

*Linguistic Diversity: A qualitative analysis of foreign language
teachers' category assembly*

Melinda Dooly Owenby

TESI DOCTORAL DIRIGIDA PER DRA. LUCI NUSSBAUM

**DEPARTAMENT DE DIDÀCTICA DE LA LLENGUA, LA
LITERATURA I LES CIÈNCIES SOCIALS**

**UNIVERSITAT AUTÒNOMA DE BARCELONA
ABRIL 2005**

Acknowledgments

The list of people to whom I owe infinite gratitude for their help and support during the conception, development and finalizing of this research is much too long to include here. Hopefully each and every one of them are aware of how grateful I am to them.

Particular thanks must be given to my family. Their unflagging encouragement and patience have been the basis of my survival during the years spent on this research. Special mention goes to my mother for her infinite patience, emotional and mental support and superior baby-sitting skills. Also I must thank my father for all his time, energy, effort and boundless wit. He has gone far beyond the call of duty, providing me with excellent suggestions and intriguing ideas and challenges. Needless to say, a special thanks must go to Pablo and Joel for all their patience with me.

And of course, I owe a special note of thanks to Luci; without her insight, timely comments and criticisms this never would have been written. She has often been responsible for raising new issues and helping to relate theory to practice so that I might clearly see my way to the end of this project. Needless to say, I alone am responsible for errors and omissions which can be found herein.

Seek first to understand and then to be understood. Most people do not listen with the intent to understand: they listen with the intent to reply. They're filtering everything through their own paradigms, reading their autobiography into other people's lives.

-Stephen R. Covey; The Seven Habits of Highly Effective People

Two mice sat in their hole watching Cat lurk outside. "I know how to make Cat go away," said the first mouse. "How?" the second mouse asked in surprise.

"Watch! Bow, wow!!!" barked the first mouse. Peering through their hole in the wall, they saw Cat running away in fear.

"Ah, see the benefit of knowing another language!"

-Anonymous (<http://www.comedy-zone.net/jokes/laugh/education/student4.htm>)

Introduction	8
i. Research Context: Immigration as the backdrop for a socially constructed understanding of diversity	8
ii. Foreign language teaching as a tool for integration	10
iii. Starting point of research: diversity seen as an obstacle.....	12
iv. Research type: finding a balance between objectivity and reliability	14
v. Research approach: a diverse framework for dealing with diversity	17
Chapter I. Beliefs, perspectives and categorizations	25
1.1. The Pygmalion effect seen from a different paradigm.....	25
1.2. Literature review of teacher expectations.....	32
1.3. Categorization as related to teacher expectations.....	40
1.4. Literary Review of Categorization Changes	47
1.5. Ethnomethodology.....	53
1.6. Bakhtin: Contributions to the stock of knowledge.....	57
Chapter II. Membership Categorization Analysis	66
2.1 What is Membership Categorization Analysis?	66
2.2. How does MCA work?	69
2.2.1. Recognizability and shared agreement of sense	71
2.2.2. Background expectancies (scheme of interpretation).....	72
2.2.3. Indexicality, relevance and orientation	73
2.2.4. Consequentiality.....	74
2.2.5. Accountability and normative backdrop	75
2.3. Achieving meaning through “gaps”	76
2.4. Social construction of meaning does not mean absolution of the individual	78
2.5. Comparison of MCA with other socially situated language theories...	79

2.5. How is Membership Categorization Analysis relevant to teachers' perspectives?	80
Chapter III. Becoming aware of diversity	82
3.1. What is meant by diversity? -- Creating the "Other"	82
3.2. Some types of different-language situations.....	84
3.3. Value attributed to language	88
3.4. Language Awareness	89
3.5. Reflective Teachers.....	91
Chapter IV. Foreign language teachers' roles: a threshold to the future	97
4.1. Reasons that the FL teacher's role must include an understanding of linguistic diversity.....	97
4.1.1 FL Teachers as cultural mediators.....	98
4.1.2. Multicultural education and language teachers.....	101
4.2 Implications of changes in FL teachers' roles	103
Chapter V: Research objectives	105
Chapter VI: Research Paradigm for the approach.....	109
6.1.1. Contextualizing the researcher and the research approach	111
6.2. Kuhnian shifts of paradigm & qualitative research	112
6.2.1. Paradigm shifts	112
6.2.2. Seeking a paradigm shift: qualitative analysis as the key	113
6.3. Some clarifications about the data compilation process.....	115
6.3.1. Some theoretical and ethical considerations of audio recording & use of students' journals	116
7.1. Setting and subject groups	118
7.2. Data	118
7.3 Visual aides and texts used for setting up dialogues	119
7.3.1. Descriptions of tasks	119
7.3.2. Researcher's role in tasks	123
7.4. Journals	124

7.5. Classroom discussions	125
7.6. Explanation of the Catalogue of Category Assembly	125
7.7. The use of an approach similar to triangulation in the research framework.....	127
7.8. Data analysis procedure	129
7.9. Transcript key	131
Chapter VIII. Dialogue analysis.....	134
8.1. Preliminary data selection.....	134
8.1.1. Catalogue of category assembly.....	134
8.1.2. Categorizations and agency.....	140
8.2. Accountability and normatives: establishing the framework of “normal”.....	145
8.2.1. Accountability and orientation.....	146
8.2.2. Recognizability of “normal”	149
8.3. Consequentiality and relevancy according to physical features.....	155
8.3.1. Context: Awareness of their student role	163
8.4. Categorization of “other”.....	167
8.4.1. Physical features as attributes of “other”	167
8.4.2. “Living ideologies”: a resource for category assembling and accounting	170
8.4.3. Geographical categorizations as a construct of “other”	171
8.4.4. Resolving ambiguity about “normal” versus “other” through category assembling	173
8.5. CBA’s (category-bound activities) of the multilingual student: strong and weak recognisability	178
8.5.1. Institutionalized categories: motivated compliance and language use.....	183
8.5.2. Internalization of cultural and social values: an element of recognisability	186

8.6. Socio-cultural attributes to MCD of “linguistically diverse student”	188
8.6.1. MCD of ethnicity which employs CBA’s of cultural and political as same	197
8.7. Categorizations of the “language learner”	201
8.7.1. Membership expertise as part of category assembly	210
8.8. Categorizations of the linguistically diverse classroom	215
8.8.1. CBA’s of the multilinguistic classroom according to agency	224
8.9. Re-thinking linguistic diversity: from negative to positive	229
8.9.1. EFL as a means of equality	232
8.10. Categorization of teachers’ roles within linguistically diverse class	239
Chapter IX. Conclusion	254
9.1. Similarities in categorizations amongst groups	254
9.2 General differences between the groups’ category work	259
9.2.1. Teacher - student roles	260
9.2.2. Differences in categorization of language learning & language learner	264
9.2.3. Differences in attributes assigned to ethnicities	269
9.3. Preservice teachers’ categorizations: different dialogic background resulting in different category accomplishments	272
9.4. Evolution of category accomplishments	273
9.5. Limitations of scope	277
9.6. Further research	277
9.7. Final thoughts	279
X. Glossary	283
XI. Bibliography	287
XII. Annexus	319
Annex 1: Permission slip	320
Annex 2: General language task	321
Annex 3: Discussion leader instructions	322

Annex 4: Details for classroom styles	324
Annex 5: Theory and Case Discussion.....	328
Annex 6: Journal Guidelines	334
Annex 7: Catalogue of Categories with extracts (example).....	335
Annex 8: Transcripts.....	337
Annex 9: Journals	491
Annexus 10 & 11. Topic of debate and pictures	551

Introduction

This research intends to focus on how preservice and inservice teachers in a foreign language classroom *make sense of their world*. In particular, this research endeavors to highlight how two groups of preservice teachers and one group of inservice teachers in Catalonia, Spain make sense of linguistic, ethnic and cultural diversity in the classroom. The focus of the research is on the concept of diversity in the EFL classroom (English as a Foreign Language), however the data collected is not limited to that area.

It is beyond the scope of this research to generate data concerning language teachers' categorizations of linguistic diversity throughout Catalonia. The principal input of this research is the social and dialogic context of two groups of preservice language teachers in one Catalanian university and one group of inservice language teachers working in Barcelona. It is felt that this is a first step towards an analysis which integrates individual, social and educational categorizations. This is relevant to both initial and continued Foreign Language teacher training because these categorizations form a nexus for teachers' understandings of a culturally and linguistically diverse classroom.

i. Research Context: Immigration as the backdrop for a socially constructed understanding of diversity

The research has been carried out during a time in which immigration into Catalonia has been and still is widely and publicly discussed. It can be argued, however, that the considerable changes in the composition of student profile within Catalanian classrooms must be seen from multiple perspectives. The new situation faced by the schools is not limited within the school walls nor are they simply a matter of "education." There are multiple factors involved (e.g. social, cultural or linguistic factors) that help create the

Introduction

social and cultural environment of everyone involved in the school community. As Cots & Nussbaum (2001:10) have indicated, “la societat occidental està vivint un procés de transformació multilingüe i pluricultural”. Catalonia is also living its own social transformation across the social stratifications. According to Medina (2000), the number of “foreigners” enrolled in Catalanian schools had grown from less than 10,000 (registered in the academic year of 1991-1992) to nearly 20,000 in the academic year of 1999-2000. Of these students, almost half were of Arabic origins (approximately 9,000); the next largest ethnic group was Latin American students, with an estimate of 5,000 (Medina, 2000:23).

According to the Departament Educació, there were 51,926 immigrants enrolled in Catalanian schools in 2002-2003, making up 5.13% of the total school population and in 2003-2004 there were 74,491 students from different origins compared to 974,381 total population, making up 7.6% of the total student population (Generalitat de Catalunya, 2004). In the same document, the Departament d’Educació surmises that there is the possibility that by the year 2005-2006, Catalonia may reach the European average of 10% immigrant population enrolled in schools. The most populous immigrant groups continue to be of Arabic origins (29.83%) and from South or Central America (44.95%).

Of course, immigration is not a new phenomenon. It has gone on for centuries, millenniums even, as groups of people have left their land of origin to look for new and better opportunities in life. Nevertheless, the rate of large population movements has increased and in terms of education, this means that European educational centers are now fast becoming multiethnic and multilingual. How meaning-making occurs within those centers is of vital importance for improving everyone’s educational opportunities.

Moreover, despite the fact that cultural, ethnic and linguistic diversity have always existed in many European countries, it seems that diversity has

Introduction

become more pronounced of late, or at least, this is the impression many teachers and education administrators seem to have. Little by little, new social sectors have been incorporated into public education, including the more marginalised groups and therefore, nowadays, “la diversidad es la norma” (Plan Regional de Compensación Educativa, Comunidad de Madrid, 2000:13). The ramifications of these “multiple” components within a classroom are cause for uncertainty and worry for many people faced with these (until now) unfamiliar circumstances.

The statistics indicate the high probability that teachers will be encountering culturally and linguistically diverse student populations in their classrooms. Of course, it must be stated that the completely homogenous classroom is a myth: each child brings their unique background, personal history, learning styles and personality with him or her. Nevertheless, this latest “transformation” of the classroom can be seen within a framework of social and cultural changes which may affect the teachers’ perceptions of how and what to teach.

ii. Foreign language teaching as a tool for integration

As stated above, each year there are more immigrants coming to Catalonia who do not speak or either speak very little of the school’s vehicular language and who should be given access to full profit of the educational system as quickly as possible. In particular, language teachers have a special role to play in this process. When these students “meet a new language and culture they are in a significantly different position from learners who are monocultural in ethnic/national identity terms” (Alred *et al.*, 2003: 62). The importance teachers, and especially language teachers, hold to the successful promotion of integration of so many diverse cultures is quite patent. Because of their background in language acquisition, cultural studies (of the target language) and their own personal experience of having

Introduction

learnt a new language, foreign language teachers, in particular, can prove to be pivotal in the process of integration of newly arrived students.

A tenet of this research is that foreign language teaching must incorporate sociolinguistic understandings of language use. Although this premise is not new, the use of sociolinguistic understandings in the foreign language classroom is not always incorporated into language teaching (Cots & Nussbaum, 1999). These authors feel that the language teaching framework still largely upholds an understanding of language and language use as “unquestionable” and “unproblematic.” Even when cultural aspects or sociolinguistic aspects are included in the framework it is too often limited to simple “tokenism”. With this in mind, *this research examines how meanings concerning linguistic diversity in the classroom are constructed, used and adapted during preservice and inservice teachers’ talk in a foreign language classroom.*

This subject has been chosen because it is an area with distinct and identifiable characteristics when considered within the process of immigration: in foreign language classrooms the target language being studied is not the school’s vehicular language nor is it the language spoken by the school’s majority groups. This implies that, in relationship to foreign language as a topic of study, *all students should be on equal footing. The foreign language is the one subject which is equally “new” to all students.* This is a relevant element to consider within the research because, by doing so, it is possible, at least theoretically, to reduce one of the variables of the interaction of the newly integrated student, that is, the need for a good command of the vehicular language of the classroom. Moreover, in many cases of newly integrated students, the foreign language being taught in the school is actually more familiar to them than it is for the other students, as may be the case for students from the Phillipines or India or students from

Introduction

African countries which had been previously colonized by either the French or the British.

As a teacher trainer, these issues had given the researcher reason to question the way in which preservice teachers internalized diversity. Upon seeing that the issue held important ramifications for future educators, it was felt that it would be desirable to carry out further research as a possible means to improving teacher training in EFL. Understanding teachers' perceptions about the changes which are occurring in our society as it moves into the future can help guide teacher trainers to better equip their students to face any challenges these new situations bring about, in an efficient and creative manner.

iii. Starting point of research: diversity seen as an obstacle

A starting point of this research was the perception that diversity is sometimes seen as an obstacle by teachers and the subsequent surmising that this can be a problem for the objectives of educational equity. The researcher's interest in this particular topic was sparked by several personal anecdotes, none of which occurred simultaneously but all were integral to a growing personal and professional need to understand the situation more profoundly. At some point in time, these incidents seemed to come together in one important unifying vector: they were all rooted in teachers' conceptions of their foreign language students and how these students should be taught. Perhaps there was one particular incident which focused it all:

During a conference on Teaching English as a Foreign Language, a discussion being held in a roundtable came to the topic of linguistic diversity amongst students. At one point, an inservice teacher raised her hand and said "why are

they [immigrants] wasting theirs and the other students' valuable time in EFL when they don't even speak Catalan?"

This seemed somewhat contradictory when considered within the *Common European Framework of Reference for Languages* (Council of Europe, 1996, 1998, 2001) concerning foreign language teaching, which emphasizes foreign language teaching for everyone in the European community as well as language teaching as mediator between cultures. The fact that most of the other teachers assented to the above opinion highlighted just how influential teachers' categorizations of their students really are, especially as regards their students' needs, rights, and abilities.

There have been further conversations with students in teacher training (both preservice at an Educational Sciences Faculty and inservice teachers in continued education courses) which indicate that there are some EFL teachers in Catalonia who consider linguistic diversity in their classroom to be problematic, to say the least. This research attempts to understand whether linguistic diversity is categorized as "problematic" and if so, why "problematic" as opposed to "advantageous" in the process of language acquisition? This seems to lead to the question of whether such categorizations are widespread, which likewise begs the question of which categorizations are being constructed by teachers as regards teaching linguistically and culturally diverse students.

The comments also lead to an assumption that many teachers understand access to multilingualism as a stage-type process (the sum of several monolingual competencies, not different level of competencies in different languages at the same time). Clearly, in the comment mentioned above, the idea behind language acquisition is of sequential learning – to learn a foreign language the newly arrived student must first learn Catalan and Spanish.

Introduction

Referring once more to the *Common European Framework of Reference for Languages* (Council of Europe, 1996, 1998, 2001), multilingual acquisition can be understood as a “complete” process, rather than sequential and structural. This perspective sees the sociolinguistic and sociocultural knowledge of a language as being as important as the linguistic knowledge of a language. The framework also discusses a conceptual understanding of language learning as building upon previous knowledge; linguistic knowledge of one language is transferrable to another. Seen in this light, it is natural to assume that diversity is an asset and a resource for the language teacher to have in the classroom.

iv. Research type: finding a balance between objectivity and reliability

There are clearly different ways to explore teachers’ perspectives about diversity. There are, for instance, quantitative studies which employ questionnaires or interviews. According to the usual premises of quantitative research, a researcher should do everything within their means to be as objective as possible (ideally, in quantitative research the researcher is not even there). However this type of focus does not guarantee the type of objectivity in the results that were desired in this research since it is, in the end, the researcher who proposes and designs the questions for such studies and therefore will inevitably impose his or her focus, objectives and own agenda on the subjects. Moreover, the issue remains that when a researcher does any type of language analysis, it is an unavoidable fact that the researcher must not only be physically present but also participates, in some way or another, in the process and thus is involved in the co-production of meaning.

In 1970, Labov spoke of the ‘observer’s paradox’. In research based merely on observation, by virtue of being in a classroom and watching what is

Introduction

going on the observer becomes, at least to some extent, a participant as well. This means that the observer is likely to have some effect on the interaction taking place. Furthermore, the idea that a researcher must be someone disinterested and value-free concerning his or her very subject of study in order for the research to be totally “objective” is not without its own flaws. Arguably, there is not any research approach in the social sciences that can avoid the fact that the researcher must be physically present, as well as somehow personally involved. What approach can avoid the fact that the dynamics of a person doing research (quantitative or qualitative) on others inevitably produces a shared construction of meaning and understanding? “Different effects are likely to be produced by different observers; it may matter whether an observer is female or male, or perceived as relatively senior or junior” (Swann, 1994: 27). In this research, the fact that the researcher was also the teacher of the subjects who participated in the research is considered to be a part of the co-produced meaning process which occurred in these sessions.

It is for this reason that this research used a semi-experimental approach which consisted of allowing the research participants to discuss various tasks designed to bring up the topic of diversity, rather than having the subjects answer direct questions posed by the researcher. This derivative approach was designed after examining some different methodologies concerning interactional research. According to the interactional approach, the analyses conducted will proceed from the viewpoint of the participant and will emphasize their actions as functional activities in the role of meaning-makers (such as initiating meaning-making devices, taking them up, rejecting them, etc.) Crotty’s (1998) outline of the role of qualitative inquiry into the understanding how the social world is organized helped establish some orientation for the research, while Gubrium & Holstein’s (2000) explanation

Introduction

of research into the use of *ethnomethodological idioms* (principally dominated by conversation analysis) helped in the actual design of the research tasks.

Although Gubrium and Holstein (op.cit.) are principally narrativists, their argument that the best research can be accomplished in an area between realism and constructivism, wherein the analysis undertakes to understand both the "whats" and the "hows" of the data in hand helped provide the groundwork for the research analysis. Because the researcher was interested in focusing on social aspects of verbal interaction, aspects of sociology of language (Goffman, 1959, 1961a, 1961b, 1964, 1974, 1981; Bahktin, 1981, 1984, 1986 to cite two) also provided orientation for the approach. This orientation gave insight into the socio-cognitive dynamics of cooperative interactions and provided a wider sociological framework which allowed for the recognition of members' accomplishment as an everyday act of common sense while at the same time allowing for a "Goffmanesque" (Alasuutari, 1997) understanding of a universal collaborative process. Gubrium and Holstein's "the middle ground" (op. cit.) provided the leeway of seeing the members' accounting process as a broader joint enterprise of creating a shared sense of cultural co-membership, based on searches for common cultural references and character recognition.

Because the research did not follow one specific analytical approach, it was necessary to adapt the standard protocol for data analysis (Ericsson & Simon, 1984/1993). This meant that there was a need to find a complementary data protocol which allowed for analysis of the construction of a shared, *in situ* micro-culture while at the same time acknowledged that the members' specific meaning constructions occurred through negotiations that drew on more general cultural resources, roles and identities. This is why the standardized data reduction protocol of conversation analysis transcripts is not used in its entirety. The researcher felt that it was more coherent to

Introduction

develop specific data protocol for this research in order to generate the empirical topics (about diversity) sought in the research (see section 7.9).

While this research approach does not necessarily resolve completely the question of “objectivity” in the sense that the tasks which have been recorded and transcribed for this research are not entirely “ordinary” conversations, the analysis of the interactions of the research participants does ensure insight into the research subjects’ understanding of diversity with richer detail that is not accessible through questionnaires or interviews. Moreover, the meanings which the subjects delineate in their conversations are negotiated amongst themselves in groups and are less likely to be constructed in alignment to questions proposed by the researcher herself.

Researchers cannot help being socially located persons. Furthermore, the researchers, as socially located persons, will bring their own personal contexts, background, histories and preconceptions into their investigations. This will inevitably influence every stage of the investigative process, due to the relationship effect this has on the interaction of all the participants. Therefore the research does not try to deny the researcher’s presence and subsequent participation in meaning-making, instead the research design highlights the social aspects of negotiation of meaning which takes place in the discourse exchange transcribed for the research.

v. Research approach: a diverse framework for dealing with diversity

By applying a specially adapted hybrid approach to transcripts of classroom dialogue, this research examines the ways in which preservice and inservice teachers construct talk about themselves and others. In particular, the research looks at the construction of categories of cultural and linguistic diversity in the classroom. Taking an approach informed by discursive

Introduction

psychology (Edwards & Potter 1992), ethnomethodology (Garfinkel 1967, Shotter 1984, Schutz, 1962), ethnography of communication (Hymes, 1971, 1994) and conversation analysis (Heritage 1984, Sacks 1972), set with an understanding of dialogics (Bakhtin 1981, 1984, 1986) and interactional analysis (Richards & Rogers, 1986), this research examines how cultural and social “otherness” was constituted in talks between groups of preservice teachers and inservice teachers and how those categorizations were put to use in their discourse. The analysis also considers the contextuality of the individuals as especially relevant to the process of meaning-making. Díaz de Rada & Velasco (1997:220) have pointed out the importance of “localized information”. However, this is not to simply point out the contemporary importance of the action, it is a necessary step to provide of framework of assumptions and conditions in which the actions take place.

