hangman or we'll play something to get them interested and I just think that like you have so much power with English because if you want to, you can be totally creative and unique with how you present the curriculum or you can do it in the most boring way possible where it's just all like, let's read this story, answer 16 questions, let's read this story, answer 16 questions and I just love that it's a creative outlet for me and it's such a strong tool to actually connect with students.

**I:** So how do you think students feel about English overall, whether they're your students or not?

**P:** I think that most students, well, to be honest with you, I think that a lot of students, um, go into English not necessarily excited for it. Uh, my take, um, and not just, well, I guess from the perspective of my students, like a lot of my students have told me, especially even this year, that like they've never had an English teacher like me. Um, and you know, up until this year at my school, we actually just got a new department head, uh, who's worked there before, but the old department head retired. And so beforehand, as an example, at this school, all students, all teachers, had to, that were teaching the same courses, had to teach the exact same book, and the exact same play, and the exact same poem, at the exact same time, in the exact same way. So if I have no interest, so as an example, like I know this year, there's five of us who are teaching grade 9 English this year, a couple of them sort of got together and they're teaching this like, dystopian, futuristic novel, blah, blah, blah. That's not my vibe at all. And so like, I just, I was, I appreciate the invite to get in on it, but I was like, I'm not going to do this justice because I have no interest in this to do this, right? Um, and so I imagine that like, it seems to be the case, especially at bigger schools that a lot of it is just like, Oh, okay. You know, Susie sent me the worksheet. Now I'm going to give this to my students on this random play and I don't care. I found it interesting, I had students in grade nine, like, I do journaling all the time. I do it right up to grade 12. My students looked at me and they were like, sir, we haven't wrote a journal since like grade three. I was like, “you haven't wrote a journal since grade three? What do you mean? Like, what are you writing about in English?” If you're not writing about your own life, if you're not making connections to the texts and things that I'm showing you, what have you been doing in English? So I feel that, um, Because schools can tend to kill creativity in kids, like, by the time that they get to grade 9 and above, where I'm teaching right now, I think that they have like a distaste for it, and you always have like your bookworms and the kids who, who just absolutely love, like it doesn't matter what you do, they love literature, they love whatever, so they're going to be super into it, but a lot of them go into it, um, with low expectations, which works out when you're a teacher like me, because when you, like, when their expectations are so low and you're able to provide them with like something to look forward to and something that they enjoy and you get to know them, incorporate things about them into the curriculum, which again, you can't really do that in social studies. Like, World War I was World War I, no matter how you look at it, like, no matter how you slice the pie, you know, five-eighths in math, still five-eighths. So, um. But a lot of kids are just so used to going in and reading stuff they don't care about and that means nothing to them. Or they're reading books and not that there's anything wrong with the classics, but they've only ever read books that like, their parents read in grade nine and their grandparents read in grade nine. And like, it's just this like rinse, wash, repeat cycle. And so, um, I, I just think that like we're in a time where English teachers have so much power. Cause like, in control, like you're talking about all the things that give humans emotion. You're talking about what they read, what they write, what they watch, what they listen to, what they say, like, that is the English curriculum. So, I don't know, I think that when, well it's really unfortunate when students come in with such a negative attitude in English. Because they've just had this, like, completely, um, I don't know, mechanical, like, I'm trying to think of the word I'm looking for, like, um, like factory model English lessons that are like photocopied out of like some random book from 1982 and that's all they've gotten. And then they come in, they're like, “Oh my, like English can be fun”. Like what?” Right. So, I just think that that's, that's why some students, that's why so many students have a negative outlook on it.

**I:** Okay, that's great. And then, so, how do you try to find these things that they're interested in? What is your process to make sure that you can connect with these kids and make sure it's something that interests them?