“Meaning-making” is not always clearly visible during a time that teachers are re-positioning themselves to increasingly multicultural, multilingual societies (one of the results of growing immigration). This diversity presents a challenge for teachers as well as presenting a challenge for researchers to adapt a framework for their interest in discerning the meaning-making processes being carried out inside the classroom and this is one of the reasons for the cross-disciplinary approach taken here. Like much research nowadays, this research cannot be situated neatly within one received academic discipline because it endeavors to incorporate analytical tools from several fields (borrowing from linguistics, sociology, psychology, anthropology, to name a few), thus resulting in a “hybrid” approach. Of course, this approach has its benefits: borrowing from a discipline can sometimes be responsible for the success of certain thematic developments.

It must also be recognized that there has been a notable increase in interest for qualitative methodology, as can be attested by the academic book

Introduction

market which is now replete with texts on how to do qualitative research (see Coulon, 1995a; Fetterman, 1989; Hammersley & Atkinson, 1983; Hammersley, 1990; LeCompte et al, 1992; Marshall & Rossman, 1995). This may be in part due to pressures to harmonize research methods into a large central core of social science teaching and training at every level. At the same time, it also indicates that there is a certain logic and popularity in developing “hybrid” theories for addressing specific research questions. The natures of the social world and sociological knowledge are such that the use of the best applicable procedures for generating data, data collection, and analysis will produce valid knowledge, whatever the topic of research might be. It is the researcher’s assertion that good research is a matter of creative matching of disciplinary fields (theoretical discourses and problems) applied to researchable topics, along with obtainable data sets, and data-reduction and analytic procedures. Above all, the research approach must have the research subjects in mind as sentient human beings.

Many researchers and theorists from many different areas of research defend the need for ethnographic studies to be holistic (Ogbu, 1999; Woods, 1995, 1996; Van Lier, 1988; Watson-Gegeo, 1988, 1992). Thus, it can be said that the theoretical discourses mentioned above inform the research framework proposed but they do not determine it. Moreover, the approach attempts to be faithful to an accurate description of the participants’ actions without imposing already given assumptions from the researcher. It also attempts to take into account the multiple factors which make up the communicative reality of language use. Tusón (1996: 68) rightly coins the term “ciències del llenguatge” in order to include a study of the pragmatic, the linguistic, and the sociolinguistic elements of the text, the discourse analysis of the text and the psycholinguistic cognitive orientation of the language user.

Introduction

While the term itself will not be employed in this research it does capture the essence of some of the objectives of the research itself.

To provide a fuller view of the transdisciplinary approach in this research, it is necessary to link the theoretical schemes that underscore this research. Firstly, the ethnomethodological traits in the approach taken here are largely dealing with the competencies which underlie ordinary social activities (here they are seen as participant orientations). This closely coincides with the interactional view of language which emphasizes the use of language as primarily a means to establish and maintain interpersonal relationships. An interactional understanding also focuses on its importance for the performing of social transactions between individuals (Richards & Rogers, 1986).

The analysis undertaken here is understood as being concerned with language use beyond the boundaries of a sentence or an utterance. It is focused on the interrelationships between language use and society on one level and on another, is concerned with the interactive or dialogic properties of meaning-making between participants within a determined context. According to Chaudron (1988) there are four principle traditions in second language classroom research: (1) psychometric studies, (2) interaction analysis, (3) discourse analysis, and (4) ethnographic analysis. For questions of theoretical simplicity, interactional and ethnomethodological approaches are considered to be parallel because of their similarities of focus on the social meanings inherent in communicative activities. Thus both disciplines become a part of the transdisciplinary approach in this research.

It is important to note that the analysis in this research predominantly follows Sacks' (1972) approach of membership categorization analysis, although there are adaptations according to the needs of the research so that

Introduction

the integration of the participants' discourse into the "macro" world outside the context of the exact dialogues can be considered in the research. Sacks' system of analysis is explained more fully in Chapter Two.

By analyzing the categorizations constructed in the transcripts, the researcher is better able to perceive the different features of categories constructed by the subjects in the research, for instance the category of "foreign" within the context of "foreign language teaching". Doing so helps provide some insight into the subjects' version of diversity. More to the point, in a situation where both teachers and students could be positioned as "foreign" or "non-native" in relation to the language being taught, are all the students positioned as starting from the same point? Or, are immigrants, because they do not speak the vehicular school language, categorized differently, despite the fact that we are discussing a subject wherein it is "foreign" to everyone involved? Are these students directly or indirectly constructed into the categorization of "other"?

Sacks was interested in trying to understand human actions through research into how people engage with each other through social and verbal interaction. Significant to this research is the fact that Sacks did not look for meaning of utterances in and of themselves; he proposed that meaning is socially constructed. While the question of socially constructed meaning is not a new concept, being able to use an adaptation of Sacks' Membership Categorization Analysis (MCA) does provide an innovative approach to the study of teachers' perspectives about linguistic diversity. MCA allows the researcher to "observe" the ways in which "participating members" of a conversation achieve "systematic orderliness" through identifiable interactional methods such as "devices", "systems", and "apparatus", thus allowing for a research device that is both "context-free"(existent external

Introduction

resources are available) and “context-sensitive” (resources are appropriated for the context).

Furthermore, as a systematic approach, MCA allows insight into the way the participants are producing social interaction. As a research analysis, it is an important tool because it helps show how the members use utterances (“devices”) that work to place a set of otherwise random objects into a “category” with “members” and thus understand “implications” between themselves. The use of categories in juxtaposition implies that there is some sort of relationship, despite the fact that the features of the relationship have not been established. The way in which the members reach an understanding of these relationships can be studied by using Membership Categorization Analysis (see Chapter 2).

Finally, Mikhail Bakhtin’s (1981, 1984, 1986) explanation of multiple-voiced environment provides important input to this research because it allows for a fuller understanding of the “macro” framework of the categorization constructs of the individuals in this research (the existent external resources). His theory of “the socially constituted fabric of language” allows for an understanding of the research participants’ meanings being drawn from a social and multiple linguistic background which is populated by many voices. While MCA provides the tools for the analysis of the transcripts of this research *in situ*, Bakhtin provides a way of understanding the background resources “available” for the participants to deploy in their category assembly work. Importantly, too, in any context where there are competing “voices” (as is the case of a linguistically diverse classroom) then a principal question must be how categorizations of these discourses can lead to empowerment, or in the opposite case, marginalisation.

According to Sola and Bennett (1994), students’ empowerment may come from their ability to find their own individual voice within the context of discourse struggle. This is especially true in the case of minority language

Introduction

groups within the classroom. Considering that discourse in itself is a power struggle, analyzing the way in which categories are constructed within teachers' discourse may increase the possibility of students' empowerment. Working with Heritage's premise of how individuals *construct their understandings* of the ways of the social world, it is possible to infer the ways in which individuals' references and "accounting practices" constitute references to "the organized activities of everyday life" (Heritage, 1984:229). By combining the dialogic approach of multi-voiced reality, initiated largely by Bakhtin, and continuing with a parallel approach of Membership Categorization Analysis, this research intends to provide a clearer understanding of how teachers' categorizations are part of the social construction of meaning within the classroom. Moreover, this socially constructed meaning is part of the power infrastructure within the classroom, thus a clearer awareness of these categorizations may indicate how different groups are empowered or marginalized through the intertextuality of the classroom (Opie, 1992).

The potential for empowerment may seem contradictory to the idea that, because the research is contextualized and qualitative, the data of the teachers' accounts in this research should not be simply extrapolated as the general definitive case or claimed as a proven theorem. The research recognizes that the category assembly work of each teacher who participated in the study is a socially negotiated, yet entirely individual contextualized process of building a logical, consistent version of his/her foreign language teaching practice in relation to linguistic and cultural diversity. At the same time, this research hopes to find an effective means of understanding those categorization processes, such that teacher training might provide more effective strategies to prepare future teachers for facing the challenges of diversity and thus indirectly affecting the power infrastructures of future classrooms. This should lead to empowerment of both student and teacher.

Introduction

It is not the intention of this research to repudiate efforts put forth so far by the educational centers in Catalonia, Spain, Europe or anywhere else in the world. As it stands, precedents of this type of research carried out in Catalonia have helped establish an important framework to follow. Of special interest is the work carried out within a collaborative research project involving the Universitat de Lleida, the Universitat Autònoma de Barcelona and the Universitat Politècnica de Catalunya (Cots & Nussbaum, 1999; Cots 2000). The objective of this project was to understand more precisely the role of metalinguistic reflection in language teaching and to measure how closely teachers' beliefs and behavior followed the framework outlined in the Spanish educational Reform act. Still, without further interrogation of what are the forces involved in teachers' perceptions, it is impossible to comprehend the situation in its entirety. Interrogation is both inevitable and necessary when dealing with a context which provokes so many doubts and questions in its own right as does public education, but the need for understanding becomes even more manifest when dealing with questions concerning categorizations that can lead to either empowerment or marginalization of different groups of students.

Chapter I. Beliefs, perspectives and categorizations

This chapter, which is divided into five sections, will discuss some studies on cognitive schemes and how they affect teacher behaviour and subsequent expectations in the classroom. It will give a general overview of studies which have been carried out before this research and will explain why Bakhtin's dialogic background was chosen for this research. It also deals with how categorizations are constructed by the participants "intuitively" and how these categorizations are recognized by other discourse participants, largely due to a common "stock of social knowledge". How this stock of knowledge can be related to Bakhtin's approach of dialogic overtones is also discussed.

1.1. The Pygmalion effect seen from a different paradigm

*In this first section, some models of teacher expectation are examined as well as how these models are usually studied within **quantitative** paradigms. This is followed by a discussion of the advantages and possibilities of studying teachers' perspectives and influence from a **qualitative, dialogic** perspective.*

Research has shown that teachers' ways of constructing their understanding of immigrant students can have a direct affect on their academic success (Wright, 1985). The question is, how is the phrase "ways of constructing understanding" to be interpreted? It is becoming increasingly more commonplace to promote the theory that the beliefs individuals hold are the best indicators of the decisions that they make during the course of everyday life (Bandura, 1986). This focus on belief systems has been exploited by educational researchers trying to understand the nature of teaching and learning in classrooms and has resulted in a growing amount of literature that suggests that the beliefs that teachers hold will have a subsequent impact on both their perceptions and judgments, and that these in turn affect their behavior in the classroom.

Desde mediados de los años setenta existen líneas de investigación educativa centradas en los procesos de pensamiento de los profesores. Se trata de conocer las fuerzas subyacentes a los

comportamientos observables en el aula y comprender mejor los actos de enseñanza – aprendizaje. (Cambra *et al*, 2000a: 26)

For further information on overall views of studies into teachers' expectations, see Ashton & Webb, 1986; Brookhart & Freeman, 1992; Buchmann, 1984; Dinham & Stritter, 1986; Eisenhart, Shrum, Ferguson, Harding, & Cuthbert, 1988; Fenstermacher, 1986; Goodman, 1988; Nespor, 1987; Weinstein, 1988, 1989.

Nonetheless, despite growing interest in *beliefs* as a focus of study, objections can be raised about the approaches of these studies. One of the principal objections to analysing teacher beliefs is the fact that *they are not directly observable nor can they be considered as an immutable entity*. Still, it cannot be denied that there is a wide field of investigation which shows numerous examples which endorse that view. These studies often present results in which “beliefs” have been extrapolated from data collected at one point in time; herein lies the main objection (in this research) to the use of the term “beliefs”. It is difficult, if not impossible, to claim observation of someone’s “beliefs” based on isolated incidences which do not take into account the context in which these beliefs were “exposed”. Secondly, the word “belief” has been consistently used with diverse connotations and in varied fields, ranging from theology to psychological mind-mapping, and has often been used to “describe” the cause of certain behaviours. As Cambra (2000b) has rightly pointed out, certain terms currently in use when describing research necessarily carry with them criteria and can be grouped within those criteria. She also highlights the fact that in the English-speaking research environment the terms *beliefs, principles and beliefs, presumptions and theoretical beliefs* are frequently used.

Bearing this in mind, the term “belief” is used sparingly in this research in order to avoid implications that the constructed meanings found in these dialogues are somehow unchangeable or responsible for behaviourist-type reactions which, once identified here in the transcripts, must necessarily be repeated in the future. The difference between categorizations as *beliefs* and categorization as a *social construction* is discussed in further detail in this chapter, section 1.3.

This is not meant to refute the fact that many studies have found correlation between teachers’ expectations about pupils and their pupils’ performance levels (for some excellent examples of such studies, see Rosenthal & Jacobson, 1968; Rogers, 1986; Dusek 1985; Cooper & Good, 1983; Crano & Mellon, 1978; Harris & Rosenthal, 1986; Rosenthal, 1985; Brophy & Good, 1970; Brookover *et al* 1967; Jackson & Strattner, 1964; Harter, 1975, 1978; Settles & Ham, 1973). According to Rogers (1991) over 400 studies had been reported between the early 1980s and 1991 and almost all of them found evidence of the “Pygmalion” Effect”¹. Consequently, there must be some connection. Stating that “beliefs” are not immutable, and at the same time that there does seem to be a connection between “beliefs” and student results, is not in itself contradictory. Firstly, all of these studies were based on quantitative data, meaning that they implicitly engage paradigms of reality as single, tangible, and fragmentable (Lincoln & Guba, 1985). Furthermore, these quantitative studies see the results of the study as time- and context-free generalizations, implying that the behaviour of the subjects is

¹ This name comes from a study called *Pygmalion in the Classroom*, by Rosenthal & Jacobsen (1968) in which the researchers *randomly* identified some students as “bloomers” according to “tests” and told the teachers who they were. At the end of the year, Rosenthal and Jacobsen gave a second test that indicated that the “bloomers” had indeed increased significantly in the test. The results of this study provide powerful evidence of a self-fulfilling prophecy. In education theory this process is sometimes called teacher expectations. In order to simplify, the author employs the term in a general way to denote the effect of teachers’ expectations on students’ results, behaviour, own expectations, etc.

predictable and generalizable across time and context. Perhaps Woods' proposal for an approach to research on beliefs comes closer to the orientation of this research than many other proposals. According to Woods (1996), teachers' decisions are oriented through a linked system of *beliefs, assumptions and knowledge* (BAK). Nevertheless, this can still be seen as somewhat limited because it does not necessarily take into account the social context in which the teachers' decisions are taken as part of that formula.

This research, on the other hand, engages a qualitative paradigm in which the direct causality of the "Pygmalion Effect" is not so clear. Within a qualitative paradigm, only time- and context-bound working hypotheses are possible because all entities are in a state of mutual, simultaneous shaping. Under this paradigm reality is not singular; realities are multiple, constructed, and holistic. Within this framework, the "Pygmalion Effect" must be interrogated differently: if it is a given that there are influences based on teachers' perspectives about students, *how is the influence socially constructed within the classroom? What are the multiple, constructed realities which facilitate this effect?*

Another objection to a quantitative analysis of the effect of teachers' expectations is that there is disagreement over the differences between beliefs and knowledge (Clandinin & Connelly, 1987). Cognitive scientists interested in teachers' belief systems, or "mental models," usually treat them as integrated systems of concepts, scripts, and scenes that lend meaning to the action systems of classrooms (Gentner & Gentner, 1983; Mayer, Dyck, & Cook, 1984). In educational literature, one can find many different terms applied to these systems: preconceptions, implicit theories or even "eclectic aggregations of cause effect propositions from many sources, rules of thumb, generalizations drawn from personal experience, beliefs, values, biases, and

prejudices" (Clark,1988: 5). The amount of possibilities for definitions of "belief" seems overwhelming.

Therefore, favoring Goodman (1988), the term *teacher perspectives* will be employed in this research. In his study on preservice teachers, Goodman noted that different students might express similar beliefs about teaching, yet the image associated with the expressions of their beliefs differed, indicating that "beliefs" are not observable. According to Goodman, preservice teachers held *guiding images* from past events which created *intuitive screens*. These screens serve as filters for new information. This ties in with the idea of socially-created meaning stemming from individual and social background resources.

In brief, the objection to the previous definitions lies in their understanding of beliefs as decontextualised, idealized thought structures which can have a linear, causal affect between the belief-holder and the individuals around the belief-holder. This is simply too behaviouristic and deterministic for a research which endeavours to explore the *social construction* of understanding. Therefore the perspective adopted for this study views teachers as *knowing, meaning-making beings*. This knowledge and meaning will not only influence their actions, it is also influenced by their actions and the social environment in which they act. Tabachnick & Zeichner (1984), using a sociocultural approach, developed a definition of teachers' knowledge and meaning, which they (like Goodman) preferred calling *perspectives*. Clark & Peterson's definition is also orientative: a *reflective, socially defined interpretation of experience* that serves as a basis for subsequent action (. . .) a combination of beliefs, intentions, interpretations, and behavior that interact continually" (1986: 287). "Tot plegat ens ajuda a entendre que en el marc del paradigma del *pensament dels professors* aquests

no es consideren mai els aplicadors d'unes tècniques concretes” (Palou, 2002:56).

Different from general ideological *beliefs*, which are decontextualized and abstracted, for the purposes of this research perspectives are understood as *situation-specific and action oriented*. Perspectives are made up of the categorizations teachers have about their work, including goals, purposes, conceptions of students, subject taught, etc.(*ibid.*) Since the publication of Rosenthal & Jacobson's (1968) *Pygmalion in the Classroom*, education researchers have repeatedly been able to produce evidence to support the view that the perspectives and expectations held by teachers for their pupils will correlate with the performance levels (or other outcome variables) of those pupils. However, exactly how and to what extent this effect occurs is not as clear-cut as the studies seem to indicate. Some studies have only examined teachers' expectations, without attempting to study possible effects of these expectations. Becker (1952), Rist (1970, 1973) Douglas (1964) have shown that teachers' have less expectations of students' achievements if they come from lower social classes. Furthermore, the teachers in the studies based their expectations on vague perceptions accumulated in the first days of schools, perceptions which derived from such things as the students' outward appearance. As will be seen, similar occurrences were found in the research data included here.

Because quantitative studies concerning teacher expectations and perspectives do not take context into account, they cannot provide a guarantee that the effect will always occur under different circumstances (Glesne & Peshkin, 1992). In the words of a researcher interested in the topic, “The self-fulfilling prophecy in all its several forms is not omnipresent in the classroom; what is omnipresent is its *potential* omnipresence” (Leigh, 1977:323). Nonetheless, the basis of the research is *not* in opposition to the

Chapter I. Beliefs, perspectives and categorizations

premise that a person's perspectives and subsequent categorizations will have some degree of influence on another individual's behaviour, perspectives or performance. The difference in this research lies in the understanding of *how* that influence occurs and in just how far such an analysis can be taken. To go from one contextualized situation to claiming absolute and repeatable results is not within the paradigmatic framework of this research.

There have been theoretical proposals concerning how teachers' attitudes and subsequent expectations based on these attitudes are fulfilled. There have been several different models proposed to explain the process of fulfillment. Some interesting works in this areas are: Blease (1983), Braun (1976), Brophy & Good (1974), Cooper (1985), Cooper & Good (1983), Dusek & Joseph (1983), Harris & Rosenthal (1985), Rogers (1982), Rosenthal (1973). However, all of these models have taken a principally linear focus on the effect of teacher expectations, and have not taken into account the fluctuating social interaction within the immediate context. Admittedly, most of these studies come from the field of psychology or educational psychology, which will necessarily influence the interpretation of how the teacher and student roles are to be viewed. In the majority of cases, these models are inherently cognitivist based and do not fit with a dialogic model because, as was stated earlier in this chapter, *beliefs*, in these cases, are considered to be idealized and decontextualized and therefore of provide little support for this research.

These quantitative models do not take into consideration the fact that human behavior is significantly influenced by the setting in which it occurs and therefore, these models do not contemplate behavior *in situ* nor can they provide an explanation of human behavior within a framework that allows for the research subjects' interpretation of their thoughts, feelings, and actions (Marshall & Rossman, 1980). On the other hand, a dialogic model would

provide such a framework. Halkes & Olson (1984:1) insist that research into teachers' actions must incorporate the complexity of the many variables within the classroom and look at "how teachers cope with these complexities". Likewise, Elbaz (2001) has insisted on the fact that in the last few years research has begun to recognize the importance of including teachers' discussions, arguments and personal stories and the relevancy of teachers' personal voices as part of research approaches.

This is not to argue against the validity of many of the points made in those quantitative studies on teachers' expectations. On the contrary, the studies have helped establish important foundations for this research. It is the approach and the subsequent conclusions which imply deterministic (and perhaps pessimistic) predictions of passive human behaviour which this research wishes to re-examine. It is proposed that by examining teachers' perspectives as *situated practices*, the conclusions will no longer be so deterministic and the individuals involved in these situations can be considered as active participants constructing meaning through social interaction, thus shifting the focus from "private" minds to social construction of meaning. The differences between the two approaches will be discussed in the section 1.3. As Sue Widdicombe has stated:

taking seriously participants' orientation to issues of identity may enhance an understanding of the relation between self and society and the active role people play in constructing identities and creating social order. (Widdicombe, 2004)

1.2. Literature review of teacher expectations

In this section, a literature review of texts which have dealt with the question of perspectives, attitudes and expectations is given, with special attention to

Chapter I. Beliefs, perspectives and categorizations

literature dealing with those topics as regards cultural and linguistic diversity.

This research attempts to assimilate many of the valid points from research and theoretical positioning which have preceded it; however as stated before, it should be borne in mind that the point of view of this particular research does not coincide with the cognitive-experiential basis of many of the studies. One of the aims of this research is to develop a discursive perspective on categorization while recognizing the well-documented and even “obvious” experiential referentiality of categories.

There has been quite a bit of research on teachers’ attitudes and perspectives in education in general. In the 1980s there were some important research along with some reviews of studies done up to the 90’s which has helped set the cornerstones for more recent research. To cite a few, there are Good’s (1987) review of two decades of research on teacher expectations; Kerman’s (1979) article on the correlation between teachers’ expectations and student achievement; and Proctor’s (1984) article on the issue. This last one produced a model which does seem to incorporate more fully the reciprocity between expectations and achievement than other models mentioned earlier.

In the review of literature, it was found that many researchers have postulated that teachers tend to see school failure as a result of the social or psychological deprivation caused by “underprivileged” social and economic conditions of the child and family. In this case, low expectations for these students may generate poor teaching practices because of the teacher’s perceptions that little can be done for the students. According to the studies, this results in a tendency of the teachers to put the responsibility of ineffectual performance on the students, rather than reflecting on their (the teachers’) own performance (Alves- Mazotti, 1994; Carvalho & Gil- Pérez 1993; Good

& Brophy, 1972; Silva & Nogueira, 1987). Similar examples of such in the categorizations were found in the transcripts from this research.

In Ovando and Collier's (1985) book designed for bilingual and ESL classrooms, a chapter is dedicated to the way in which "culture concept" gives meaning to human activities (the book also discusses both anthropological and popular notions of the meaning of culture). According to them, the teachers perceive the failures of numerous language minority students as undesirable cultural traits of some immigrant groups and consequently, the goal of the education should be to change those cultural traits. Again, similar categorizations were identified in the transcripts used in this research.

Other research investigations provide evidence that there exists a correspondence between teachers' perspectives about and attitudes toward specific students and the type and quality of teacher-student interactions (see Brophy & Good, 1974; Brophy & Good, 1973; Evertson, Good & Brophy, 1973; Good & Brophy, 1972, 1987; Silberman, 1969, 1971). For example, students who are perceived as being a pleasure to teach usually receive more praise, less criticism, and more process questions than their classmates (Good & Brophy, 1972; Silberman, 1969). This type of teacher perspective clearly runs parallel to some of the perspectives demonstrated in the transcripts of this research data wherein the teachers' categorization of linguistically diverse students was generally constructed as "more difficult".

Some other studies have shown that academic risks may be associated with "lack of fit" between socialized behavioral patterns of low-income and minority families and communities and the expectations in mainstream classroom and school context (Delpit, 1995; Gordon & Yowell, 1994; Taylor, 1991). With a different focus, other studies about low achievement of minority students have concentrated on understanding how school environment may affect students' academic achievement. In particular Benard (1991), Henderson & Milstein (1996) and Wang, Haertel & Walberg

(1995) have considered how schools can mitigate against school failure and foster resiliency in minority students. Resilience researchers cite the need for supportive teachers (Benard, 1991; Henderson & Milstein, 1996; Werner & Smith, 1989). While Ferguson (1998) warns that evidence is not absolute, the research he reviewed points to the conclusion that teachers' expectations and perspectives may have more effect on minority students than on majority students. (In this case, the study compared African-American students with White students in the USA). Benard, and Henderson & Milstein (op. cit.) also cite the need for positive teachers' expectations, as do Rutter *et al.* (1979).

In his book *School Matters* (1988), Mortimore discusses how teacher expectations of their students are influenced by their categorizations of gender, socio-economic status and race. Another example of this research into expectations influenced by some physical, cultural or social trait is that of Goddard-Spear (1983) in which she discovered that science work supposedly handed in by girls was assessed more negatively by the teachers in the study than work attributed to boys. The area of special needs education has been especially prolific for studies into teachers' perspectives. A recent study about mainstream teachers' perspectives concerning inclusion of special needs children in the ordinary classroom showed the enormous impact teachers' expectations has on their open-ness and receptivity to special needs children (Avramidis, *et al.*, 2000).

Other studies worth mentioning which deal with teachers' perspectives towards inclusion and integration are Cook (2001); Logan and Keefe (1997); Marchant (1995); McDonnell, *et al.*, (1997), Ryndak *et al* (1995), and Waldron *et al.*, (1999). It should be mentioned that in the case of Ryndak, the focus was on parents' perspectives rather than the teachers', nevertheless, it provides further support that the perspectives of the adults who are directly involved with the students has a significant impact on the students.

Chapter I. Beliefs, perspectives and categorizations

In a study done by Larke (1990), fifty-one preservice teachers' feelings and perspectives towards culturally diverse students were surveyed. In this study, 84% of the respondents acknowledged the importance of promoting and working in an educational environment which adapted to diversity, but only a fifth of these same respondents indicated that they would freely choose to work with minority students. Perhaps even more significant is the fact that of the 84% who claimed to see the importance of adapting the educational environment to the diversity of the student population, no respondent felt it was acceptable to allow the students to use a language that was not the school's vehicular language and, furthermore, they condemned students' usage of non-standard versions of that language. Likewise, in the research given here, negative categorizations of heritage language use were found.

In a different study by Larke, Wisemen and Bradley (1990), it was found that preservice teachers' perceptions toward minority students were characterized by the teachers' apathy about the situation and pity towards the students. This seems to echo some of the category constructions of the participants in this research wherein some of the teachers categorized immigrant students with attributes of being more likely to have social problems such as loneliness. Similarly, Gomez (1993), found that prospective teachers ascribed students' problems in learning and achievement to issues outside of the school and *not* as outcomes of teachers' attitudes. At the same time, the report states that many teachers approach their teaching in ways which further augment inequality. Moreover, the study claims that the preservice teachers' perspectives concerning the minority students' needs, accomplishments and their teaching goals are based on "ignorance, fear and indifference".

There have also been studies on preservice teachers' perspectives concerning social diversity, cultural diversity or multicultural education which have proven to be useful resources for establishing foundations for this

Chapter I. Beliefs, perspectives and categorizations

research. An interesting example of such a study is Avery and Walker's (1993) article on preservice teachers' perspectives of ethnic and gender differences in academic achievement. They conducted a survey to see how preservice teachers account for differences in academic achievement and found that most of the subjects attributed ethnic disparities in achievement to society and school, using simplistic explanations which failed to indicate any great understanding of the complexities involved in such situations.

Cannella & Reiff (1995) provide the results of a case study of one preservice teacher in which the authors attempted to look at the subject's experiences and perspectives regarding diversity, in order to determine if these factors influenced the way in which the individual interacted with the program content of multicultural teacher training. Apart from the fact that a relationship between perspectives and teacher behaviour did emerge, the authors also came to the conclusion that students' understandings of cultural diversity emerged from individual, social, political, and geographical circumstances rather than formal education.

This brings the argument back to the importance of dialogic background in the preservice and inservice teachers' understandings of diversity in the classroom. In Greenman & Kimmel's work (1995), they propose that educational policies and programs will inevitably reflect the macro-context of those policies and programs (the authors call this the "worldview of dominant culture"). Consequentially, resistance to diversity becomes embedded in the institutions themselves and in order to bring about change, the educators must consciously question their own assumptions about diversity. Greenman and Kimmel explain the fact that preservice teachers' tended to ignore any multicultural teaching, preferring to use their own "ethnocentricity" and "cultural constructions".

In an interesting analysis of preservice teachers' preconceptions, Deering & Stanutz (1995) began their investigation with the following

questions: How culturally sensitive are preservice teachers? What effect does field experience in a multicultural setting have on preservice teachers' cultural sensitivity? Deering and Stanutz found that, after some field experience, significant positive changes occurred in perspectives about diversity, at least in some areas. However, in other areas of teaching, the field experience seemed to have no effect and even had a negative impact in a few. Deering and Stanutz' results (the fact that few or no significant changes occurred in some perspectives concerning multiculturalism) provides important contrastive data to the research results found in the preservice groups here. The preservice groups in this research did demonstrate some changes in their categorizations over time, arguably because they had had the opportunity to explore their own processes of categorizations concerning diversity.

This supposition is supported by Goodwin's (1994) study, which suggests that teacher training fails to deal with structural inequities inherent in society because the approach to multicultural education is perceived by the preservice teachers as individualistic (a human relations approach). Multicultural education is seen as means to resolve individual problems because, according to Goodwin, the multicultural training does not focus on systemic and structural changes necessary to bring about social change. Goodwin concludes that there is a need for teacher trainers to *be aware of their students' perspectives* and the need for *in-depth dialogue* about those perspectives.

Magolda's book, *Teaching to promote intellectual and personal maturity* (2000) offers a profound and well-developed interpretation of the difference between teachers' expectations and students' abilities. For Magolda, teachers' expectations and students' ways of making meaning are not always consistent. The book proposes that there are *multiple dimensions* of meaning-making and that this will affect learning. It also describes teaching practices that effectively link teaching and students' diverse ways of

meaning-making (incorporating their individual background of knowledge) and thus provides a model in which diversity is valued and used to an advantage. It is also a model which seems in line with an understanding of dialogic backgrounds.

Other researchers have also concentrated on teachers' perspectives concerning diversity and multicultural education. Chang found that "teachers' ethnic identification is the strongest predictor of teachers' language attitudes" (Chang, 2002:108). Along the lines of Larke (1990) and Reed (1993), Chang indicates that there is a strong need for multicultural courses in teacher training, but he goes further and states that what is existent now is not enough. "It is important to take multicultural courses in pre-service and in-service programs, but more important is the way these courses are taught" (Chang, 2002:109).

Findings in this research reveal that teachers form attitudes based on informal multicultural experiences that can be changed through pre-service multicultural education. (...) the final recommendation from this study is to include self-reflection in multicultural education courses that guides teachers to examine themselves as racial and cultural entities. (ibid.: 116-8)

Chang's recommendations echo the suggestions made by Colville-Hall, *et al.* (1995) in their conclusions following an in-depth study of prospective teachers' needs in multicultural education. The study was a compilation study of opinions and recommendations from teachers, administrators and community members. Some of the recommendations included advising and counseling students during self-reflection of their perceptions about minority students. The findings of both Chang and Colville-Hall's studies run parallel to Nisbett and Roos' (1980) understanding of the process of construction of teachers' knowledge as well as Gardner's proposal (1993) that teacher

Chapter I. Beliefs, perspectives and categorizations

knowledge is a cultural transmission process which begins in the first years of life and is a part of how the teachers understand the world.

In summary, there is a wide range of research on teachers' attitudes, perspectives and expectations and the influence this will have on student performance, behaviour, and identity. In a large part, these factors have been studied within narrower fields where students are more vulnerable to exclusion such as special education, minority language learners, English as a second language learners, and students of marked gender or race. However, after various fruitless searches with sundry databases, including ERIC, not much research has been found which deals precisely with language teachers' attitudes and/or perspectives of linguistic diversity of students in a context wherein the language being taught is a foreign language and not the vehicular language.

This research, by combining studies and approaches coming from the fields of multiculturalism, ethnomethodology and foreign language teaching, intends to appropriate important tools for analyzing the construction of meaning within the classroom. Bakhtin's theory claims that language is an integral part of one's identity; sociological assumptions see one's identity in constant flux in accordance to the social situations encountered; and ethnomethodological theories state that perspectives are constructed through social and linguistic interactions. Reviewing these studies it has become apparent that the fundamental link between teachers' perspectives and the fact that individual reality and accountability is constructed through language and membership categorisation has not been fully explored within the context of the foreign language classroom.

1.3. Categorization as related to teacher expectations.

This section considers the different understandings of categorization, and how they may differ according to whether they are viewed from

decontextualised or contextualised paradigms. The implications of these different approaches on the “Pygmalion Effect” will be briefly discussed.

When discussing categorization, it is important to bear in mind both individual purpose of categorization while at the same time maintaining the social aspect of it. Hayawaka highlighted the importance of purpose; “What we call things and where we draw the line between one class of thing and another depends upon the interest we have in the purposes of the classification” (Hayakawa, 1965: 220). Goodwin & Opper (1992) emphasized the social aspect by outlining how categories are outcomes of shared understandings among people operating in social practices. Categorizations are relative to human activities, human interests, human perceptions and are embedded in all discourse. Since categorizations are used to represent the world, it will necessarily be in ways which are relevant to the discourse participants. Thus, an animal will be classified differently according to whether it is a butcher, zoologist or vegetarian who does the categorization. To be concise, there is a circular connection between categories used and how the world is perceived.

In order to understand the difference between an approach which uses categorization as a means to reveal a person’s *abstracted understanding* of the world (categorizations as *beliefs*) and an approach which uses categorization as a *social construction* (categorizations as fluid *memberships*) one must draw a distinction between cognitivism and sociolinguistic discursive (interactionalist) approaches of categorization. Cognitivists would view categories as *previously* existent, decontextualized abstractions or beliefs whereas interactionalists would view categories as embedded and constructed in the situation. Similar differences can be found between essentialism and interactionalism when considering identities. In studying identities, essentialists would approach identities as embedded properties within social

groups and the concept of identity would include an idea of inherent traits which are identifiable to a social group (Widdicombe, 2004). Notably, this is similar to a cognitivist approach to mental conceptualizations of categories. This is relevant to this research insofar as the research subjects' use of categorization is often for the construction of identities.

Amongst cognitivists, it is a widely held view that human languages are organized in terms of complex systems of metaphors which shape how humans interpret the world. In particular, Lakoff's theory (Lakoff, 1987) has been widely influential in both linguistics and sociology and is an important basis for many theories of cognitivism although there have been others (see Ungerer & Schmid, 1996). For Lakoff, experientially rooted "cognitive models" provide a basis for the way categorizations are understood and used.

For cognitivists, discourse is both the realization of and evidence of *underlying structures* of knowledge. In this sense, cognitive categorization takes on an entirely different role in the meaning process than the one proposed by conversation analysts. For cognitivists, categories are understood as *universal properties*, although cognitivists do admit some cultural variability. "Much of our conceptual system is used unconsciously and automatically, in ways that we don't even notice" (Lakoff, 1987: 337). This means that, for cognitivists, linguistic notions function like schemata, "autonomous and automatic—once set in motion they proceed to their conclusion" (Casson, 1983, p. 431).

Likewise, essentialism differs from an interactionist approach in that essentialists would claim *concrete properties* can be identified in social and individual identities whereas a conversation analysis approach assumes that identities are sensitive to historical, political and social processes, are

enshrined in discourse and rhetoric and will be continually changing according to changing circumstances.

These perspectives of schema-driven cognitive processing or essentialists' concrete properties of identity differ considerably from approaches which argue that talk is *action-oriented* rather than schema-oriented. Action-oriented analysis implies that categories are organized and used in ways that are *consequential* and *implicative* for the discourse participants. Some critics of cognitivism have gone so far as to state that cognitive automaticity implies a total *lack* of thought, rather than being the basis of thought. "The automatic application of categories is the negation of thinking, in that it is essentially a thoughtless process" (Billig, 1987: 140). Similarly, essentialism has been described as "problematic" in its insistence on pre-given identities which ignore the interactional aspect of identity construction (Widdicombe, 2004). In contrast, interactionism provides a useful way of exploring the construction of identities by bringing out explicit cultural and social knowledge used as resources in the "co-production" of identities (*ibid.*).

Eleanor Rosch (1978), although working from a cognitivist positioning, helped shift the view of categorization from artificial "classical" sets of equivalent members towards "natural" categories. While Rosch did not shift entirely the focus of categorization towards the social nature of discourse, her work on categorical properties of perception and action did provide a different understanding of categorization in terms of natural categories which are defined according to the object's physical uses or functions, rather than defining categories according to their linguistic functions only. In Rosch's approach, *prototypes* are defined as best examples, thus given any natural category, the speaker is able to judge that some category members are more "typical" or "central" than others. Along this line of argument, sparrow and

robin would be judged as more central members of the category *birds* than penguin would be. Rosch does not go into the implications that this understanding of prototypes has concerning cognition, however Lakoff has developed the idea of “prototype effects” into what he identifies as *idealized cognitive models* (1987).

Rosch’s idea of prototypes seems to meet language use analysis halfway. Granted, it treats categories in a decontextualised and idealized fashion but at the same time, it perceives utterance meaning within situated, rhetorical practices. In this way, prototypes can be seen as playing a role in the way discourse participants orient their talk towards category membership and how they actually do categorize.

However, some caution is needed before wholeheartedly accepting prototypes. Such a decontextualised approach is unable to provide a solution for how actual categorizations become “fitted” for their occasion without recognizing any sort of flexibility in those same categorizations. Herein lies one of the reasons for rejecting a cognitivist approach for this research - cognitive models are idealized, not specific to actual instances.

Lakoff tries to resolve the problem by explaining that individual variability is a result of the individual’s best efforts to understand the world, via the application of different cognitive models. Although this may seem appealing at first, and perhaps even seems to run parallel to constructivism in education, it is in fact still construing variability in categorization as a de-socialized, isolated process. It seems to conjure the image of a world of isolated “scientists” or “Robinson Crusoes”, each attempting to independently solve problems based on independent cultural knowledge and without any social interaction whatsoever. Likewise, an essentialist approach towards the construction of identity cannot help resolve the problem of independent,

individual identities which cannot be included within one unified umbrella of group identity. Moreover the approach does not help understand how identity might be influenced and changed by the context within which it is constructed.

To be concise, neither cognitivism nor essentialism allow for the fact that categories must necessarily have fuzzy membership boundaries, nor do the approaches permit multiple and even contrasting possibilities for description, whereas a contextualized approach does. *By recognising talk as a social activity, this language-in-use approach recognises that a category system is not simply for organizing our understanding of the world.* Categories are tools for talking about things in ways that are adaptable to the requirements of the situation, adaptable to differences of perspective, and changing perspectives. *Above all, categories help put utterances to work in the pragmatics of social interaction.* The participants are collaborating in their social interaction; thus the interaction can be seen through the perspective of “interactive discourse”. According to Resnick *et al.* (1997), “interactive discourse” studies the “coordination of cognitive activities” in the context of verbal activities such as communication, discussion or transmission of ideas. It could even be argued that interactive discourse is a situated cognitive activity in itself (see De Almeida & Saint-Dizier 1998, Teasley 1997).

These perspectives emphasize the fact that this research approach acknowledges that categorical descriptions involve the discourse participants’ *choice*. Thus, this approach can help reveal the speaker as *positioned, interested and accountable* (in the sense that they are making value judgements) for how things are described and categorized. As conversation and interactional analysis have shown (e.g. Long, 1980; Schegloff & Sacks 1973; Atkinson *et al.*, 1979), participants deploy categorical descriptions

reflexively and on an interactional basis. This brings up the concept of *accountability* and can help remove the problem of inflexible typicality associated with prototype. Typicality (recognizability) can still be a consideration in the analysis, but in this research typicality is not seen as a universally given fact nor as being automatic. Seen through this perspective, typicality or recognizability must be studied according to *how* it is constructed and used on a local basis.

Returning to the question posed in the previous section, it can be seen that examining categorization as socially situated practices does not mean that the individual cognition and perspectives can be ignored. More concisely, socially constructed meaning should not be understood as having been derived only from the context. Meaning is derived from a constant dialogic flux composed of both individual and contextual factors. However, it does imply that the role of individual perspective is diminished and cannot be considered as the only axis to meaning-making. Individual perspective is understood as one resource which is available but is not the only resource that discourse participants have at hand in order to construct meaning. Seen in this perspective, the “Pygmalion Effect” can be understood as a socially constructed categorization of student (such as would be the case of “good” versus “bad”) which is *contextualized* within the classroom.

In essence, it is not being argued that there is no “effect”; the argument is that this “effect” must be understood within the terms of discursive social interactions rather than as idealized, essentialist conceptualizations. Teachers and students are intertextualized, interactional social beings who are constantly “accomplishing” meaning through categorizations; categorizations which are based on normative assumptions about the topic at hand. In this case, this refers to the categorization teachers make about educational processes, as may be the case in deciding which members belong to the “good

student” category and by implication, those who don’t, or vice-versa: the students who are members of the “bad” category and the implications of those who are not. Furthermore, these categories do not necessarily have to be perpetuated nor repeated in future incidences – the categorizations achieved can be re-negotiated and the “bad” student may become “good” or the other way around.

1.4. Literary Review of Categorization Changes

This section provides a review of applications of tools of reflection which work towards changes in negative, self-fulfilling categorizations by teachers. It also discusses some studies which may help bring together a cross-disciplinary approach between ethnomethodology, ethnification and multicultural education. Finally, this section describes the need for paradigmatic shifts in theoretical knowledge as a base of teaching.

According to the “Model of Teacher Change” proposed by Guskey (1986) modifications in teachers perspectives occur in a determined order and are usually a result of experience. Teachers will accept making changes in their practices once they have seen that the suggested innovations really work, in other words, experience shapes their attitudes and perspectives. Research shows that experience and self-reflection have proven to be more effectual than simple theoretical teacher education for achieving change in perspectives (Speece et al, 1997). In Anders & Richards’ study (1991), they developed a approach wherein teachers were encouraged to consider their own perspectives and conceptualisations of what they were teaching and eventually were able to reach what the authors call the "empowerment" stage. This type of reflection must necessarily encompass the categorization devices the preservice teachers deploy in their meaning-making. The connection between reflection of categorization device use and a greater understanding of one’s own perspectives seems clear.

Chapter I. Beliefs, perspectives and categorizations

The fact that Anders and Richards found that the teachers' involvement in making changes was significantly greater when the group was involved in dialogue than when they were simply presented with information should be considered by anyone interested in raising the critical awareness of preservice teachers. Although not conclusive, the results in the research presented here suggest that the use of reflective processes in teacher training has the possibility of being an effective procedure to re-negotiate categorizations. Research applied to multicultural education has found similar results. According to Boyer & Baptiste (1996), prospective teachers with appropriate training in reflective experience can improve their knowledge of culturally influenced learning styles, and cross-racial, cross-ethnic skills.

However, these studies cited do not delve into the procedures necessary for bringing about higher levels of critical awareness and self-reflection. Arguably, it is not enough to simply sit around and "discuss" controversial topics. As was indicated in Anders and Richards' study, dialogue is necessary but it should also involve *analysis* of the narrative, otherwise the participants have little possibility of access to the construction of their own meanings nor are they given the necessary tools to determine the "Bakhtinian" *dialogic overtones* of their own perspectives.

Assuming that a teacher's perspectives concerning a linguistically and culturally diverse class were existent even before the teacher had any experience in the classroom, then there is the possibility that the teacher training may be able to help the preservice teacher re-define conceptions concerning diversity. As the studies cited above show, an effective means of helping the preservice teacher recognise their perspectives about different issues is through self-analysis and reflective activities. Adapting this to teacher education is a challenge that faces educators and future researchers in the field, since inevitably, teacher perspectives are instilled in new teachers by teachers of a past generation. "If there is any hope for changing the

philosophy of our education system, we have to change preconceptions now, so the same philosophy doesn't carry on to the generation of teachers to follow" (Gay, 2003).