**P:** That's a good question, and I don't know if I really have a method to it, to be honest with you. I feel like it, for me, is just kind of like a, a skill? I don't know. Like, I do a lot of, like, there are teachers who, uh, we, we recently did a PL at our school on optimal learning environments. There's a few of us put our names forward to, like, join this committee and we're going to do what, like, some days of training and talking about what makes an optimal learning environment. And a teacher who I really respect and I like a lot. Uh, and I had totally opposing views, and we both said that neither one is wrong; It's just not our approach. I am very open with students. I tell them who I am, what I come from, why I'm a teacher, all of these things. Um. Because I believe in the, um, that piece, like I believe in the connection and I believe in them seeing me as more than just a teacher. Like, I value the role I play in their life as a teacher, um, being an important, safe adult in their life. And her opinion was that she tells the students absolutely nothing about herself. She doesn't share anything. Like, she doesn't share her dog's name. Like, that is her approach to it. She, like, she keeps school at school, professional… professional. Um, she believes she still has strong connections with students, and I don't doubt that she does. But that, that's her take on it. She also teaches physics, and I teach English. And I think because I am so open and I want to get to know the students, like this is all I ever wanted to do. So, when I go in, I want to know them. I want, I want my students to follow up with me in 20 years' time. Like, you know what I mean? And so I like to share with them and just the nature. Well, you know, even when I taught chemistry, it was kind of the same, but you know, like I've had kids say, Mr. Barns, you're the only teacher I've ever met that ever plays music in class. And I think a lot of kids are used to very, very traditional teachers and I'm just not that. And I think that that sort of gives me a boost in the connections department. But because I will play music and like, you know, I'll tell my kids this is a country music-free zone. And that, that either gets like a cheer or a, “sir, are you joking? Like, this is crazy.” And, but that, that leads to further connections. Like kids being like, “sir, uh, you know, I'll, I'll get my mom to bake you muffins if you'll listen to one country song this week” or whatever and then like, you know... you just like… from the movie assignment… like lots of times I can play it off of the assessments because I'll always ask kids for their opinions like recently I did, and I did this last year too, I do what's called Positive Affirmation Ransom Notes. It's a fun assignment, and so the way it works at my school is that, uh, grade 9 English, like the English teachers also teach arts, the math teachers teach health, and the music teacher teaches religion. I don't know, like it's just randomly paired up like a couple of electives that don't really fit into the schedule. And so, I have to teach Art, and I'm not very artistic, I'm, I'm creative, like, in an English sense, I'm not creative artistically, and I don't, not that I don't value art, but it's not a big part of my life in that sense, so anyways, I came up with this idea last year, to teach connotation and denotation, how like, some words have, you know, like the word bright, generally speaking, has a positive connotation. Like, you know, she's got a bright outlook. Uh, you know, it's, “it's a bright day out there folks”, but I could also say, well, “have you met Amanda? She's not very bright.” And then that brings negative connotation to it. So, lots of times kids, uh, really don't get connotation and denotation and all that jazz. So, what I did was I said, okay, well, a ransom note is typically something super negative. Uh, you know, like “give me 10, 000 for, I'm going to kill your daughter.” And so that, and of course, I, and I'll actually talk like this with kids. Cause that like a little bit of shock factor gets them invested in like, what are we doing? Like, you know, “Mr. Barns’ talking about killing someone, like, what are we doing?” And so then. We went and we collected a whole bunch of newspapers and magazines and we spent like six classes where they had no idea why we were cutting out all these letters. And finally, and which built up this reveal of like, “What is this assignment going to be? Like, what are we doing?” And so kids had to go then and find ten Uh, minimum of a 10-word quote and three images from all the magazines or newspapers or flyers that matched it and create a positive affirmation ransom note. So a ransom note typically has a negative connotation. We're going to put it work to give it a positive one. And so now that's all over my, um. It's all over my classroom. I've got it. I've got some put out in the school and I always ask kids for their feedback because I always say, I'm not too good to be told. If this doesn't work for you, tell me there's no good to say, “Mr. Barns you're so fat and ugly, by the way, and I hated this assignment.” That's not going to get anywhere. But like, why didn't you enjoy it? What didn't make sense to you? And like a lot of the kids will say, like, I have never ever been asked my opinion on an assignment or on how a teacher teaches or whatever. And I don't know, I just think that's a big part of the buy-in.

**I:** So, what would you recommend to teachers who are teaching English to try and make the process more meaningful?

**P:** I would tell anyone who's teaching English to teach it, um, from their heart and to teach what they're interested in. I have sat through a lot of PL over the last few years and not that I'm against, uh, I feel like I actually have a lot of traditional practice. Like, I was trained by two teachers with 70 years of teaching experience between them. Um, but I just think teach what you're interested in and focus on getting to know the kids and everything else will fall into place. Um, while I do think, especially, you know, I'm, I'm in Castletown, so here, I think that a lot of standardized practices are on their way back in. It looks like we're going to be getting, um, some sort of testing, final, public exam situation going on here. Um, and that might kill a little bit of the creativity, but it doesn't have to kill it all. And I just think that do what you're passionate about. How you learned, like, I'm an English teacher now, I hated English in high school. Like, I was so over sitting there and talking about the, uh, like, the significance of this character in this Shakespeare, blah, blah, blah. Like, it was just so… Like, I can remember learning essay writing, and you just, you memorize steps, like, I would memorize things in biology. Like, it was so mathematical, like, the process of it. So, for any new English teacher or teacher looking to switch up their practice, I would tell them, you know, focus on the connections, get to know the kids, and teach, like you are, teachers are the lowest paid actors out there. Like you are up there, or a performer really, like you are up to put on a show for, you know, on average an hour per class per day. So, you can get up there and be as boring as possible, or you can be interesting. And you don't have to be a natural comedian. You don't have to be funny. You don't have to even be interesting but get up and talk about why you care about the things that you do. Show your humanity. Show your personable side and kids will, kids will lean into what you're offering. But if you just stand up and say, you know, your answer must be written this way and we must do this and okay, now we just read Shakespeare. Now let's read Oedipus and now let's do this. Like kids aren't going to be interested and you're not going to, like, you're not going to create a generation of students who want to read or want to think about, you know, that's interesting, “I wonder why Taylor Swift sent like wrote that lyric that way.” Okay. “I wonder, you know, why did Tupac, uh, come up with this sort of philosophy in his rap?” They're just going to listen and not take any meaning out of the words that, you know, surround them every day. So it's just to go in with that passion. And, and I would argue that if you're in, uh, this actually came funny that we're talking today because this came out of my PL I did today. But if you're in a situation like some schools where you're forced to, you know, there's 12 English teachers in this department and all seven of them who are teaching grade 10 English must read this book and must do this poem on this date at this time, I would go to administration. Say to them, “I want to try something different.” Can my class be considered a pilot class this year for whatever you'd like for connections, for a choice in literature, for blah, blah, blah, to get to put your own individual spin on things because no two teachers are alike. So, I don't think any teachers should be expected, especially English to teach, um, the same thing, the same way.