In a survey of teachers' perspectives about diversity, done in 1995 by Schick and Boothe, it was found that even after attending a multicultural course or training programme, teachers' feelings towards diversity did not change very easily. The authors of the survey surmised that it is perhaps due to the persistence of already formed "ethnic identifications" and attitudes about these identifications. The basis for forming these concept were the preservice teachers' informal experience as well as their own personal background. Faced with these findings, it becomes imperative to recognise the need for achieving teacher awareness of categorization and the social factors involved in the process of "ethnic identifications".

In his study on teachers' attitudes toward language diversity, Chang found that "teachers' ethnic identification is the strongest predictor of teachers' language attitudes" (Chang, 2002:108). There were parallel characterizations in the reseach carried out here: teachers who had more negative characterizations of linguistic diversity were more likely to attribute use of heritage languages as a problem in the language classroom. Parallel to the premise of this research, Chang's study provides strong evidence that changes in multicultural practices must begin at the level of preservice teacher training. "Pre-service multicultural courses are usually longer lasting and more systematic than in-service multicultural courses. It is important to take multicultural courses in pre-service and in-service programs, but more important is the way these courses are taught" (ibid.:109). Chang concludes that "the final recommendation from this study is to include self-reflection in multicultural education courses that guides teachers to examine themselves as racial and cultural entities" (ibid.:118).

Chapter I. Beliefs, perspectives and categorizations

The study of identity categories in ethnic group categorizations has been explored through a language use analysis approach as well. Day defined ethnification processes as “processes through which people distinguish an individual or collection of individuals as a member or members respectively of an ethnic group (1999:151). Relevant to this research and discussion of preservice teachers’ perspectives concerning diversity is the fact that Day’s study understands ethnic identity as a situated accomplishment of interlocutors. This means that it is not the background *a priori* which will shape the use of ethnic membership, rather ethnicity becomes a resource for the speakers (and others) to use. Understood thus, teachers’ views of membership to ethnicity must be seen as a socially collaborative accomplishment rather than immutable membership. A key factor to changing negative perspectives must be the person’s ability to recognize the flexibility of the features of membership – only then can change occur.

Arguably, any type of language analysis for self-reflection would be more efficient accompanied by investigation into the resources of intertextual knowledge used for categorization, as is proposed in this research. A case study by Briscoe (1996) attempted to determine exactly what counts as a knowledge source for the teacher and how existing categorizations of teaching and learning influence a teacher's construction of alternative images. What serves as a valid basis for changing practices based on new categorizations? In Briscoe’s case study, the subject realized that his categorizations had to be reconciled with an innovation that is grounded in practical interests and understanding of how individuals make sense of their actions. Further research in this direction may provide some insight into how far and in what ways higher levels of awareness of preservice teachers makes them more receptive to new categorizations concerning student diversity.

In order to form and inform new teachers about the importance of their roles as mediators of cultural exchange within their classrooms, their own

categorizations of the issues at hand must be analysed and used for self-reflection. As it has been indicated above, studies indicate that this is the only way to make an enduring difference in their future teaching procedures. Theoretical classes will make little difference because research into teacher training has shown that *both preservice and inservice teachers are more likely to accept research assertions when it accords with their own categorizations*. Through reflective analysis of their own Membership Categorization Devices, the preservice teachers will be better equipped to construct and re-theorize educational methodologies for themselves and thus they will gain reflective control of their own knowledge and control of the purposes and meanings of schooling.

In the case of language teaching, the perspectives one has of languages and the speakers of that language are often held to be an important factor which can influence not only language acquisition (Cargile et al., 1994; Gardner & MacIntyre, 1993) but how the language teachers view their pupils. Byrnes and Cortez (1996) have shown that teachers' frustrations about their own inability to understand a child from a different cultural and linguistic background may turn into negative feelings toward the student. As a consequence of these negative feelings, their expectations of the student for academic progress will be affected. It has been shown that these expectations are not limited to experienced teachers. In a survey of 832 preservice teachers, while a few of the respondents stated that they would feel "comfortable" teaching in linguistically diverse schools (where the primary language of the students at home was not necessarily the same as the language spoken in the school), the majority of the preservice teachers said they would feel "uncomfortable" or "very uncomfortable" working in those circumstances (Sparapani *et al*, 1995).

This appears to indicate that these attitudes, fears, and negative expectations come from preconceived notions based on cultural stereotypes or

perhaps even due to assumed lack of capabilities in facing new circumstances. In any case, they do not appear to be directly related to personal or professional experience. This indicates that a teacher's perspectives about their own abilities may weigh more than knowledge or skills when it comes to working with diversity. In this research, it was found that there were frequent attributes such as "lack of resources" or "lack of know-how" which were associated to the category of "teaching a linguistically diverse classroom". Thus, faced with categorizations of "problem classrooms" frequently attributed to multicultural, multilingual classrooms, the teachers may orient themselves towards more negative expectations of such situations, based on perceived difficulties which may or may not have been experienced first-hand by the teachers. This argument is supported by the categorizations found in the transcripts which were associated with fear of racial or cultural conflict or fears of problems due to religious differences or other such attributes.

There exists a substantial body of evidence which reveals that the teachers' perspectives about students' race, ethnicity, and language lead to different expectations and treatment (Baron, Tom & Cooper, 1985; Nieto, 1992; Smith *et al*, 1997; Watts, 1992). It has also been shown that some teachers have lower expectations and negative attitudes which are directly related to cultural misconceptions of diverse students. If these results are considered within the context of a dialogic understanding of reality, it is not really surprising to see that negative attitudes, perspectives and subsequent expectations are directly related to cultural misconceptions, based on the way people categorize others. Departing from the basis of "categories", it is clear that people can and do ascribe themselves (and each other) to various categories (Antaki & Widdicombe, 1998).

A few final words about the link between MCA and teachers' perspectives. A review of recent literature on effective teaching practices in classrooms in which there is diversity (Jennings, 1995; Ladson-Billings, 1995;

Moll, *et al.*, 1992; Nieto, 1992; Zeichner *et al.*, 1996) indicates that a sociocultural approach in education is being increasingly encouraged. This clearly indicates a paradigmatic shift in education, not simply a shift from one set of teaching practices to another. This implies that this shift in the supporting theoretical knowledge base must also be present in the knowledge base of the users, namely, teachers. Any teaching process which intends to achieve that end must necessarily begin at the base: the dialogic nexus where social categorizations are achieved.

1.5. Ethnomethodology

Because this research takes relevant aspects of ethnomethodology as partial foundation, this section discusses the origins and development of ethnomethodology and how it works.

Ethnomethodology received its principal impulse from Harold Garfinkel's work at Harvard in the 1940's in which he developed a line of thought which associated American sociology with European social theory and philosophy, with a particular interest in phenomenology (Sharrock & Anderson, 1986). The development of ethnomethodology was given further impetus in the 1960's, in many cases due to Garfinkel's students, as was the case of Harvey Sacks.

To understand this development, it is important to be aware of the relevance of Alfred Schutz's work (1960's) in phenomenology and how it was "respecified" by Garfinkel.

No olvidemos que la etnometodología halla uno de sus orígenes teóricos en la fenomenología. Es evidente la influencia de las ideas de Schutz y de Husserl en los primeros estudios de H. Garfinkel, que agradece a Schutz el haber permitido que los sociólogos "estudien la actitud natural y el mundo de sentido común como fenómenos problemáticos". (Coulon, 1995b:17)

Chapter I. Beliefs, perspectives and categorizations

For Garfinkel, an important element of Schutz's work was the two "attitudes" in which human beings conduct their lives: the "naive" and the "natural" attitudes. In the "naive" attitude the individual is not aware of him or herself, rather he or she is living in his or her acts and thoughts; living through a stream of consciousness (Schutz, 1962). As regards the "natural" attitude, Schutz includes membership of "mundane reasoning" which are built on three precepts (Pollner, 1975):

1. The reciprocity of perspectives
2. The social origin of knowledge
3. The social distribution of knowledge

Garfinkel (1967) took up Schutz's proposal about everyday human conduct which is based on a "sanctioned relationship" between expectations of objects and their actual appearance. It is important to note that the nexus of such a relationship is *social* because each individual presumes something concerning an object and also supposes that other people also make similar assumptions about objects. Added to that is the supposition that, in a two-way conversation, the two people have similar assumptions about the objects in question. Explicitly, person A assumes certain features about Object Y and person A imagines that person B is surmising something similar about Object Y. When this expectation is "breached", it is treated as no longer "natural". Schutz's theory is directly related to social organization because it implies how different members live their everyday lives in that it organizes a "moral order" and has rules for demonstrating "natural attitude" or expectable behaviour.

Although more than fifty years have passed since Schutz's writings, it has provided and still provides valid arguments for understanding the way humans achieve an ordering of events that is in accordance with their own sense of what is reality (Schutz, 1944; Schutz, 1945; Schutz, 1953). According to Schutz, when faced with a situation, it is commonplace for that

person to search his or her experience for a comparable situation to the one he or she addresses. It can then be argued that in the analyses carried out in this research the discussion participants “consulted” the consistency of what they were doing with their common sense models of classrooms today and came up with the “common sense model” of a multilingual classroom. These common sense models are based on culturally presupposed standards (Schutz, 1962) and the participants perceive those standards as “a natural matter of fact” (Garfinkel, 1967:122).

Schutz’s third precept concerning the social distribution of reality provides a further link between this research and foreign language teachers’ perceptions and subsequent categorizations. This principle clearly states that reality is not a pre-existent idea that lies outside language; it is produced by and inscribed in language. This implies that the words speakers use are not empty “vehicles” innocently “transporting” concepts. All discourse structure will influence the way reality is perceived. A student who arrives at a school after the initial enrolment has already passed is a “new” student and will remain the “new” student. She does not necessarily become the “old” student after a few weeks. The material reality of time passing is subsumed in the socially constructed concepts of newly arrived students—with all their social connotations that are circumscribing the way teachers think about enrolment. In Catalonia, this may include *empadronaments*, *carnets d’identitat*, legal or illegal residency, in other words, an entire socio-cultural value system—all neatly packaged into the utterance “new”.

Schutz’s third precept also implies that humans understand the world and its meanings through cultural assumptions, shared meaning systems and taken-for-granted preconceptions and values that are ideologically based and culturally reinforced. This understanding will be greatly influential in the way humans make categorizations; this point was picked up by Sacks for his Membership Categorization Analysis. In a rather well-known example of

Chapter I. Beliefs, perspectives and categorizations

categorization given by Harvey Sacks, he gives a child's story, "The Baby Cried. The Mommy Picked it Up" (Sacks, 1992). The category bound activity of crying enables the correct categorization of baby as an infant homo sapiens rather than as an older human being, which would be the correct categorization in the utterance, "Stop acting like a baby". In this case, the context allows the members to categorize differently, based on the relevant context. Taking the same mommy and baby example, if one were to apply the following scenario: 'the baby cried, the mommy picked it up—and slapped it' the expectation would immediately be breached and the reaction would be something like, "Oh no! That's child abuse." In most parts of the Western World that would be culturally unacceptable and the reactions would have been related to the fact that this categorization brings different perspectives into the situation; different perspectives that do not meet the accepted behaviour rules of that membership. There is also an implication and shared understanding that the mother in the story is the mother of the baby in the story, although it is not stated.

However, before going into further detail about Membership Categorization Analysis, which will be discussed later, it is important to have more overview of ethnomethodology. Briefly explained, the central idea of ethnomethodology is that members are continuously, in every moment of their waking life, engaged in establishing what may be reasonably assumed to exist, by connecting whatever presents itself to their attention with elements of their "stock of knowledge".

La finalidad de la etnometodología es la investigación empírica de los métodos utilizados por los individuos para dar sentido a sus acciones cotidianas y llevarlas a cabo: comunicar, tomar decisiones, razonar. (Coulon, 1995b:16)

Chapter I. Beliefs, perspectives and categorizations

This knowledge consists, as Schutz has argued, of typifications and recipes, such as action-types, person-types and course-of-action types (Schutz, 1962). By fitting “cases” to “types”, a reasonable world is constituted (Garfinkel, 1967). In the “slap” case described above, the case did not fit the “normal” stock of knowledge of how mothers and babies interact.

This is how ethnomethodology fits into this research. The idea is to take singular sequences of conversation, recorded during different sessions with both preservice and inservice teachers, and examine them in such a way as to find rules, procedures, inferences, and category devices that have been used to generate orderly features. In particular, the research will look for features which pertain to the topic of the research: diversity. In doing so, the process of how the teachers construct their understandings of these topics will be foregrounded and, parallel to this, it may provide some insight into the “common stock of knowledge” which has helped influence these categorizations as well as why individuals are susceptible to others’ expectations, as in the “Pygmalion Effect”.

1.6. Bakhtin: Contributions to the stock of knowledge

This section discusses Mikhail Bakhtin’s philosophy of dialogics and how the concept of multiple, social meaning is related to this research. It outlines the similarities between Bakhtin’s dialogic overtones and Schutz’s concept of the social origin of knowledge. Similarities between Bakhtin’s approach of language and Vygotsky’s principle of learning are mentioned in relation to this research.

Bearing in mind the distinctions made earlier between categorization as abstract idealized *beliefs* and categorization as *social construction* it becomes necessary to determine possible factors in the construction of said categorizations. The fact that the categorizations the discourse participants construct are understood as commonsensical and “intuitive” implies that the categorizations must be “available” or recognizable to both the person who

assembles the category as well as the other discourse participants (otherwise communication is not possible). This has been referred to earlier as the stock of knowledge. This stock of knowledge is intrinsically bound to the way language is used within the social environment of the participants because it helps provide the normative assumptions which rule the category membership.

Mikhail Bakhtin's approach to language use is applied in this research to construct a model of language and social discourse which can help describe the abovementioned stock of knowledge. Bakhtin believed that all individual expression is ultimately the product of various voices that are linked to one another through the socially constituted fabric of language. The Russian thinker concerned himself with many different aspects of language, from literary criticism to language acquisition, although this research will only consider his main points concerning language and language use (Bakhtin, 1981, 1984, 1986). This dialogic view of language can be differentiated from other language theories, beginning with theories that view language as an autonomous system. Different from those theories which see language as describable through relationships between signs (which are internal to the system), a dialogic view on language emphasizes the flux of boundaries between "language systems" and "social acts". The relationship of lexical items and how they are perceived and used by the language users are in constant contention. Heller (2000) has shown how these boundaries are perceptual for the language user in her work on ideologies of bilingualism as "two monolingualisms stuck together".

According to Bakhtin, humans learn language by assimilating the voices of others, and then they speak back to their community of peers through re-externalized modes of this same discourse (Bakhtin, 1981). This philosophy, known as *dialogics* is fundamental to the understanding of

language as it is presented in this research. According to this understanding, meanings are social and multiple and they are always constituted in historically and culturally specific environments. Applying Bakhtin's theory of language to this research provides a connection between shifts in "genre-conventions" (Bakhtin, 1986) and social change because genre shifts or changes are indexical of social change (Fairclough, 1992b).

Dialogics is not easy to define except in a general sense. Bakhtin derived this term from the simple act of dialogue: the give-and-take exchange of language between two individuals (Holquist, 1991). As obvious as the definition may seem, Bakhtin's use of the term has had radical implications when compared to other theories of language. Clark and Holquist describe the impact of Bakhtin's dialogics philosophy in the following passage:

Bakhtin's point is that I can mean what I say, but only indirectly, at a second remove, in words that I take and give back to the community according to the protocols it observes. My voice can mean, but only with others -- at times in chorus, but at the best of times in dialogue. (Clark & Holquist, 1984:12)

Bakhtin saw the entire scope of human life as a dialogic process whereby individuals find meaning only through their interactions with others and with one's own use of the language. This implies that one's language (and subsequent use of that language) is not entirely one's own. A person is in a constant "dialogue" with "his" or "her" language, although the words that person uses can only be *partially* claimed as the person's own words. This is because that person must come to terms with the language according to already existent "meanings" in the language.

Dialogic relationships are a much broader phenomenon than mere rejoinders in a dialogue, laid out compositionally in the text; they

Chapter I. Beliefs, perspectives and categorizations

are an almost universal phenomenon, permeating all human speech and all relationships and manifestations of human life -- in general, everything that has meaning and significance. (Bakhtin, 1984:40)

For Bakhtin, most of Western philosophy had failed to come up with a philosophy of language that went beyond strictly monologic terms, which according to him was "only one of the possible ways" of "perceiving cognition and truth" (ibid.:81). Such a monologic perception relegates meaning to the isolated minds of individuals, similar to the abstract idealization of cognitivists. Herein lies the parallelism between ethnomethodology, interactional analysis and Bakhtin's principle of dialogics: the nexus of meaning lies at the point of dialogic contact between people engaged in discourse.

The idea lives not in one person's isolated individual consciousness - if it remains there only, it degenerates and dies. The idea begins to live, that is, to take shape, to develop, to find and renew its verbal expression, to give birth to new ideas, only when it enters into genuine dialogic relationships with other ideas, with the ideas of others. Human thought becomes genuine thought, that is, an idea, only under conditions of living contact with another and alien thought, a thought embodied in someone else's voice, that is, in someone else's consciousness expressed in discourse. At that point of contact between voice- consciousness the idea is born and lives. (ibid.:88)

Bakhtin felt that no matter how utterances are used, the utterance "is filled with *dialogic overtones*," and he insisted that these overtones must be taken into account in any language use analysis (ibid.:92). Similar to Schutz's precept that all knowledge is social in origin, Bakhtin theorized that all individual expression is ultimately the product of various voices that are

linked to one another through the socially constituted fabric of language. This implies that all individual acts of language use are tied indissolubly to all previous and future acts of language, in a never-ending act of dialogue with others, with one's self and with one's language and language use.

The word in language is always half someone else's. It becomes one's own word only when the speaker populates it with their own intentions, their own accent, when they appropriate the word, adapting it to their own semantic and expressive intention. Prior to this moment of appropriation, the word does not exist in a neutral and impersonal language (...) but rather it exists in other peoples' mouths, in other peoples' concrete contexts, serving other people's intentions: it is from there that one must take the word, and make it one's own. (Bakhtin, 1981: 293-4).

According to Bakhtin's understanding of discourse, it is senseless to try and study an utterance or sentence detached from the rest of its context; this would leave nothing but "the naked corpse of the word, from which we can learn nothing at all about the social situation or the fate of a given word in life" (ibid.: 292).

Kenneth Bruffee, an advocate of Bakhtin's dialogics and one of the leading exponents of a social constructionist pedagogy assumes that the "matrix of thought is not the individual self but some community of knowledgeable peers and the vernacular language of that community" (1986: 778). Of course, this does not discount the importance of "self". For Bakhtin, self plays a very active role in giving meaning. Bruffee also mentions the works of Russian psychologist Lev Vygotsky, whose *Thought and Language* (1978) and *Mind in Society* (1986) had a tremendous influence in the fields of pedagogy and developmental psychology during the 1980s. As it stands, Bakhtin and Vygotsky's ideas were remarkably similar. In recent

years the two are often mentioned in tandem as having espoused similar ideas concurrently, despite the fact that Vygotsky concerned himself mainly with child development and the relations between language and thought.

Whether one uses Bakhtin or Vygotsky, this dialogic model of language use can help focus the research on how individual discourse is *an assimilation of both external and internal influences*. Individuals acquire language by internalizing the voices of others, and then re-externalize and modify these assimilated forms in a never-ending dialogue with others. Additionally, each individual act of language takes shape and becomes meaningful within a socially constructed context which is *highly dependent on stable, transparent genres* of both speech and text. This is what renders the categorization “commonsensical” and “intuitive.” Boyle (1994: 162) claims that ethnography must go beyond a simple description of what is observed and should try to “understand *why* the behavior takes place and *under what circumstances*”. This is equally applicable to conversation analysis and requires an approach which flows between the micro and the macro-model of how meaning is being constructed.

Herein lies an important nexus of this research. The use of interactional analysis and Membership Categorization Analysis will help determine how the participants in the discourse are all involved in the “generation of versions of social reality built around categories and activities” (Baker, 1997: 131). This is what makes Membership Categorization Analysis different from other analytic approaches; it can only exist “through the way in which it is demonstrably used by lay members” (Silverman, 1998: 86). This means that the features of a topic given by the discourse participants are co-productions of categorizations between the participating speakers based upon similar “catalogues of experience (Garfinkel, 1967: 10).

This “catalogue of experience” closely parallels Bakhtin’s “stock of knowledge”. As Schutz explains it, the meanings of events are products of a socially constructed naming process and the subsequent use of the participants’ stream of experience. All of this occurs through the products of a language (Schutz in Garfinkel, 1959). Like Bakhtin, Schutz sees meanings as social and multiple as well as being constituted in historically and culturally specific environments and language.

This common culture (or “common ground”) can be used to depict such matters as the conduct of family life, classroom organization, competence, responsibility (and lack of), reasons and remedies for problems and so on. Schutz called such knowledge the “common sense knowledge of social structures.” Other “social constructivists” such as Coulter (1979, 1983, 1989); Gergen (1982, 1985); (Harré 1983, 1986) and Shotter (1984, , 1993a, 1993b) also base their ideas on the responsiveness of humans to categorizations based on the “flow of continuous communicative activity between human beings” (Shotter, 1993a: 179). “The assumption of an already stable and well-formed reality “behind appearances”, full of “things” identifiable independently of language, must be replaced by that of a vague, only partially specified, unstable world, open to further specification as a result of human, communicative activity” (ibid).

Seen thus, the mutual construction of categories of ethnicities according to physical features (which can be found in the transcript data in this research) is seen as part and process of *specifying* meaning within the dialogues. “Words as such lack any specific meanings in themselves; they are interindividual” (Bakhtin, 1986:121). This way of understanding the dialogues as mutually constructed meaning can help in observing “how a sense of mutuality is accomplished” (Maynard, 1989:134) via the participants’ categorizations.

Chapter I. Beliefs, perspectives and categorizations

Furthermore, how the dialogue members understand each other's constructed meaning is related to Sacks' understanding that human "analytic" mentality has a direct relationship to the exposure to language in our daily context. According to Sacks, humans in most societies today are exposed to a plethora of "linguistic descriptions" within a wide range of discursive contexts, as are the cases of newspapers, television, school lessons, billboards, internet, etc. All of this input become important features of conversation and description and are used by members in their displays of categories as well as in their methodical process of categorisation. The entire scope of human life is, as Bakhtin said, a dialogic process.

Thus the understanding of interaction which is used for this research takes into account the *dialogic interaction of the participants' stock of knowledge*, thereby ensuring an approach which is dynamic and social rather than a static, idealized abstraction. In this approach, the flow of knowledge is active and social, even before the discourse is initiated. At the same time, this approach acknowledges that the meanings which occur *during the talk* are active and social because they are being constantly produced anew, through the push and pull of the conversation. Also, the categorizations which the discourse participants will construct are directly rooted in their socially constituted fabric of language. Concisely, the participants will adopt varying attitudes according to the dialogics of their previous personal, social and cultural experience.

By examining teachers' categorization in this research as a social practice, the teachers' individual cognition and perception is not understood as inflexible and rigid, but rather it is seen as a part of a range of topics, devices and social and linguistic resources that the teachers use in their performance of communicative acts. The incorporation of Bakhtin's understanding of *dialogic overtones* into the research framework helps emphasize the the *interactive* element of the macro-context. Bakhtinian

dialogics highlights the *flow* of interactive understandings between the macro- and the micro- context. By taking ethnomethodology a step further and exploring more fully the “give and take” exchange of languages between not only individuals, as indicated by Holquist, but also the give and take exchange between individuals, their environment and their social and cultural resources available for creating their meaning in the environment in question. After all, dialogic relationships permeate “everything that has meaning and significance” (Bakhtin, 1984:40), implying that the social context permeates the contextualized meaning while the individual’s voice *also* permeates the macro-context.

Bakhtin sees the entire scope of human life as a dialogic process whereby *we find meaning only through our interactions with others* [my emphasis]. For Bakhtin, true thought is not to be found in the isolated minds of individuals, but at that point of dialogic contact between people engaged in discourse. (Honeycutt, 2003)

The fact that the defining features of a category are culturally and historically determined is crucial to this research just as the fact that categorization work is practice which is routinely engaged in by the dialogue participants. This means that it is an integral part of the meaning-making of the talk done by the participants themselves and not simply an analytic device to be used to “dissect” the subject’s talk.

Chapter II. Membership Categorization Analysis

In this chapter, the Membership Categorization Analysis (henceforth MCA) is defined in detail. First it is described generally and then a fuller definition is provided, along with an explanation of important terminology. How implications can be understood between dialogue members is explained, followed by a brief look at the importance of the interplay between the dialogic background and individual choice of category construction. This is followed by a section which provides a comparison of this research approach with other language theories which are also socially situated. Following this thorough look at what constitutes Membership Categorization Analysis, the last section of this chapter considers why it is relevant to teachers' perspectives and expectations.

2.1 What is Membership Categorization Analysis?

This section provides a definition of MCA supported by a brief example. How MCA works is described in further detail in the next section.

In order to understand the proposal behind *Membership Categorization Analysis* it is necessary to first understand some of the basic underlying premises of the approach, beginning with a general understanding of conversation analysis. For conversation analysts, conversations are made up of an order which is not only observable by analysts as an *after-product* of the conversation. It is also orderly for *participating members* who produce the conversation (Schegloff & Sacks, 1973: 290; Sacks, 1984: 22). This orderliness is achieved through the systematic use of identifiable interactional tools such as “devices”, “systems”, “apparatus”, etc. which are used by members as solutions to specific organizational problems in social interaction. One of the characteristics which distinguishes these interactional devices from the idealized prototypes discussed earlier is the fact that these interactional tools are both quite general and at the same time, permit highly refined adaptation to local circumstances. Thus, as Sacks *et al* (1978) stated, the devices are both “context-free” and “context-sensitive”.

This is important to this research analysis as it implies that utterances are “devices” that are used *in situ* to construct a set of otherwise random objects into a “category” with “members”. Within a text, the “device” is used to bring together the implication that anything mentioned within the text somehow jointly forms a group. Consider a list of three people: Teresa, Thomas and Celia. The fact that they have been placed in the same list immediately implies that there is some sort of relationship, despite the fact that the features of the relationship have not been established. However, if the device is used within the context of the following: “Celia, the teacher, was explaining to Thomas and Teresa (...)” the listener (or reader) will probably immediately place the other two names into the category of “students”, based on the assumption that the speaker has implied the relationship of teacher-students, although this may not necessarily be the case. It could be that all three names belong to the category of “teacher” or it could be that Celia is a teacher and Thomas and Teresa are school board members, etc. Since there is an infinite possibility of assumptions or unstated actualities, discourse participants will “orient” themselves to the more salient feature of the device and make the most “commonsensical” assumptions.

MCA highlights the fact that the category memberships are based on social interaction, thus emphasizing social interaction as a principle part of the meaning-making in discourse. MCA not only acknowledges the importance of social action in talk, it begins from the basis that discourse is an interactional event involving members who *draw upon their cultural and social knowledge in order to construct meaning*. This type of analysis clearly goes beyond an analysis of clause-bound “objects” of grammar and semantics. By focusing on the situatedness of language use, as well as its inalienably social and interactive nature, this analysis *foregrounds* “language use as social action, language use as situated performance, language use as tied to social relations and identities, power, inequality and social struggle, language use as

essentially a matter of "practices" rather than just "structures", etc." (Slembrouck, 2003).

In the example given above, the normative assumption that Thomas and Teresa are students is based on social and cultural knowledge of speakers. So the analysis allows for a further understanding of how the use of these normative assumptions have been internalized and how they are used to modify the same context they are used in. In a different society where females are not usually teachers, the category membership of Celia might be more problematic and the discourse meaning could be constructed differently. This is because the social and cultural knowledge used to construct MCDs will include the discourse participants' understanding about how members of different categories routinely speak and behave. Therefore, the categorizations used by dialogue participants will have a significant influence on the implications of the constructed understanding of the framework, as well as the rules of acting and reacting to the framework (and, of course, the expected roles and behaviour of the category members). This is known as Category Bound Activities (CBA).

Taking the above example again, it could be that in the same discourse Celia was identified as Moroccan. In that case, the MCD of "nationality" has been invoked and at the same time, there is an implication that Teresa and Thomas are not Moroccan, because they have not been placed in the same MCD. The participants, using "common sense", assume that by invoking the MCD of nationality, the speaker is establishing the relevancy of the category for Celia only and the listener/reader will respond to it. In any event, all of the descriptions may be equally true (people and things do not belong to one category exclusively) but the consequences of using the descriptions will necessarily be different. Briefly, like film directors, speakers can decide the cast of people they are discussing according to particular category membership and this casting will have implications on how others see those

members. These category assemblies will be constructed during the *here and now* of the discussion.

Nonetheless, this does not exclude the fact that there are some categories which are very powerful devices within our society and which can be so powerful that they may seem “natural” and “exclusive.” This is not to say that these categories are “universal” nor does it mean that they are idealized abstractions. It means that the features of these categories are more salient (recognizable) for the dialogue participants and may be repeated in other situations.

In short, the approach taken in this research lies in seeing the recorded transcripts as *situated practices* whereby the participants are constructing meaning through social interaction, while acknowledging that each individual participant will have different experiential, multi-voiced resources which will help them construct the categories they do. Furthermore, different from a mentalist approach which would see these resources as immutable, decontextualised properties, this approach understands that these resources available to the discourse participants are intertextual and variable.

2.2. How does MCA work?

This section explains how Meaning Categorization Analysis uses Meaning Categorization Devices and Category Bound Activities to analyze the “orderliness” of conversation. The section notes ways in which members must be aware of “rules” of categories, based on “normative assumptions”. Working definitions of terminology from MCA are provided.

As stated before, MCA incorporates the concept of membership categorization devices, membership categories and category bound activities. Personal categories such as 'mother', 'father', 'son' or 'daughter' are described by Sacks as membership categories (MC's). Furthermore, the categories mentioned above are viewed as membership categories of the membership

categorization device (MCD) “family”. This framework is complemented by the notion of category bound activities and attitudes (CBA's) and if one is talking about the MCD of family, the CBAs would include normative assumptions about how members of “family” might behave.

CBAs can be understood as an attempt to describe how certain activities are commonsensically tied to specific categories and devices. They are considered commonsensical because they involve a conceptualisation of “collections” or a shared “stock of commonsense knowledge”. Belonging to any such collection means belonging to membership categories and such membership is seen as encapsulating that “stock of commonsense knowledge.” All of this form part of the commonsensical framework of member's interactional tools for meaning-making and provides *recognisable features* of how individuals construct sense. It is important to note as well that membership is not exclusive, one can be a member of one category without being excluded from another.

As briefly mentioned earlier, these categories also contain certain “rules” concerning members’ behaviour, feelings, rights, obligations etc. which are linked to the membership role. In a now famous example given by Sacks of the mother-baby framework, it was established in his analysis that the mother role is usually assumed to be nurturing while babies are helpless. In the case of the framework of teacher-student, it is often assumed that the CBA of the device known as “teacher” is to impart knowledge while the students’ are the receptors of the knowledge. In all cases, these normative assumptions are based on cultural and social organization.

What distinguishes MCA from other conversationalists, is the fact that Sacks sees culture as an “inference-making machine” which serves as a descriptive apparatus that can be deployed in specific contexts in order to make his “meaning” inferrable for other members. “What one ought to seek is to build an apparatus which will provide for how it is that any activities,

which members do in such a way as to be recognisable as such to members, are done, and done recognisably” (Sacks, 1992: 236). An interactional analysis can then help foreground “how a human gets built who will produce his activities such that they’re graspable in this way” (ibid.: 119).

At this point, it is of interest to take a closer look at some of the terminology involved.

2.2.1. Recognizability and shared agreement of sense

A co-produced “shared agreement of sense” (an understanding constructed according to available cultural knowledge) is explained by MCA as the notion of “recognizability” or “availability”. The idea of recognizability is a prominent feature of Sacks’ lectures (Sacks, 1992:239-259) and refers to the way members socially interact in order to “orient” their actions and interaction to mutually “accomplish” social organization. In order to do so, social interaction must be understood as a mutually constitutive, recognizable process which aims to get things done in a *social* way. Garfinkel explains the *recognizability* of the features thus:

The *recognizedly* rational properties of their common sense inquiries – their recognizedly consistent, or methodic, or uniform, or planful, etc. character – are *somehow* attainments of members’ concerted activities. (...) *somehow* consist in the concerted work of making evident from fragments, from proverbs, from passing remarks, from rumors, from partial descriptions, from “codified” but essentially vague catalogues of experience. (Garfinkel, 1967: 10)

This means that for the members to see the “sense” there is a shared agreement of that sense.

“Shared agreement” refers to various social methods for accomplishing the member’s recognition that something was said-according-to-a-rule and the demonstrable matching of substantive matters. The appropriate image of a common understanding is therefore an operation rather than a common intersection of overlapping sets. (Garfinkel, 1967:30)

This “shared agreement” helps produce “recognizability”. Recognizability can be seen in terms of “strong” or “weak” form. The strong form of recognizability can be understood as ways of direct reference to the categories or devices which go along with the topic orientation of the discourse interaction, while the weak form of recognisability refers to more indirect reference such as associations, attributions and activities.

This is important for interactional analysis because these distinctions can help exemplify the strategies used by the members to create the categorizations and may even help determine the reasons for the use of strong or weak forms. In a conversation where the orientation of the topic is about the *moral evaluation* of a certain individual, the evaluation could be stated in different ways. “I don't like her because she is a bad person” utilises a strong form of recognisability whereas “She drank too much at the party” uses a weak form of recognisability. The same could be said of statements which suggest that someone’s outward appearance is associated with certain behavior (e.g. he looks like a gypsy and therefore is a robber).

2.2.2. Background expectancies (scheme of interpretation)

Basing his argument on Schutz’s seminal papers, Garfinkel proposes that all members of society use what he calls “background expectancies” as a *scheme of interpretation*. The member is responsive to that background and will use it in his or her own categorizations and meaning-constructions and is, at the same time, “at a loss to tell us specifically of what the expectancies

consist" (ibid.: 37). Sociologically speaking, the background expectancies, the shared stock of knowledge and the catalogues of experience all help describe a common culture. This common culture can be seen as a reference to the socially sanctioned grounds of interference and action that people use in their everyday affairs and *perhaps more importantly, grounds which they assume that others use in the same way.*

2.2.3. Indexicality, relevance and orientation

Indexicality refers to the fact that a category device receives part of its constructed meaning from the local surroundings. Indexicality may be applied to utterances, gestures, body language, guttural sounds used to communicate, etc.² There are some utterances which are completely indexical, for example "here," or "she" but it should not be overlooked that almost all utterances can change on each occasion. The word "pilot" can mean a professional military person who flies a jet if used in the context of a military base and it can mean an experimental program if used within the context of a business venture. The concept of indexicality is related to the concept of *occasionality*, that is the utterance must fit into the expectations or demands of the local environment. If "pilot" is used within the range of other appropriate categories of the topic (for instance, the military) then it is *occasioned*, otherwise a topic shift must be initiated to make sure the other talk participants understand which "pilot" is being appropriated.

As for the concept of *relevance*, a category member may have many different identities (to give a hypothetical situation, one can be mother, sister, wife, teacher all at the same time). However, these identities are only considered within the analysis if it is clearly made relevant by the talk

² Due to the scope of the research, indexicality will only be considered for utterances.

participants. Briefly stated, if the participants are clearly using the identity of sisters (they are treating each other as sisters) as relevant then that categorization is considered relevant, not any other possible category (mother, wife, etc.). Orientation refers to the fact that once an identity-category has been made relevant, the rest of the participants will react or orient themselves to the implications involved in the categorization. Orientation is not always carried out cooperatively. An example might be when a student makes the identity of grandmother more relevant than the identity of teacher, in the interaction with her elderly teacher in the classroom. For a person to “have an identity” - whether he or she is the person speaking, being spoken to, or being spoken about – means being placed into a category with *associated characteristics or features*, via the social interaction of the discourse.

2.2.4. Consequentiality

This deals with the notion that category-identities are brought up and used in conversation to achieve specific ends and that they not randomly chosen or aleatory occurrences which cannot be controlled by the participants in the conversation. There have been two studies which have used interactive conversation analysis as a means of studying “ethnification process” (Day, 1999; Moerman, 1965) and which emphasize consequentiality. Moerman’s study demonstrates how the Lue tribal group “cast” others into a category by deliberately bringing up associated characteristics of identity categories. The Lue tribal group used their background understanding of different membership categorizations as a *resource* to make the categories relevant for the categorization taking place at the moment. Moerman’s study demonstrates that it is not a question of how ethnicity shapes the participants but rather how it takes on relevancy as a category for the speakers (and others) to use and how the consequentiality of its use will reinforce this relevancy.

Consequentiality directs attention to selected attributes rather than a composite “whole identity”.

2.2.5. Accountability and normative backdrop

The categorizations produced by the dialogue members form a part of what is known as “accountable features”. Accountable features are created through the members’ interaction, according to their concepts of “reciprocity of perspective”. Because a dialogue member is expected to use categories which are “recognizable” by other members, the dialogue member is held “accountable” for the category assembly.

Accountability is oriented against a backdrop of normative knowledge and assumptions (as can be seen in the indexicality feature). Talk utilizes a normative backdrop while it is also interacting with it, challenging it, altering it or reclaiming it for the accomplishment of the social action at hand. This implies that the normative backdrops are not autonomous either, they are also interdependent products of social action.

Normative backdrops or background understandings which help construct speakers’ assumptions are used for the purpose of deploying categorizations. These normative assumptions may be invoked by a mother in the following statement, “stop acting like a pig” wherein the expectation seems to be that whomever she is talking to should not be doing “piggish” things. The success of this social action depends on whether the participants congruently orient to the categorical attribution of how pigs or humans should act.

Many studies have documented the finding that the social standardization of common understandings, irrespective of what it is that is standardized, orients persons’ actions to scenic events,

and furnishes persons the grounds upon which departures from perceivedly normal courses of affairs are detectable, restoration is made, and effortful action is mobilized. (...) by these same actions, persons discover, create, and sustain this standardization. (Garfinkel, 1967: 66-67)

Individuals have access to the normative background because their mental, psychological and intellectual development is part of a socially constructed process. According to Vygotsky, in *Mind in society* (1978), to reach an understanding of something is more than simply comparing the configuration of a supposed mental representation with perceived reality. In order to become a socially-knowing being, one must learn how to organize and assemble in a socially intelligible way.

This means organizing representations in such a way which makes sense to the others around one's self (providing accountable features), using bits and pieces of information available from information within the society one lives. The assembling of this information is learnt through the bits of information dispersed in space and time, via "instructions" proffered by other members of society (Vygotsky referred to this process as scaffolding). Thinking conceptually is a social practice in which speech, thought and feeling are, to a large part, directly interlinked with their surrounding circumstances in "a dynamic system of meaning" (Vygotsky, 1986: 10-11). The normative backdrop and subsequent accounting based on it are all part of communicating as a socially-knowing being.

2.3. Achieving meaning through "gaps"

This section will consider the way in which implications in category construction may be understood and appropriated or rejected by other dialogue members. The "filling in" of implied information is done against a dialogic background of common knowledge between the members.

During a conversation and when conducting one's everyday affairs, one generally takes it for granted that what is said will be understood as meaning what was intended. It is not necessary to give an explanation or a personal definition of every concept introduced. However, from a pragmatic point of view, this leaves "gaps" in what is said. One could turn to Billig *et al* (1988) and Bakhtin for a possible framework for understanding these gaps. According to these thinkers, in all texts, whether a single utterance or act of speech or the writing of a single author, there is a stream of multiple "voices" at work. Because there are so many "authors" or "voices" in each text, there are inevitably "gaps" in what is said or written, thus prompting the listener or reader to react "affectively" to what is said or written.

To be succinct, the gaps prompt the other to a responsive understanding of the text. According to Bakhtin, talk may exhibit "hidden dialogicality", which means that "although only one person is speaking (...) [each] uttered word responds and reacts with its every fiber [to] an invisible speaker, points to something outside itself, beyond its own limits, to the unspoken words of another person" (Bakhtin, 1984:197). According to this, "gaps" in talk are not bridged systematically and automatically, so the basic question of how they are bridged comes up again. Bakhtin's "stock of common knowledge" has already been mentioned; other sociologists have also discussed different versions of "culture's common sense" (See Vico's idea of *sensus communis*, 1965; Raymond Williams' "structures of feeling", 1977; Bernstein's "practical-moral knowledge, 1983).

This does not mean that the bridging of gaps is based upon some pre-established social processes inherent in people or in their surroundings. Rather, the bridging of gaps is accomplished through social *shared* "identities of feeling" which is created interactively *in situ* (Shotter, 1993:54). According to Vico, these "sensory topics" (shared identities of feeling) give rise to "commonplaces" or moments of shared common references. The

shared references (and possibility to bridge gaps) is a result of already created shared circumstances. This helps explain how a speaker's orientation may be accepted by other members of a conversation, even when the accounting features of a category are vague or implied. The "gap" is bridged by a "recognizability" which the listener assumes is there.

2.4. Social construction of meaning does not mean absolution of the individual

This section will explain why the approach taken for this research should not be seen as relativist nor as deterministic.

Meaning is constructed through social interaction, however, individuals cannot be absolved of all responsibility for the categorizations they construct. The categorizations constructed throughout the dialogues in the transcripts displayed in this research cannot be seen as isolated manifestations of inherent individual beliefs nor can the individuals be seen as passive, manipulated victims of social semiotics. The construction of categorizations takes place through talk carried out in intralinguistic relations. The American sociologist, Charles Mills (1940) called these relations the "basic" means to form a lexicon of justificatory ultimates. Shotter calls them "person-world" relations which provide orderly ways of talking about, accounting for and making sense of self and world. This term, person-world, helps highlight the interplay between social and cultural intralinguistic background and the individual choice which is available for constructing categories.

This is because "acquisition" of social and cultural values is not simply the transferral of some already existing entity. What is "acquired" is the linguistic *constitution* of a distinctly socio-ethical mode of psychological being. Seen in this light, what one has in common with other members of one's social group is *not really shared sets of beliefs or values*, rather there is *a set of shared semiotic procedures for creating categorization*, ethnomethods (Garfinkel, 1967), ways of making genres (Bakhtin, 1986) and these allow the

discourse members to actively construct, account for, accept or refuse the categorizations.

2.5. Comparison of MCA with other socially situated language theories

This section explains the ways in which interactional theory provides a better understanding of the socially situated use of language as compared to other language theories.

Of course there are other language theories which do advance a view of language in use as action, however they do not go as far as interactional theory in situating the use of language. *Speech act theory*, as it is proposed by Searle (1969) characterizes intentions as mental states stripped of social content. Grice's *study of principles for the exchange of information* (1976), associated with the "cooperative principle" sees cooperation as the universal cement in social transactions but does not take into consideration how the context and culture itself can influence the interpretation of cooperation, nor does it consider differences in power and status between participants.

Other theories, such as *register studies* and *the study of stylistic variation* take into consideration language variation which depends on social position, geographic origins of the speakers and also variation according to the activity in which the speaker is engaged (e.g. teaching a class, giving a sales pitch, etc.). Amongst these theories, there is Halliday's well-known systemic-functional framework (Halliday *et al* 1964, Halliday 1978, Halliday 1985). However, these theories do not allow much freedom for analysis of how language use also contributes to the construction of context. Register and stylistic theories do not give any account of how speakers internalize language or "how language constitutes part of the 'context' for them" (Fairclough & Chouliaraki 1999:141).

2.5. How is Membership Categorization Analysis relevant to teachers' perspectives?

This section discusses past uses of MCA as a means of “reflexive monitoring”. It also looks at how MCA allows for descriptions of teachers' understandings of their everyday work environment.

The analytical framework proposed for this research is especially context sensitive and can be used to *explore cultural knowledge and how it is used to produce social order*. Such an extension of Sacks' approach has precedents. Going beyond Sacks' recognizability, Watson (1997) put emphasis on the notion of the participants' “reflexive monitoring”, which refers to the way in which discourse participants are engaged in a constant reflexive process; and perhaps more importantly, the fact that this process is interactive and mutually constructed.