**I:** And do you think that the kids’ grades are impacted by this?

**P:** This as in, when, when they're taught by teachers who don't, like, who aren't invested in the curriculum they're teaching?

**I:** Yeah, do you think that the kid's grades are influenced when someone makes connections to their own learning? Do you find that the kid's grades change at all, whether it's negatively or positively?

**P:** Oh, definitely. Um, you know, I've got… You can never win them all. That's like, it doesn't matter who you are, why you're teaching, you know, that, that is also an aspect of our humanity. Like I, I can't win over 100 percent of my students, 100 percent of the time, but I do have like this year, and of course, this is all just anecdotal on swim. Within my own realm, but like, I often do student feedback surveys and stuff. And I've had kids write that like, “Mr. Barns, my English mark has never been so good”, uh, “I've never cared about how my English mark looks before”, you know? And I've had parents write me to be like, you know, “my child has never come home and talked about English class before like it is always their least favourite and now they're coming home telling me about this assignment they have to do about Johnny Cash and writing a story about a Johnny Cash song” and blah, blah, blah, and it came from my Halloween assignment and whatever. And so, I think that, I think that it's, it's twofold because first of all… I, I strongly believe that kids will rise to expectations, though I said strong expectations and the kids want to meet my expectations because we grow a connection together. I care about them and they care about me. So, they have this like, vested interest to come in and they want to do well in my class. Like, you know, I've had, I had one kid look at me a couple weeks ago asking if they could redo something and it was totally like what they had originally done was so below what they're capable of. They obviously had a bad day or whatever. And they looked at me and they were like, they were like, “I won't let you down, Mr. Barns.” And it was just so genuine. Like I could tell in their eyes, like the…, they meant that they weren't even really rewriting it for…for them. They were rewriting it for me to meet my expectations, uh, which meant a lot to me. And I think that the other part of it is that…When a class becomes interesting, anything, I don't care what you are, what you're studying even, when something holds your interest, and even if the interest is the connection, not necessarily the material, well you're obviously going to absorb more. Like I think back to when I was in school, I loved, loved, loved French. Whatever it was, French stuck with me. Up until high school, I thought I was going to be a French teacher. When I went to high school, I had the most awful, worst, still to this day, it blows my mind, this woman was an educator. Like, death wasn't an excuse in her classroom. She was mean, she was nasty, she was unkind, whatever, you name it. And No matter the fact that, like, I won scholarships in high school to represent Castletown at national forums as a French student. And no matter what my skill level was, which I would say was better than most at French at that level, I asked, she… she… she… ruined it for me. I wasn't absorbed by the time I got to grade 12, I was so disinterested and disengaged from her that it didn't matter what she was doing, I just wasn't absorbing as much as I could have had I had my grade eight French teacher who I was so close with, to share that same information with me… so naturally your marks, I think would go up because if you're invested in the person, you're going to listen more carefully to what they're saying. You're going to want to meet their expectations. So, in my experience, I'm like… I've actually gone back, especially my grade nines because I see them most times two periods a day, so we've gotten really, really close. Um, like… I've gone back and looked at their marks from seven and eight and like a lot of them are seeing the highest marks in English they've ever had. And it's funny because a lot of my kids tell me I'm not an easy marker. So it's not like I'm just throwing out these marks. Um, but they're rising to the expectations I've set. So, you know, it, perhaps I should do research on it, I don't know. Perhaps I should get a university person involved and come out and do some work on it. But, uh, yeah.