With this idea of reflexive monitoring in mind, MCA can be used to explore the transcripts recorded for this research in order to provide access to embedded, intertextual information in the talk. It can provide “portraits” of differing preservice and inservice teachers' orientation towards linguistic diversity, orientations which can help reveal the discourse participants' previous knowledge and understanding of such categories. By recognising these categorizations as partially bounded by cultural knowledge and partially constructed *in situ*, MCA allows for the accounting processes used by teachers as a *part* of their lived work of teaching. It also reveals the social nature of these categorizations because they are an inseparable element of the “socially constituted fabric of language” in the environment of schooling and society.

As Sacks has demonstrated (1972), descriptions are applied and invoked in order to construct intelligible narratives which are seen as natural. Although his concern is mainly with the formal procedures through which discourse participants use strategies to generate descriptions, it is worth

pointing out that the apparatus that he developed directs attention to quite traditional sociological concepts like *norms* and *roles*. Carolyn Baker puts it this way:

When we talk about the world we live in, we engage in the activity of giving it a particular character. Inevitably, we assign features and phenomena to it and make it out to work in a particular way. When we talk with someone else about the world, we take into account who the other is, what that other person could be presumed to know, “where” that other is in relation to ourself in the world we talk about. (Baker, 1982:109)

Heritage (1984: 229) states that “the reproduction of institutional settings and the accounting practices through which they are constituted is an elementary and fundamental fact of institutional life”. This means that despite the fact that speakers are constructing categorizations which are socially and contextually bound, they are, nonetheless, using a reference which is the way in which the individual understands “the organized activities of everyday life” (ibid.). The use of MCA can go further, however, because it can also be used to show alternative understandings of the social organization of reality by emphasizing the fluctuation and flexibility of these social organization. Thus, MCA becomes a tool which can contribute to an understanding of the ways in which the social world of school “*might be arranged*” (Baker, 1997:143).

Chapter III. Becoming aware of diversity

This chapter begins by discussing how linguistic diversity must be considered within each individual context, otherwise one runs the risk of creating a conglomerate category of “the other”. Linguistic diversity is usually understood in English-speaking countries as the use of any language other than English, whereas linguistic diversity in other places has a different reality. The research is situated with this in mind. This is followed by a section which briefly explores the consequences of negative categorizations of multilingualism. The chapter also explores the need for more critical language awareness in teacher training in order for language teachers to become more reflective about their own categorizations concerning language, language teaching and language learners. Because language awareness requires a high level of critical awareness, the issue of being a reflective teacher is brought up as a topic relevant to this research. A brief description of how reflective teaching is focused for this research is given, along with reasons why reflection is so important for teachers dealing with diversity.

3.1. What is meant by diversity? -- Creating the “Other”

This section provides definitions of “otherness” taken from different fields of study. It discusses the issue of “other” categorizations versus “homogenous, same origin” categorizations within the educational field. The fact that labelling “other” is not a conditioned reflex but is a selective process is considered in this section.

To speak of “others” and of “Othernesses” is to use some of the vocabulary which has principally been used for literary and feminist theory, however it is now appearing in sociological and ethnographic writings, albeit mostly as “theoretical monologues” (Billing et al, 1988:149). Still, to use new vocabulary means to “construct” new forms of theoretical understanding. This is important because it allows for the construction of “new forms of social relation (of self-other relationships) [which] is to construct new ways of being (of person-world relations) for ourselves” (Shotter, 1993b: 9).

As early as 1993 Shotter saw membership within categories as a way of remarking the complex, post-modern world we live in today. Considering that the educational field is one of the areas which experiences these

Chapter III. Becoming aware of diversity

complexities first-hand and, arguably, more intensively than many other fields, it seems an appropriate way to construct an understanding of the categorizations used by the teachers themselves. This means understanding members in “relational terms” rather than in terms of either simple differences or similarities (Phillips, 1972). People now have different cultures within a common culture and this implies learning how to “bridge the tense “gaps” between “othernesses”” (ibid:96). Because it is such an important issue to education, it is one of the points of analysis focused upon in this research.

Recalling Moerman’s 1965 study, it was hypothesized that the Lue villagers could not apply an ethnic label to themselves if they did not have access to a contrasting ethnic label for others. “To phrase the issue somewhat more generally and accurately, using one member of a set of identifications provides the context which makes other members of that set appropriate. Using the label “Negro” provides the context which makes labels like “White” or “Mexican” appropriate” (Moerman, 1965). Arguably, something similar happens with the preservice and inservice teachers. Because they have a stock of knowledge which includes the idea of a “homogenous”, monolingual classroom, they must have a contrasting label for the “other” students who are not monolingual or have a mother tongue which is different from the school’s vehicular language.

This means people must have a set of social identities to properly label the “other”. As Goodenough (1965:21) has stated more generally, “the qualifications for a social identity are the conditions for being referred to by the linguistic expression that names the identity”. However, this “otherness” labeling and establishing of social identities should not be seen as a conditioned reflex. Moerman argued that the ethnic labeling he found in his own study did not have the “properties of a conditioned reflex in which cultural traits serve as stimuli which produce an ethnic label as an automatic response.” In effect, Moerman’s argument resembles the reasoning given

earlier against decontextualized prototypes. Moerman proposed that this selective use of cultural traits was probably true, not just with the Lue, but in general. According to Moerman, ethnic labels are *possible* identifications for human objects, but they are *chosen* from other possible labels because they are seen as the proper ones to apply (Moerman, 1965). Like the categorizations studied within the context of linguistically diverse classroom, they are selected by the participants, not automatic.

Thus identification procedure is not self-explanatory, it is motivated by the individual who applies the categorization, without forgetting the importance of dialogic overtones. Moerman went even further to argue that once someone has decided to categorize an ethnicity, that same person will *find* the necessary traits in the labelled person in order to “*demonstrate that the label has been applied correctly*” (ibid).

3.2. Some types of different-language situations

This section outlines some of the parameters in which the research was conducted. The Anglo-centric bias of EFL research is discussed along with the differences between EFL and ESL teaching. The question of “interference” and “language acquisition” in the context of multilingualism is elaborated.

Before embarking on a research project that intends to analyse the way preservice and inservice teachers categorize “otherness” in the context of linguistic diversity in the foreign language classroom, it is necessary to clearly establish the environment parameters of the research itself. A survey of articles, books and research which contain the keywords “linguistic diversity” immediately reveals that there is an Anglo-centric bias to most of the material. In many publications dealing with linguistic diversity, it seems that linguistic diversity is principally seen as a class full of “speakers of languages other than English” within a context where English is the first

Chapter III. Becoming aware of diversity

language (Great Britain, the United States of America, Australia). Since this is hardly germane to the context of this research, it is necessary to establish another, more appropriate understanding of linguistic diversity.

This research takes place within a context where English is taught as a foreign language (EFL), rather than as a second language (ESL). While many times the two terms are used interchangeably, in this research project they are considered to be separate terminology referring to entirely different circumstances. The contextual framework, being EFL structure, is quite different from courses which teach English as a second language. In ESL, not only does the student have a first language which is different from the vehicular school language (English), the student is now residing where English is the “official” language of almost all public transactions. This is the case of many immigrants to the United States of America, to Australia, to New Zealand or to Great Britain. It is also an area which has had abundant research input. This type of class is within a predominantly monolingual society where English is not only a high prestige language, it is the language used for official and everyday transactions.

In classes where English is taught as a Foreign language (EFL), the use of English is usually quite decontextualised in the sense that students are not continually exposed to it nor do they need it in order to be functioning citizens within the societies they live in. As Nayar explains it, “EFL is taught in countries where it has little or no internal communicative function or sociopolitical status” (1997:31). It is just one more school subject (Richards *et al.*, 1985). This does not mean that English is considered a low-prestige language within these societies. English has been “marketed” quite well, and most students will see it as a necessary language for the international job market. On a more local level, in Catalonia there is some exposure to the language through mediums of popular music, internet, TV ads (especially related to “luxury” items such as cars or perfume) and films.

Chapter III. Becoming aware of diversity

Furthermore, in the case of this research project, English is taught as a foreign language within schools *which also have a minority language as the vehicular school language* (if Catalan is considered within the wider, national context of Spain). Catalan is an autonomous language within the Spanish nation because it is the official language of the Autonomy (Catalonia) but not the administrative language of the nation (Spain). Most of the younger children are bilingual in Catalan and Spanish and the television, newspapers and radios are available in either one of the two languages. In essence, English is taught as a third or in some cases fourth language for the students. Until recently it was officially introduced in public schools at the age of 8, however, that has been recently changed to introduction at the age of 5 or 6. Some schools begin English as young as age 3.

Actually Catalonia is not a very different learning context than many other countries; learning more than two languages in the school context is a common experience for many children throughout the world. In some schools several languages are used as the vehicle of instruction, however, it is more common for schools to incorporate two or more languages as school subjects (foreign language study) rather than to use them as co-existing languages of instruction. For more information on multilingual schools, see Baetens Beardsmore (1993), Baker & Jones (1998), and Hoffmann (1998).

The linguistic diversity so often found in European schools should be seen as an important resource for the enrichment of communication and learning processes. However, sometimes linguistic diversity is seen as not only detrimental to the educational process and environment, but is used as a means of exclusion or domination, considering that usually one language is prized over another while other languages are rejected or misinterpreted. If the teacher's perspectives concerning a linguistically diverse student include negative categorizations of the student's mother tongue, this can become a hinderance to the student's learning (Graddol, 1994; Heath, 1982, 1983;

Martín Rojo, 2003). On the other hand, if the categorizations of linguistic diversity are positive, then diversity may be understood as a starting block for further learning. This is especially true in foreign language learning.

As was demonstrated by the particular comment emphasized in the introduction of this research, teachers' perspectives of linguistic diversity may include concerns that foreign language learning at an early age can cause "language interference". The emphasized comment would imply that teachers feel that a newly arrived student should not be required to learn a foreign language while learning the vehicular language because it may cause interference of acquisition of both languages. Research on third language acquisition shows that it is actually just the opposite of interference (Abunuwara, 1992; Ahukanna *et al*, 1981; Aronin, & O Laoire, 2001; Artigal, 1995; Baluch & Besner, 1991; Bentahila, 1975; Cenoz, 1996; Cenoz & Jessner, 2000; Clyne, 1997; Creese & Martin, 2003; Genesee, 1987; Fouser, 1995; Jessner, 1999; McLaughlin & Nayak 1989; Sanz, 2000; Seidenberg, 1985; Thomas, 1992). Furthermore, research on multilingualism has demonstrated that foreign language acquisition is not an isolated phenomenon and it is related to the acquisition of the first, or (as is the case in bilingualism) to the acquisition of both the first and the second language. For further information of such studies, see Cenoz & Genesee, 1998; Cenoz, 2001; Cenoz, Hufeisen & Jessner, 2001; Cenoz & Jessner, 2000. This begs the question of whether language teachers are aware of the positive aspects of multilingualism. Do their initial categorizations of a linguistically diverse student attribute positive aspects of the category of "language learner" or is their initial categorization negative? The research presented here attempts to provide some insight into these very pertinent questions.

3.3. Value attributed to language

The effects of categorizing languages, language users and linguistic diversity as positive or negative is discussed in this section. The effects of categorizing linguistically diverse students negatively is outlined, utilizing previous studies.

It must be asked, then, what are the categorizations of linguistic diversity in foreign language learning in both the minds of learners, and in educators' minds. It has been shown that in some cases new-comers to schools who are not fluent in the school's vehicular language are categorized as *deficient* in linguistic skills, rather than being recognized as individuals with varying degrees of multilinguistic competency (Martín Rojo, 2003). It can become a vicious cycle in which the student has no chance to do anything but lose. The student may begin to fall behind in other studies, apart from the language classes. Often this leads to school administrative intervention due to the diagnosis of *linguistic deficiencies*. "Aquesta mena de respostes, però no posen en qüestió el poder ni la ideologia uniformitzadora, fan responsable l'alumne o el seu medi social del seu propi fracàs, l'estigmatitzen en assenyalar-lo com a incompetent" (Cots & Nussbaum, 2001: 12).

The question which could be asked is whether the initiatives taken by the schools would be different if the categorization of linguistically diverse student were different. Taking this concept further, if the understanding of a "good" language learner were related to *someone with knowledge of several languages* rather than someone fluent with the *majority language*, the process of language teaching may be different. For years, educators have claimed children are eager language learners, it is up to the teacher to "lead the children" to discover what is in their heads (Bruner, 1986; Willes, 1983; Wood, 1986; Wood & Cooper, 1980; Wood & Wood, 1983). Of course, learning a foreign language is not the same as natural language acquisition of a young child's first language, however, it seems indisputable that most

children are eager to learn, not just language, but in general. It is a question of the teachers' understanding of the language learner's needs, the teachers' and students' expectation of success, and the language learner's confidence to take risks and make mistakes, the confidence to ask for help with the language, and an acceptance by the teacher of the need to readjust to the learner (DES/WO 1988).

If the language teacher harbours a negative attitude towards the pupil's potential for success, is not interested in exploring the possibilities of a student's linguistically diverse background, or has negative categorizations of the learner's language and culture, that teacher is less likely to recognise the student's language-learning potential. Likewise, if the teacher is alarmed by the learner's linguistic mistakes and thus makes only prescriptive corrections, the language learner is far less likely to succeed. It may be assumed that due to lack of confidence on the student's part because of frequent prescriptive corrections in the vehicular language, that student will not be very vocal in the foreign language classroom either. In this case, the foreign language teacher may not even be aware of the student's linguistic diversity as a potential resource.

3.4. Language Awareness

This section gives a definition of language awareness which will be used in this research. The possibilities of empowerment or disempowerment within the classroom upon raising teachers' awareness of their roles in the language acquisition process is presented as well as the issue of incorporating language awareness into language teaching.

An important tenet to this research is the assumption that language teacher training could greatly benefit by incorporating a higher level of critical language awareness into the curriculum. Therefore, it is useful to stipulate what is understood by the term "language awareness", at least as it is used in this research. According to the Association of Language Awareness,

language awareness can be defined as “**explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.**” This includes access to a metalanguage for talking about texts and discourses as well as an increased understanding of how those discourses are constructed. Furthermore, increased sensitivity to this process will augment awareness of whose interests are served by these constructions; who benefits and who is disadvantaged. Incorporating language awareness into initial teacher training may help them to notice language in a different perspective, and to realize how it is used (particularly in the classroom) to blame and to praise; to negotiate rights and obligations; to construct the “Other”. They may come to see how language can be used to disempower others and equally important, they may become more aware of the language they themselves use in their classrooms and become more appreciative of linguistic choices.

Moreover, by raising the language awareness of the teachers, there is a better possibility of transmitting this same awareness and valorization of linguistic diversity to the students. Also, this can seamlessly lead into wider multicultural awareness of the entire scholastic community. “La cuestión lingüística es un ejemplo clave de cómo las diferencias culturales pueden constituirse en instrumentos y argumentos de exclusión social” (Martín Rojo, 2003: 196). In face of the new taxonomy of school populations, embracing linguistic diversity within the classrooms while at the same time improving rates of general language acquisition (mainstream for non-native speakers and foreign languages for all students) will improve the possibilities for overall school success. This is the latest, and perhaps one of the most difficult challenges faced by educators thus far. In order to face this challenge, the languages must co-exist, without competition between them and to ensure that this happens, both teacher and student awareness of languages, language

Chapter III. Becoming aware of diversity

usage and the social and political factors of language usage is essential (Baynham, 1986; Fairclough, 1989; Freire, 1972; 1985; Stenhouse, 1975; Weinstein-Shr, 1993).

Stern, an advocate of language teaching programmes which go beyond mere proficiency of the language, argues that language teaching should incorporate language awareness so that the language learner is able to understand the process of his or her own language acquisition (1992). The language learner will also be more comprehensive of the speech community linked to the languages he or she uses as well as becoming more appreciative of language and language users from outside his or her speech community. A language teaching programme which incorporates not just instruction in the language as a codified structure but also works at raising the language learner's general awareness about language(s) would "enable learners to develop their autonomy and become responsible for their learning (Masats, 2001: 82).

This ties in almost seamlessly with a model of *communicative competence* proposed by Hymes (1971). Several authors use this model of four wide areas of language knowledge and abilities (linguistic, sociolinguistic, discursive and strategic competency) as a point of reference for their studies (Cots, 1995; Cros & Vilà, 1998; Lladó & Llobera, 1999; Springer, 1999). While this research does not delve deeply into the language approaches favored by the teachers in the study, Hymes' framework could provide an important link for future research concerning teachers' perspectives about their students and the teachers' perspectives about how a language should be taught.

3.5. Reflective Teachers

The connection between a higher level of critical awareness about the process of categorization and reflective teaching is demonstrated. The potential of such a nexus for helping individuals recognize their own idealizing practices

Chapter III. Becoming aware of diversity

is outlined, followed by a discussion of how reflective teaching and critical awareness of the teachers' own categorization practices may help them create more innovative strategies for both teaching and facing new situations arising from diversity.

A higher level of critical awareness of one's own categorization processes requires a great deal of self-awareness and reflection. It means becoming aware of what Schutz (1962) refers to as second-order phenomena. This phenomena describes members' idealizations of their own and others' behavior. According to Schutz, social reality consists of the common-sense, practical activity of everyday "idealizations" of the social world and activities within it. These idealizations are what Garfinkel calls reflexive features (rational constructions) of the social world. A higher level of critical awareness through reflection would allow the individual to recognize and take into account their own idealizing practices.

As there are similarities between the two fields, ethnomethodology and reflective teaching have been theoretically united before. Hull & Schultz (eds.) have brought together several authors from both fields in a book about "out-of-school literacies", entitled *Schools Out! Bridging Out-of-School Literacies with Classroom Practice* (2002). Pollard & Tann (1987) codify the practice of the reflective teacher in *Reflective Teaching in the Primary School*, coming up with a short list of essential features for the reflective teacher, based on Dewey's ideas of educational practice. These include, but are not limited to, active concern about the aim and consequences of their teaching, attitudes of open mindedness and responsibility, constant monitoring and evaluation of their teaching practices and self-reflection.

These factors illustrate some of the elements or tools which preservice teachers will need in order to create innovative strategies for linguistically and culturally diverse classrooms. It can also help prepare them to deal with controversies that may arise from diversity. On the whole, teachers are

Chapter III. Becoming aware of diversity

unwilling to tackle controversial issues (Ross, 1984), especially when dealing with sensitive issues which may come up within the context of multiculturalism. This does not mean that teachers avoid multicultural topics but that they may prefer to stay within “safe” limits rather than facing specific issues that cause friction within a diverse ethnic group. This avoidance could be alarming, considering the fact that the transcripts in this research revealed categorizations of the linguistically diverse classroom that included attributes of “conflict”.

Much of that resistance lies in a romantic assumption of children’s character, that is, the preconception of childhood innocence. However, as early as 1936, Horowitz found evidence of racism in preschool children. It is hardly surprising that very young children are racially aware in the sense of being able to distinguish black people from white (Laishley 1971; Marsh 1970). Still, the fact that children as young as three are capable of expressing genuinely hostile racial attitudes is not only less generally admitted, but the concept of early childhood racism is often flatly rejected. This fact is an especially difficult realization for teachers who have category attributes of young students which are based on romanticised childhood innocence (Short, 1991:343).

Nonetheless, if teachers accept the premise that students of all ages must be educated about what may be seen as “controversial” or difficult political and social issues, they will also see the need to reflect on what these issues mean to the teachers themselves. It is this researcher’s position that preservice language teachers must be conversant with relevant theories and methods of language teaching; however, that is not enough. They must also be conversant with their own categorizations of underlying paradigms of those same teaching methodologies, their categorizations of features of education and their categorizations of “otherness.”

Chapter III. Becoming aware of diversity

The implications and results of reflective teaching practice combined with language awareness will go well beyond the classroom. If these two teaching practices can be combined with a sound background of multicultural education, it will be a significant step forward in the struggle for more equitable education for all. If, on top of that, preservice teachers' formation begins with a solid base in self-analysis of their own categorizations of what it means to teach students of diverse backgrounds, that would be yet another step in the right direction.

Cots and Nussbaum (1999) have posed three questions that reflective language teachers must ask themselves if they wish to truly be aware of the global sense of their teaching rather than simply focusing on short-term, local goals. They must ask themselves: (1) what does it mean to know a language? (i.e. what must learners know or know how to do?); (2) what models or theories are useful to facilitate the learners' access to these types of knowledge?; and (3) what forms of mediation between these types of knowledge and the learners are suitable? (ibid.:187). It is Cots and Nussbaum's view that most foreign language teaching nowadays still maintains a structuralist perspective of language and language use as "unquestionable" and "unproblematic."

A structuralist perspective does not take linguistic variation into account and totally ignores the fact that actual language use must necessarily take place in a given time and under given conditions. Language use is delivered within a discourse situation regulated by the social conditions and participants of that particular time and place and language teaching must reflect that. "The idea that there is a common set of resources, free from ideological influences and available to all the speakers independent of their age, sex or race, does not reflect reality" (ibid.). In addition to this, most language teachers only recognise and value the "standard" forms of the

Chapter III. Becoming aware of diversity

language they are teaching; and in most cases “standard” can be directly associated with the most prestigious forms.

Critical awareness of the different values the teacher has concerning languages can highlight the different categorizations of language varieties which the teachers and students construct in the classroom. Studies have shown that the teacher’s willingness to use student’s linguistic diversity as a resource for comparison between languages is directly related to the teacher’s positive attitude towards the language (Martín Rojo, 2003). In a study of code-switching by teachers within Catalan schools, it was found code-switching was indeed a strategy used by the teachers to promote language awareness. “In the language awareness episodes identified in the data, Catalan, Spanish and English can be seen to be contrasted strategically by the teacher and the learners in order to explore the similarities and differences that hold between the various codes at their disposal, thus gradually developing contrasting language awareness and scaffolding knowledge building” (Baiget i Bonany, 2001: 216). Nonetheless, it must be noted that the study dealt only with high prestige languages. One is left with the question of whether the teachers’ attitudes (as well as the authors of the article) would have been as positive about the benefits of code-switching if it had been carried out in a “less prestigious” language such as Arabic.

Increased awareness of language(s) has been acknowledged by the Spanish Ministry of Education as a means to improve language teaching. According to Coll, one of the leading writers and theorists of the Spanish Education Reform Act, the reform itself is a result of new demands on the educational system by Spanish society. As Coll explains it, there are two principal underlying concepts of the Reform: 1) a constructivist approach to learning and teaching which places the learner at the center of the educational process, and 2) a “decentralization” in the design of the curriculum from educational authorities to schools, thereby accepting the introduction of

Chapter III. Becoming aware of diversity

diversity in the curriculum (Quoted in Cots & Nussbaum, 1999: 175). That means that foreign language teaching in Spain should promote “reflection upon ‘communication’ and ‘learning’ as well” (ibid.:178).

The field of language teaching has some searching questions to face. What responsibilities inevitably fall upon the teachers, both within the general teaching profession and within the subject of language teaching itself? It seems that it is an opportune moment to question exactly how the teacher training curriculum prepares preservice teachers so that they will be able to help their students to recognise their own potential as language learners, stemming from their knowledge of various languages. And if the teaching ideology is one of promoting communication and discussion about diversity, “how does the curriculum prepare preservice teachers to deal with students discussing these ethical decisions?” (Dixon, 1985: 136).

Chapter IV. Foreign language teachers' roles: a threshold to the future

Foreign language teachers are in an optimal situation for the role of cultural mediators, considering their own experience in cultural awareness (involved in the process of foreign language acquisition). This is important as long as the teacher recognises that teaching a language involves more than teaching mere decontextualised linguistic structures. This amplified role of the language teacher is supported by Spanish and European educational policies, for this reason the possibilities of a broader role of the foreign language teacher is examined in this chapter, including the potential of incorporating more multicultural education in teacher training of foreign language specialists. There is also an overview of how changes in teachers' perspectives cannot be realised through mere introduction of new procedures or new frameworks, but must be accompanied by teachers' awareness of their own categorization processes.

4.1. Reasons that the FL teacher's role must include an understanding of linguistic diversity

This section points out that the European Union's objectives of assimilating diverse cultures includes the role of foreign language teaching as a key element in the process of integration. The perspective that teaching foreign languages is more than teaching simple language use is discussed, including how language teaching can serve as a step towards teaching intercultural understanding. The possible role of the foreign language teacher as cultural mediator and how this role might be aided by closer collaboration between the field of language teaching and multicultural education is explored. The question of how to teach multicultural language education without falling into "tokenism" or "cultural reductionism" is discussed.

In a study conducted in 1992, Baker found that language background was influential on the attitudes of the individuals towards bilingualism. According to Baker's study, this aforementioned influence is due to the fact that the process of learning a language consists not only of learning language skills but also of learning culture through language. In a 1996 statement by the Council of Europe (*The Common Framework*), it was claimed that foreign language teaching plays an active part in equipping citizens to participate in

public life and responsibilities, helps achieve European aims of human rights, has an important role in preparing people to live in a multicultural society and be able to deal with differences knowledgeably, sensibly, tolerantly and morally, as well as helping to strengthen social cohesion and solidarity.

Both of these postures support the position that foreign language education is an important factor in more than simply language use, it is also a resource for teaching students to understand diverse populations. If a foreign language teacher understands foreign language teaching as an opportunity to be more open to a re-thinking of languages and cultures, this can also bring more educational opportunities into the classroom. If the objectives of foreign language teaching are, as Stephan Breidbach (2002) has suggested, to work towards more integration, then it is imperative that the teachers' understanding of their objectives in the classroom is not simply transmitting a codified system (structuralist view of language) to their students.

This means that foreign language teachers must look beyond a role of teaching decontextualised language structures because they may necessarily become central players in promoting integration and multicultural education. Their part in this role is imperative, for several reasons, not least of these being they have already gone through the process of understanding a different culture in their own language learning process. As Alfred *et al* have stated in their book, *Intercultural Experience and Education* (2003), learners of foreign languages are usually capable of becoming 'interculturally competent' and usually possess the skills deemed necessary to be cultural mediators.

4.1.1 FL Teachers as cultural mediators

The role of the foreign language teacher described in the above section fits well with the latest foreign language teaching methods promoted in Spain. According to the Spanish Ministry of Education, foreign language teaching should focus on communicative approaches rather than mere grammatical

descriptions. This approach can also provide a perfect bridge into communicative learning for newly arrived students who are lacking in general communicative skills in the school's vehicular languages. Due to the increasing cultural and linguistic diversity of students, there are increasing demands for schools to provide "equal education" for these students. Considering the multilingual and pluricultural composition of the Catalanian population, it is important to ask how the educational institutions (including teacher training faculties) should work to help integrate all these languages into the school culture, "la llengua pròpia de Catalunya, les llengües que ha aportat i continua aportant la immigració i les llengües estrangeres, amb pràctiques didàctiques que siguin alhora de comunicació i de reflexió crítica sobre el usos verbals" (Cots & Nussbaum, 2001: 14). This can be understood to mean that teachers must be able and willing to provide instruction with consideration to each student's individual needs and, in the case of foreign language teachers, be capable of using the linguistic diversity of their classroom to the advantage of all the students involved.

In the *European Common Framework of Reference for Languages* (1998, 2001), it is clearly stated that there is a need for equitable foreign language teaching throughout the European community. Nonetheless, there is no clear-cut purpose for modern language teaching outlined in government policy. If the educational policies clearly stated that language study should include the study and comparison of different discourse practices (ideally, cultural comparisons), it would help create an understanding of linguistic diversity as a positive factor rather than negative. Moreover, by changing the general perspectives concerning overall objectives of foreign language teaching from a product-oriented teaching to a process-oriented teaching with communicative competency as the focus, it could also bring about a new understanding of the foreign language teacher as a cultural mediator.

Chapter IV. Foreign language teachers' roles: a threshold to the future

Using this new role as a starting point, one possible avenue for language teachers looking for innovative ways to deal with linguistic diversity is to learn from multicultural educators. Quite often foreign language teachers receive their training from language specialists and specialists in language teaching methods only and as a consequence they are not usually exposed to multicultural education, at least as far as compulsory classes go. From an administrative point of view, it would seem that language teaching and multicultural education are two different fields. However, the relationship between the two fields cannot be denied. It is impossible to discuss linguistic and cultural diversity without implying the need for multicultural education just as it is impossible to discuss the integration of minority language students into the school without referring to language teaching.

If preservice teachers have access to multicultural education, they will be better prepared to teach a linguistically diverse class, no matter which subject they are teaching. In addition to this, since teachers' perspectives towards various languages and peoples directly influence the success of their pupils, (as well as the fact that these pupils' own expectations about their use of language and culture is influenced), teacher educators must be responsible for helping "teachers examine the origins of their attitudes towards various languages and cultures" (Goodman, 1985: 181). This is an especially fertile area for language specialists since many existing language classes are centred around the study of English-speaking countries and cultures. This teaching approach could easily be expanded to include more cultures. By doing so, preservice language teachers will be better equipped to realise how they (and their students) assign values on the basis of variation in language and appearance linked to race, ethnicity, and culture.

4.1.2. Multicultural education and language teachers

Although there are some underlying differences in terminology, most definitions of 'multiculturalism' ascribe to a fundamental concept, which is that all students, regardless of the groups to which they belong, should have access to educational equality. Thus, it may be more practical for this study to employ the term multicultural education to mean "equal education." Moreover, this definition incorporates the idea of how to achieve equal education: "teachers should have the attitude that all races, groups, and cultures can exist on an equal basis" (Chang, 2002:32).

Nevertheless, an important concept to bear in mind when discussing equal education is the necessity of avoiding mere platitudes and "tokenism". If the preservice language teachers are not fully aware of their own conceptions and categorizations about different cultures, this ambiguity will be transmitted to the students. If the teacher feels that something should be said or taught involving equal education, but is uncertain about what to say or do, this indecisiveness may be translated into simple platitudes about different cultures. There exists a special risk of tokenism in foreign language classrooms because quite often the learning units or chapters deal superficially with other countries as topics. If these chapters, or the teachers, are not fully prepared, there is a higher risk of portraying cultural and linguistic differences as merely anecdotal notations.

Furthermore, if the language teachers instruct about language and culture from a static point of view, they are simply reinforcing the perspectives of *inherent traits* associated with different social groups. It is helpful to consider a few models of how culture and identity can be seen as something flexible and dynamic. In Noguero's article (2000) concerning linguistic and cultural diversity, he emphasizes the importance of instilling the *value* of diversity (as opposed to negative perspectives) as a means to shaping the learner's identity as well as allowing them to recognise that, like

themselves, cultural and linguistic diversity is simply a phenomenon which has helped construct other diverse identities, different, but neither inferior nor superior to their own.

Kirkpatrick (1983) suggests that identity (or “personhood”) should be construed as a field which has been and is constantly being structured in society. This model focuses attention on the cultural elements which are incorporated into our understanding of self and other, and which serve as the resource pool for categorizations. If diversity is understood as a part of the construction of self-identity, then teaching about diversity will run less of a risk of becoming simplified tokenism with exotic overtones. Language teachers who have been made aware of the importance of avoiding the definition of diversity as “other” will be less likely to teaching “cultural reductionism”. Arguably, the teaching of “representative” national and cultural emblems utilizing flags, alphabets and writing, regional costumes and regional food and colourful maps, without any true depth of study, is cultural reductionism (Toh & Raja, 1997).

A further advantage of taking on the role of cultural mediator rather than language transmitter is that it will help the teachers “potentialise” their students’ multilingualism as well as help the students understand the cultural and linguistic differences existent amongst themselves. As teachers’ interviews have revealed (Martín Rojo, 2003: 192), teachers are not usually willing to incorporate foreign students’ language or culture into the class curriculum, despite the fact that this type of knowledge has been shown to be an excellent springboard for learning on all levels (especially languages), as well as being both intrinsically and extrinsically motivating.

If language teachers only see themselves as “language teachers” with no connection to the social and political issues outlined here, they are implicitly propagating hierarchical relations within the class and the school. It all seems to come full circle: the language teacher who is aware of the need

for multicultural awareness both in and out of the language classroom is more likely to be aware of the advantages of linguistic diversity within the classroom and is more likely to take on the role of cultural mediator.

4.2 Implications of changes in FL teachers' roles

This section discusses the apparent gap between the research participants' perspectives and the European Council's language teaching objectives. It also outlines some studies which show that the most effective schemes for changing preservice teachers' perspectives is through self-reflection.

It is the author's assertion that failures in equitable education for all students, at both the level of specialized teaching (foreign language teaching) and general education can be ameliorated by a higher degree of critical awareness of those involved in education. This includes a higher degree of self-awareness and reflection in how one makes sense of the world, in this case, within the classroom.

There have been numerous changes in education on both a national and European level, all supposedly in spirit of improvement of education in general. However, it is becoming increasingly evident that reform does not mean merely changing teaching practices. Any process of change must involve recognition of and understanding of underlying paradigms of the teachers (Hunsaker & Johnston, 1992). The major implication of this study lies in the ways in which this study may be used for any future attempt at educational reform in foreign language teaching.

As the study has progressed it has become clear that there is a gap between the perspectives of many of the teachers who were participants in this study and the objectives of the recent language teaching initiatives issued by the European Council. This implies that the successful implementation of the principles evoked by the European Council must be accompanied by more direct attention to the teachers' understandings of these issues. There are

Chapter IV. Foreign language teachers' roles: a threshold to the future

numerous studies which promote giving teachers the opportunity to reflect on their teaching practices in order to bring about permanent change (Beyer, 1984; Buchmann, 1984; Bullough, 1989; Clift, Houston, & Pugach, 1990; Feiman-Nemser & Flooden; Smyth, 1989; Tabachnick & Zeichner, 1984).

Relevant to this research, some studies suggests that teachers' categorizations and understandings of topics are unlikely to be re-negotiated unless they prove to be inadequate or otherwise unsatisfactory. This usually only happens when the categorizations are recognized as being irreconcilable with new information and in order for this to occur, the person must become aware of such anomalies (Pajares, 1992; Posner, *et al* 1982). Stated briefly, changes in teachers' perspectives cannot be realised simply by introducing teachers to new procedures or new frameworks. They must be accompanied by fundamental investigation into the categorizations and understandings these teachers construct when they are dealing with the new frameworks, or new situations as is the case of increased levels of linguistic and cultural diversity.

Chapter V: Research objectives

Up to now, the general context and current situation of the main axis points of this research have been presented, along with the theoretical framework which informs the investigation. The need for further examination of teachers' categorizations concerning linguistic and cultural diversity have been explored and rightly justify this research. In this chapter, the propositions and interrogatives of the research are presented.

This study analysed preservice and inservice teachers' categorizations towards linguistic diversity. This was done through analysis of the transcripts from different discussion tasks involving topics such as a hypothetical linguistically diverse classroom, topics concerning language acquisition and general attitudes towards languages. It also incorporated the preservice teachers' personal journals.

Questions which were explored in the research:

Question: Are there any predominant categorizations of linguistic and cultural diversity in the interactions between groups of preservice and inservice teachers and if so, which ones?

It is felt that interactions within the classroom are at least partially created by teachers' categorizations and that this will have some sort of impact on the outcomes for student learning (Wactler, 1990). Thus, the first question was an important guide for the research implementation. According to recent UNESCO documents (2003), teachers inevitably transmit their cultural and social perspectives to their students through their decisions about what knowledge students should learn as well as through their decisions on how to

Chapter V. Research objectives

teach this knowledge. This research, and this question in particular, posits that the provision of analysis regarding teachers' conceptualizations about approaches to teaching will contribute to a larger portrait of linguistic and cultural perspectives.

Question: Are there any significant differences in their categorizations of linguistic and cultural diversity between preservice and inservice teachers and if so, which ones?

This question aims to investigate the ways in which preservice and inservice teachers are similar or different in their categorizations of their students. As stated in the first question, it is felt that the categories constructed by the teachers will influence their overall approach to teaching. Thus, what might be learnt about their differences in category construction will provide some insight into the different dialogic resources available to the different groups and how these resources are appropriated for the categories. It may also provide important data for teacher training in the future because the visible differences in category assembly can be appropriated for future approaches to teacher education that promote better multicultural understanding.

Similar to Beach and Lindahl's (2004) reasoning that an educational leader must understand philosophies of planning in order to guide an organization, education experts and teacher trainers must also understand how their students assemble their categories concerning potential students and potential educational contexts. This will enhance educational decisions that frame future social and educational goals. In order to derive knowledge about an overall approach, it is vital to learn about similar-dissimilar category assembly between the two groups, focusing secondarily on available resources of the groups for constructing those categorizations.

Chapter V. Research objectives

Question: With preservice teachers, does it make a difference if they have participated in international and intercultural projects, exchanges or experiences, compared to the attitudes of preservice teachers who have not?

Preservice teachers who were more likely to encounter students with multiple linguistic and cultural perspectives were included in this research in order to further enhance the comparison between groups. For this purpose, both of the preservice groups included students who had been involved in some sort of international exchange and at least one group was currently active in an intercultural project at the time of the transcript recordings. This provided comparative material in order to delve more thoroughly into the question of whether teachers' international experience provides them with resources for better understanding the similarities and differences between individuals and groups among various peoples and cultures.

It can be argued that international and intercultural experiences are powerful vehicles for education students to learn the perspectives and skills necessary to function interdependently in a rapidly changing and complex world. The categorizations which emerge in the transcripts may provide supporting evidence for such an assertion.

Question: Is there indication of evolution in the category assemblies over the course of the research?

It seems self-evident that effective teachers must be able to competently address issues related to student diversity and that the need for such competency will only increase as societies become more mobile, globalized and diverse. One means of enhancing competence and accountability of future teachers is through analysis and awareness-rising of personal categorizations

Chapter V. Research objectives

of issues related to multiculturalism and diversity. If the goal of teacher education is to produce teachers who do not disempower students of diversity, then it is important to analyse and track the evolution of category assemblies concerning these issues at both an individual and group level. This can provide vital information about the dialogic and contextual resources employed in the category assemblies and may provide insight into areas where modification of teacher training can help produce more positive category assemblies.

Chapter VI: Research Paradigm for the approach

This chapter will explain the chosen framework for the research scheme. This includes a further explanation of some ethnomethodological approaches and some ethical questions about the research, such as the issue of discourse as a research framework. The use of transcripts and comparative analysis are explained briefly, followed by a few issues concerning the use of audio recordings.

6.1. The importance of dialogic infrastructure as a means of equal treatment in research

This section discusses how interactive language analysis can provide some insight into Foucauldian power infrastructures within research as well as within the classroom. It discusses the measures taken to keep the balance of power between researcher and study participants as balanced as possible. This section includes a discussion of the researcher's role in the data assembly and data selection.

In the design of this research, a point held in consideration was the question of the social infrastructure of the research itself, as can be explained by the work of Michel Foucault (1980). As a theorist concerned with the power infrastructures of societies, Foucault was careful to point out that the end results of any research will ultimately serve the interests of some group or individual. That is to say, someone will eventually benefit from the results of a study, whether it is the subjects of the study or the person(s)/entity in charge of conducting the inquiry. This assertion has had important repercussions in the design of this project, since it highlights the need for critical awareness of power relations in the very design of the research project itself.

The basis of Foucault's argument lies in the idea of the dialogic infrastructure of society. For Foucault, members of modern societies are controlled more by "regimes of truth" than by naked force. He defines these "regimes of truth" as the sets of understandings which make particular social attitudes and practices acceptable. This means that whoever is in control of

Chapter VI. Research paradigm for the approach

these “regimes of truth” or manipulates these understandings will have power over the rest of the members of society. As Foucault explains it, power is not an entity, it is not a tangible “thing;” it is both a force and the *effect* of that force. The two must co-exist and circulate together in a web of social interaction. “Individuals are the vehicles of power, not its point of application” (Foucault, 1980: 98).

Cameron *et al* put it thus, “linguistic interaction is social interaction, and therefore the study of language use is fundamental to our understanding of how oppressive social relations are created and reproduced” (1992: 4). The critical point being that there exists a circularity relationship between language use and world perceptions. This implies that “discourses do not simply describe the social world”; discourses will “bring phenomena into sight” (Parker, 1990:49). In this sense, categorization can be conceived as “practices that systematically form the objects of which they speak” (Foucault, 1972:49). Thus it becomes clear that dialogue analysis may help bring some light upon how power struggles are taking place within the foreign language classroom.

Nevertheless that is not the only reason for bearing in mind the question of power infrastructures which can be found within discourse. This perspective also highlights the fact that there must be some key points to maintain within the framework of the research in order to negotiate a balance of power between researcher and respondents. One of these key points meant treating the respondents of the research as individuals and not as mere objects of study. This entailed maintaining the research as transparent as possible, something the researcher has tried to do by keeping the subjects of the research fully informed of her intentions and how the research was going all the way through the data collection stage. It is also believed that the transparency and obvious involvement of the researcher, rather than undermining the validity of the study (as might be argued by a positivist)

enhanced its validity by giving the respondents a chance to corroborate or validate findings during different stages of the research. Curiously enough, the students/subjects became quite interested in how the research was progressing and as a topic of research for their own small-scale projects for the class, many of them chose parallel topics, such as the question of interaction in their practice classes between students of different backgrounds.

6.1.1. Contextualizing the researcher and the research approach

As regards the collection of data, the dialogues belonged to tasks carried out within classroom settings which means that they are not exactly comparable to everyday conversations held between the participants. The dialogues resulted from tasks and instructions carefully designed to initiate conversation; the ownership of the dialogues and subsequent categorizations belong fully to the participating conversation members, the teacher-researcher included. Since the position of this research is dialogic, the roles played by both the researcher (teacher) and the subjects (students) are considered to be the nexus between the micro and macro contexts. “Debemos insistir en la importancia del contexto para la interpretación de los datos (...) en el discurso que van construyendo conjuntamente los participantes en la interacción” (Cambra *et al*, 2000a: 30).

In this particular research project, the relationship between the students /subjects of the research and the teacher-researcher is reflected in the analysis by acknowledging the presence of the researcher as a *member* in the category assembly taking place. “The researcher-teacher dyad creates a unique voice and relationship which differs from other voices / relationships in which these individuals participate” (Freeman, 1994: 86).

The approach used for interpreting the data incorporated first a simple listing and comparison of categorizations (catalogue of codes following the system of Glassner and Loughlin, 1987 which is described in fuller detail in

section 7.6) in order to discern and further examine categories that were most frequently assembled by the subjects in the research. Otherwise the total variability and amount of data would have precluded any meaningful establishment of relationships. This preliminary step selected the transcript extracts to be analyzed, and also served as a means of lessening the likelihood that extracts were not “arbitrarily” chosen by the researcher in order to fulfill pre-established interests. So, the interpretation is within a disciplined approach while acknowledging, as Bruner points out (1996), making interpretations is not a mechanical process.

6.2. Kuhnian shifts of paradigm & qualitative research

This section provides a description of how the research utilizes the concept of Kuhnian paradigmatic shifts. It demonstrates the relativity of educational models and methodological frameworks and discusses how research is a social activity determined by its circumstances and social context. It also mentions ways in which Kuhn’s theory has had an influence on later sociological research. Next, the section discusses the theoretical links in this research between sociological and psychological understandings of preconceptions and how this is linked to the analysis done here. This is followed by a general summary of the major theoretical background of the research.

6.2.1. Paradigm shifts

In his seminal book, *The Structure of Scientific Revolutions* (1962), Thomas Kuhn argued that the history of natural science should not be portrayed as a process of cumulative development based on rational investigation. Many scientific paradigms which had been accepted as scientific facts in their time are now deemed to be false. For Kuhn, this means that the historical portrayal of empirical scientific discoveries, which has always been that of a gradual build-up of knowledge in a rather linear, *rational* mode, is in fact erroneous. As Kuhn explains it, scientific history has been “punctuated by periods of revolution when the theoretical assumptions underlying the “paradigm” in terms of which scientists in a particular field

have previously operated are challenged and replaced” (Hammersley, 1994:11). As far as social research goes, there is growing recognition that science is a *social activity* determined by historical, social and socio-economic circumstances; moreover, discoveries often come about through “paradigmatic shifts,” or changes in social and historical understandings of certain phenomena.