**I:** Okay, and you've touched on it a little bit, but would you like to add anything else about the parent feedback? Or how do you think parent perception is? Do some parents think old school is better and they need to read Oedipus as an example because that's what they did in school? Or how are you finding parents perception of more modern curriculum and modern choices?

**P:** Um, well… you know, God only knows what's out there on Facebook, but I haven't gotten any negative feedback from parents whatsoever. In fact, uh, when we did meet the teacher night, I was telling one of my parents what books my grade 11s would be doing, which was the hate you give. And one of the moms had asked to take the book home. She was like, she's like, “I'm just a reader” she said, “it has nothing to do with me” she said, “I don't care what's in it. Like, you know, I just, I always like to read what the kids are reading. We're just a reading family. We'll talk about it, whatever.” And I said, “okay, but you can't spoil the ending. Like you gotta promise me.” And anyway, she brought the book and whatever, and she loved it. And like a couple of other moms were like, “we heard this book is going to be awesome”, blah, blah, blah. And I think that, um, you know, a lot of parents are not… Like, everyone went to school, so everyone has an opinion on school, but a lot of parents aren't well versed in, like, curriculum or what matters. They are really looking at the number on the report card is what most parents care about. But what's been interesting is, like, I haven't had any parents say, like, you know, “I find it strange that my child isn't doing”, you know… “isn't doing more about similes and metaphors” or, you know, something whatever, more traditional. Not that I won't cover what's in the curriculum. But I've gotten I feel like I get a lot of positive feedback from parents who are like, it's really cool to see my kid come home interested in what they're doing in English. I, I remember going to school and having no interest, or I was so sick of hearing Shakespeare's name, or I, you know, like, you know, when I went to high school, I read the same book as my parents, so I figured my kid would read the same book. So, like, that's been an interesting piece that, like, you know, I don't know what's out there on, like, some random parent's Facebook page, but the feedback that I get has been positive. And it's almost like it's led to connections at home because the kids are going home. Like, as an example, with this movie assignment that I'm doing through the decades, we did 1980…So the movie we watched was nine to five with Dolly Parton and Jane Fonda and Lily Tomlin and so only one kid in the class had heard of the movie. A couple of kids heard of the song, and didn't know it was related to the movie, then that created such a big conversation amongst them and their parents to be like, you know, “this is what we watched and it was so cool” or whatever. And then we did the 1990 movie, which was Mermaids with Cher and Winona Ryder. And a couple of kids didn't know how to pronounce Cher. They said, “sir, who's Char?” They didn't know who Cher was. But that's creating conversations at home because they're going home. And their parents are saying like, “what, what was the movie for 1990? You got to tell me, have I seen it?” Right. So teaching it in this way, it's fun because it's, it's connecting them, not only to me, but like strengthening the connection with their family, which in turn strengthens the parent's connection to me. And I think it builds a lot of rapport between me and parents. Cause I'm really involved with parents. I email them a lot. I'm in touch with what we're doing so that like, they know that when I reach out to them with an issue, they're like, “okay, Mr. Barns is saying something happened. Something needs to be fixed”, like, you know… we trust him that he wouldn't be reaching out if this wasn't serious. So, it works all the way around, in my opinion.

**I:** Perfect. And last question, do you think, or do you want to add anything that you think would be valuable to this question? Or have you covered it?

**P:** I mean, I think I've covered everything that I can share about, like, How I teach… how and why I teach English the way that I do. Um, I'd be disappointed, honestly, especially getting the freedom that I've had this year, in particular, to end up at a school that does it differently, and knowing that you are doing this for a research course or, or whatnot, has put me in the, the mindset almost of like, I'd be interested in seeing…and it probably exists, so maybe I'll have to hit up a library website after this. But seeing, um, what data exists in sort of like the difference in methodologies, uh, or ways to teach English and both student success, student engagement. As well as Connection, how that measures against the traditional or not even again, there's nothing wrong with traditional. If you have it, if you are a teacher and you absolutely love Animal Farm or you love Schindler's List, and that's both of those things are things that, you know, the history of and can talk about and whatever, I have no doubt, you would have students at the edge of their seat. There's nothing wrong with that, but if the teachers who are going through the motions and who are just doing stuff that it's just like, you know, we always read Night or we always read Animal Farm… that's just the expectation, I'd like to know the difference between that and what the students are taking away from it versus the student… the teacher who's going in and is like, “today we are going to do like 9 to 5 Dolly Parton and let's talk about women's role in society, how that's changed, how it looked, what was acceptable in a 1980 film, what's different today”. Because you can probably cover a lot of the same outcomes, but like, how are you going to, like, which one are the students going to, which method are students going to learn more about similar or the same outcomes on? So yeah, I think that's really it for me.

**I:** Well, thank you so much for meeting with me.

**P:** Thank you for having me.