This new understanding of rational science was an important influence in the sociology of science, as can be seen in the development of Potter and Wetherell’s discourse analysis (1987, 1994, 1995). These new understandings of science as a socially constituted activity instead of an activity which gives access to transcendental truths gave support to the idea that discourse constructs the world rather than representing it. (For further discussion of science as a discursive activity, see Woolgar’s *Science: the very idea*, 1988 and Gilbert and Mulkay’s *Opening Pandora’s Box: a sociological analysis of scientists’ discourse*, 1984).

6.2.2. Seeking a paradigm shift: qualitative analysis as the key

The Kuhnian theory of “shifts in paradigms” has been influential in the design of this project for several reasons, the principal one being the way in which the Kuhnian theory highlights the understanding of knowledge as “shiftable paradigms” located within a socio-historical context. This provides a solid argument for analysing the data of the project within a “socially-constructed” paradigm of meaning as opposed to a strictly empirical, numerical analysis. It has also provided an understanding for the entire global picture of what lies behind educational models (which is a very important feature to understanding preservice teachers’ perspectives). If educational models, methods, frameworks, etc. are not seen as social and historical constructs within determined contexts, then they must be seen as autonomous, self-standing entities. If that were so, the point of this research project would

Chapter VI. Research paradigm for the approach

be moot because teachers' perspectives would also have to be understood as autonomous. This research rejects the concept of autonomous knowledge, devoid of any social or cultural influences. Furthermore, by emphasising the relativity of educational models, it is possible to reach a deeper understanding of how teachers and educational centres adapt to their social and cultural reality.

Nonetheless, this does signify total relativity. The fact that qualitative analysis is socially constructed means that it is not completely relative because it is contextually bound. It is also acknowledged homogenous perspectives cannot be applied globally to social groups and therefore there is not one homogenous group of "immigrants" or any other social dissection one might make. Still, this does not override the fact that qualitative research allows for a privileging of insider perspectives on exactly how the concept of certain knowledge is constructed, thus helping avoid the "filtering" of research data through a mesh of preconceived (usually western-centric) notions of the researcher.

This is why the research establishes a link between sociological and/or psychological understandings of preconceptions and the member categorization device designed by Harvey Sacks (1972). The framework of the research draws from several different research movements, but all of them overlap in several ways, principally in the fact that they are part of a "social turn" (Gee, 2004) which focuses on interaction and social practice rather than individuals and "private" minds as the nexus of meaning.

In summary, the theoretical framework includes: a) ethnomethodology, interactive and conversation analysis (principally emphasizing Goodwin & Heritage, 1990; Heritage, 1984; Sacks, 1972; Schegloff, 1972; and Schutz, 1962) which points to social and institutional order of discourse as the product of *in situ* understanding of the meanings and which therein produce and reproduce that order; b) sociohistorical psychology (Vygotsky, 1978;

Bakhtin, 1981; Wertsch 1985, 1991) which argues that the human mind internalizes (or “appropriates”) images, patterns, utterances, languages from social activities in which the individual has participated. This means that thinking is not private, because it is actually culturally mediated by cultural “tools” which carry certain meanings but can be transformed in each new setting; c) constructivism, which in itself contains several different approaches, however principally Bruner (1966, 1986), has been the focal point for this research; and d) post-structuralism (Bakhtin, 1981; Fairclough 1989, 1992a, 1995, and Foucault 1972, 1973, 1977, 1979, 1980) has helped centre the discussion around discourse in the sense of socially and culturally formed artifacts which are historically changing and which in certain circumstances come to be taken as “normal” or “natural” in opposition to “deviant” or “marginal”.

6.3. Some clarifications about the data compilation process

This section explains the reasons for using audio-recording for the initial data compilation and explores some of the theoretical and ethical issues involved in the use of audio-recorded data, transcriptions and student journals.

Audio recording rather than field notes or video recording was used as the raw data compilation. The advantages of audio-recording (they can be played and replayed) outweighed the use of field notes because it was possible to go back and check any point which was uncertain. Also, audio-recording allowed for precision since the transcripts and categorizations could be cross-checked by others apart from the researcher or observer. Transcribing the recordings (approximately 25 hours of recording) allowed for close analysis of the group discussions. Arguably, it would have been useful to combine field notes with the recordings, however, this was not possible due to the large amount of time spent recording and the actual

context of the recordings. The choice of audio recording over video recording was for the same reason: video recording was considered to be too technically complicated because it would have required 5 or 6 cameras at the same time in order to record each group.

6.3.1. Some theoretical and ethical considerations of audio recording & use of students' journals

In the observation and recording of anyone's conversations, there is always the question of whether any kind of talk should be available for observation and recording. In brief, is it legitimate to record all types of conversations? This concern may not be totally germane to this research since this observation was restricted to classroom discussion in which it is assumed that the teacher has unlimited access to the talk going on, as opposed to situations where subjects are recorded in more informal situations (bars, playground, etc.). Still, it is a question which should be confronted by all researchers doing this type of observation because the respondents must be aware of their right to intimacy.

An additional concern is whether the respondents are aware of their right to refuse to be recorded. This is especially true in cases where students may find it difficult to withhold consent for fear of repercussions in their final marks. It was decided to fully inform the subjects of the research implementation plans (oral and written explanations were given) at the beginning of the research and then to ask for written permission to do the recordings (see permission form in Annex 1). The subjects were given the opportunity to abstain from being recorded with the option of participating in a separate group; however, all the students agreed to participate.

The transcribing of the material presented its own problems. Like other forms of recorded talk, a transcript only provides a partial record: it cannot fully reproduce every aspect of talk. Transcripts do not provide information about non-verbal interaction between the participants nor do they demonstrate

Chapter VI. Research paradigm for the approach

the actual physical contexts in which the discussion took place. Moreover, transcribers will tend to pay attention to different aspects, depending on their own interests, which means that a transcript is already an interpretation of the event it seeks to record. Elinor Ochs, in a now classic account of 'Transcription as theory' suggests that 'transcription is a selective process reflecting theoretical goals and definition' (Ochs, 1979:44). Joan Swann (1994) discusses the same considerations, however it must be recognized that the focus of this research considers the recorded conversations as a moment of reality in the participants' lives, that is, they were creating meaning by interacting within the situation which included the recording itself.

There were also some points to be considered with the use of the students' journals. Using them as data meant the researcher depended on the honesty of the writers and certainly the students were aware of the social roles of the situation (teacher-student), and the consequential hierarchy involved in the social roles, no matter whether the the teacher and the students were on a friendly basis or not. Despite the fact that the students were informed that the final evaluation of the journal would be based on content and not on the quality of the writing (non-prescriptive corrections), the issue remains that the journals were written for a course in teacher training and the researcher was the teacher of the course. Still, as Ward says, it may not be possible to get "inside teachers' heads" in order to describe their attitudes and knowledge, but journals can be "a tool which may help narrow the gap" (Ward, 1996).

Chapter VII. Compilation of Data

7.1. Setting and subject groups

The study consisted of three different subject groups. One of the groups was made up of teachers in training to become Foreign Language Teachers (English and French) in Catalonia (N=41). For identification in the research this group will be called *Preservice Group 1*. The class was a mixture of students from Barcelona and ERASMUS students (from European countries other than Spain). The second group was also made up of teachers in training. This group consisted of foreign students who had come to Barcelona for practice teaching (N=10). The majority of them had had some experience with multicultural education previous to participating in the study. Their scholarships to study in Barcelona were based on their experience and vocation for “intercultural education.” For identification, this group will be called *Preservice Group 2*. The third group involved inservice teachers working in various schools in Badalona (Barcelona) who were taking an inservice training course in EFL (N=10). All of them, except one, were currently employed as EFL teachers. This group is identified as *Inservice Group* in the research write-up. The names of the participants in the research have all been changed to ensure privacy of identity.

7.2. Data

At the end of the study, there were approximately 25 hours of audio recordings, all of which has been transcribed. Once transcribed, the material was organized according to categorizations done by the dialogue members and the most relevant material became part of the qualitative analysis (see sections 7.5, 7.6 and 7.7 for full details of data compilation procedures). The largest part of the transcribed material proceeded from sessions carried out

with Preservice Group 1, as it was the base group of the study, while the other two groups served as comparative groups. Originally, more tasks were programmed to be carried out with the Preservice Group 2, however due to an unexpected national event, further sessions with this group were not possible.

Both preservice groups did personal journals and these were included as data (see section 7.4). This provided a means of comparison for the recorded data. All hand-written journals were copied into electronic form in order to be included in the data. Photocopies of the original journals were kept on file to doublecheck any questions about the copies.

7.3 Visual aides and texts used for setting up dialogues

In order to initiate discussion in the groups, different “group tasks” were designed to elicit the subjects’ opinions about topics related to the research. The tasks were used instead of interviews to elicit more participation amongst the participants. The tasks allowed the subject greater freedom to negotiate the conversation themselves rather than depending on constructing a conversation in alignment to questions in an interview or in a questionnaire.

To avoid “leading” the respondents in their answers, the tasks were designed so that different “discussion leaders” took turns throughout the tasks, thus ensuring that all respondents were able to “lead” their groups according to their perspectives and in that way, every participant was given protagonism at least once during the recordings (reproductions of the pictures and the instructions for the discussion leader have been included in the Annexus section).

7.3.1. Descriptions of tasks

Task 1: (Only Group 1 completed this task). Students answered a worksheet entitled ‘What do you think?’ individually. The worksheet was about features

Chapter VII. Compilation of Data

of language. (See Annex 2.) In the oral instructions for the task, it was emphasized that it was not a test and that there were not any right or wrong answers. After answering the questions on the worksheet individually, the respondents then had to compare answers in groups and discuss them. The discussion was recorded. Students were asked to follow up on the discussion about language in their journals.

The time allowed for individual answers was approximately 25 minutes and the rest of the session was dedicated to the individual group discussions. The discussions lasted between 35 and 45 minutes, depending on each group. This was the first time the group had been asked to record themselves and there were re-starts for 2 of the groups. Between the individual answers and the group discussions, the participants took approximately 10 minutes to set up in small groups. The groups were spread out throughout the classroom, seated in individual, moveable desks. The members clustered their desks in circles and placed the individual recording devices in the middle of the group. The participants stated their names into the recorders and then began the discussion. The teacher-researcher remained in a chair near the front of the class where she could observe and quickly move to any group if there were questions. Her interventions dealt with vocabulary questions or clarification of the items to be discussed. At times, she did intervene into the discussions if the discussions seemed to have reached an “impasse”.

Task 2: This task was completed by all three groups and provided the crux of the research data. In order to complete this task, the subject groups were divided into smaller groups of three or four participants. Papers with written instructions for different discussion tasks were distributed to each of the smaller groups. Each section of the written instructions had a different “discussion leader”. As “discussion leader”, this person was given the specific instructions for that part of the task, along with orientation for the topic and

Chapter VII. Compilation of Data

instructions to mediate the conversation. These instructions are included in Annex 3. The classroom arrangement was the same as in task 1.

The amount of time each group spent on the different phases was entirely autonomous. The teacher – researcher did not stipulate how much time each phase should take. The sessions for both preservice groups lasted one and a half hours. This time was divided between explaining the tasks, setting up the groups, beginning the recordings and the actual discussions. The inservice teachers had two hours to finish the tasks, however, all the groups finished before the end of the two hours, thus the time frame for all three groups were generally the same. The teacher-researcher’s interactions were similar to those in Task 1.

In the first phase of the discussion, the group had to interact with pictures of different ‘hypothetical’ multilinguistic classes. (See Annex 11). The discussion leader #1 was asked to elicit the other participants’ ideas about how to set up classes with the students in the pictures. The pictures consisted of “possible students”, all of them cut out of magazines. The discussion leader was directed to tell the other participants that the class was made up of “linguistically diverse” students. *At no time were the participants told that they would be discussing classes made up of immigrants or minority language students.* The discussion leader had a profile of the students which s/he shared with the other participants *after* the initial discussion of how they would set up the class.

The next phase, led by a different discussion leader, focused on discussing advantages and disadvantages involved in teaching the classes. The third phase was a discussion designed to decide on the most appropriate “teaching style” for their “students”. For this part of the task, the discussion leader was provided with three different models of teaching styles written on cards that s/he summarized for the other participants. (This can be found in Annex 4). The final decision could be any one of them or any combination of

Chapter VII. Compilation of Data

them, or none of them. The participants were asked to try to come to an agreement but it was not obligatory to do so. The classroom models were divided into 1) holistic 2) mix between holistic and reductionist/traditionalist 3) reductionist/traditionalist. As in the other task, this session was recorded and preservice teacher groups were asked to do follow-up writing in their journals.

Task 3: (Only preservice group 1 completed this task). This task was set up the same as task 1. The objective of the task was to elicit discussion about language acquisition and language learning. The students were asked to individually evaluate the statements on a worksheet as true or false and then to discuss them in small groups. For the individual answers, the students were given approximately 25 minutes. The rest of the session of one and a half hours was allotted to arranging the small groups and group discussion. By this time, the groups were quite used to recording themselves so the transition stage from individual work to group work was fluid and quick.

There were four different texts used. Some groups worked with “theoretical” descriptions of language acquisition (the language employed was quite academic and formal and did not employ any examples of the theories exposed). Other groups worked with “case” descriptions which corresponded with the theories (The language employed was more informal and the cases were accompanied by examples, without the theoretical part). The texts can be found in Annex 5.

After answering the questions individually, the students discussed their answers in groups. The answers between the groups varied far more than in other tasks, probably because the written situations were presented differently in the sense that some were theoretical and some were direct cases. Discussions were recorded and later transcribed. As in tasks 1 and 2, the teacher-researcher remained in a chair near the front of the class where she could observe and quickly move to any group if there were questions. At

intervals throughout the recording, she walked around the room to engage in a few lines within the conversations. There is further discussion of the teacher-researcher's role in section 7.3.2.

7.3.2. Researcher's role in tasks

The researcher's access to the participating members was through the fact that she was the teacher for all three groups, albeit in a different teaching role for each group. In relation to preservice group 1, she was the sole educator for the group and was entirely in charge of designing, implementing and evaluating the program. This meant that there was more liberty in selection of materials and also that time spent in contact with the group was longer. The researcher's role with the preservice group 2 was in collaboration with other educators and the role was principally in line with "tutoring" the process of the students in their goals for personal and professional development. The amount of time spent with this group was shorter than with the preservice group 1. As educator in continued education, the researcher's role with the inservice group was considerably different in the sense that she was not entirely in charge of the program which was followed, nor was there as much opportunity for open-ended, discussion-oriented sessions.

The category assembly work in the transcripts was predominantly accomplished without input from the researcher. The tasks described above were explained briefly by the researcher/teacher, but the main objectives were outlined in written. The researcher/teacher was available during the taping sessions to clarify questions about the instructions, questions about vocabulary, questions about the procedures, etc. She attempted to be as neutral as possible, mainly answering the questions with open-ended statements or other questions which would lead the participants to further discussion rather than giving them a simple answer which might reflect the teacher/researcher's position. If there were moments when the

dialogue participants appeared to have reached an impasse in the discussion, the researcher/teacher intervened in order to keep dialogue going. These interventions make up between 5 and 10% of the transcripts.

7.4. Journals

Both preservice groups were required to keep journals during their respective courses. In the case of preservice group 1, the only “guidelines” given by the teacher for the writing was to record their thoughts, feelings, reflections, questions or anything else that felt worth recording, stemming from the classroom discussions and tasks. They were not given a maximum nor minimum amount of writing required. Journals were taken up periodically throughout the course, but were not “corrected” by the teacher although questions directed to the teacher were answered. The students were aware that the journal would be included in their evaluation as part of “participation” in the course, but had been told that the contents and linguistic matters were not to be evaluated.

Group 2’s journals were part of the international project they were participating in. It was kept in digital format and they were expected to place an entry every week throughout the eight weeks they were in Barcelona. Entry content was “free” although “guiding questions” were available if necessary (the orientation questions are in Annex 6). Access to the journals were limited to the faculty staff members from UAB involved in the project and their practice school teachers. As with group 1, the journal was considered to be part of an overall mark but was not evaluated as an individual product. The journals are in Annex 9.

7.5. Classroom discussions

The researcher, in her role as teacher-participant, had continued access to the preservice students since they met regularly every week for 3 ½ months (in separate groups; the two groups never met each other). The class programme was designed to stimulate as much debate and reflection as possible (on both a group and individual level). This included the use of current events as topics of debate (see Annex 10 for an example). The chronological order of the recorded conversations along with the students' journals provided insight into any evolution of the students' categorizations.

7.6. Explanation of the Catalogue of Category Assembly

Since qualitative research does not generally concern itself with standardising the interpretation of data, the coder reliability can be questioned. In order to avoid this quandary in this research, Glassner and Loughlin's system of "cataloguing codes" (1987) has been applied to the transcripts. In Glassner and Loughlin's study tapes of conversations with adolescents were made, transcribed and then coded by "identifying topics, ways of talking, themes, events, actors and so forth (...) Those lists became a catalogue of codes" (Glassner & Loughlin, 1987: 25). A similar format was adapted and applied to the transcriptions of this research in order to identify the most relevant data, however in this research, in order to clarify and maintain referencing, the procedure is termed "catalogue of category assembly" rather than "catalogue of codes".

The reason for adapting the approach was in order to identify configurations of exchange occurring with a significant frequency; a topic which was not mentioned more than once was not included. Once the topics had been identified, the ones dealing specifically with teaching, language teaching, language awareness, language acquisition, linguistic and/or cultural

Chapter VII. Compilation of Data

diversity, teaching procedures, teaching environments, problems /solutions were selected and descriptors of each catalogue were listed. This led to a newer coding scheme which, progressively, in an iterative way, refined the existing categories.

For instance, once the category of “language values” had been identified as having been assembled in the transcripts more than once, it was placed in the “catalogue of category assembly”. If there were further details (“descriptors”) which served to indicate CBA’s, this was also included in a sub-heading below the category heading. For instance, the catalogue contains the category of “Hierarchical value of languages” and has two sub-headings: “immigration from certain countries” and “Association of Arabic with African continent”.

What makes this approach to data analysis different from survey quantitative research is that the cataloguing and retrieval system of the data is much more complex. It does not start from previously established terms for the coding known as profiling, *rather it emerges from the material itself*, thus retaining contact with the actual utterances of the subjects. The developed catalogue of category assembly and descriptors based upon frequency of consequentiality is included in Chapter VIII, Section 8.1. A sample of the catalogue of categories with some dialogue extracts is included in Annex 7.

The rationale behind the catalogue of category assembly is in conjunction with the underlying conceptualization of identity and awareness of “self” pertinent to this research. “Awareness of “self” is based on awareness of being a part of a social/cultural group” (Lestinen, *et al.* 2004:3). In order to define “self”, one must be aware of “we” and this is usually contingent upon the “group identified with at a particular time” (Spinthourakis & Katsillis, 2003; quoted in Lestinen *et al.* 2004:3). According to Tajfel & Turner (1979), identification with a group, categorization of groups and comparison of group features are the three basic

ideas of social identity theory. Along these lines, categorization consists of specific constructs of social categories such as racial, ethnic, religious, occupational and other social markers.

Furthermore, because identity is a part of being human and is a process “neither a priori nor natural, but the current result of interaction between individuals and their surroundings” (Lestinen *et al.* 2004:2) it is imperative to understand how identity of “self” and “other” is constructed so that a more transparent process of critical awareness of everyday practices within the classroom can be implemented. Several authors concerned with providing support for teachers interested in developing their capacity for awareness-raising cite the need for first reflecting upon personal category constructs (Pratt, 1998; Wenger, 1998; Negvi & Lindblom-Ylänne, 2002). As Gilroy (1987: 301) puts it, “We live in a world where identity matters. It matters both as a concept, theoretically and as a contested fact of contemporary world.” Educators have a key role in the transmission, reproduction and development of cultural reality (identities included) and can be influential in maintaining or changing these since they are important socializing agents in today’s society. Thus, a first step towards a better understanding of the conceptualizations of identities of the teachers’ in this research was the cataloguing of the categories constructed during the recorded transcripts. In this way it was possible to highlight the categories which were most relevant to the dialogue members at that time all of which resulted in the Catalogue of Category Assembly.

7.7. The use of an approach similar to triangulation in the research framework

As a further measure to ensure reliability of data analysis, the research incorporated van Lier’s idea of being ‘on the lookout for patterns and regularities’ (van Lier, 1988:16). This is done through a technique known as

Chapter VII. Compilation of Data

“triangulating” in which the elements of inquiry come from “different sources of data, all of which are relevant to understanding what happens in the classroom when looked at as a socio-cultural setting” (Cots & Nussbaum, 1999:175).

Adapting Silverman’s (1984) combination of two approaches in which two different kinds of data were compared (in this case quantitative and qualitative), the catalogue of category assembly was cross referenced, using broader categories (such as positive or negative categorization) while at the same time, reducing the categories to those which dealt only with the subjects’ categorizations of the linguistically diverse classroom: teaching methods, adaptation, advantages and disadvantages and the agency of the actions mentioned.

As Silverman argues, the question of subject and agency is central to an understanding of the categorizations because it provides a transparent correlation between categories and how they are used. If a participant categorizes “adaptation” negatively in the sense that the category assembly includes CBAs of “lots of work”, “takes a long time” or “too many differences to overcome” and the agency of the adaptation is the student, that will make a difference in the orientation, the indexicality and other associated categories than if the agency is teacher. In the first case, where the agency of the category is the student, this entails a perspective of student responsibility for the adaptation process rather than focusing on the possible roles of facilitator the teacher and school may have.

Thus, the dialogues were examined not only for catalogues of category assembly, but were also grouped in a simple manner to ensure that the categorizations corroborated each other and in the cases where they did not, to study more indepth the strategies used by the dialogue participants for repairing incongruencies. As Dingwall (1981) points out, this is not necessarily a means for highlighting competing versions of dialogue

Chapter VII. Compilation of Data

participants, it is a means of better understanding the accounting and categorization work that they do. This procedure also allowed for simple quantitative measures to be used as comparative data to ensure that the qualitative analysis was reasonably representative of the global data. The list of categories and agency of each activity is provided in Chapter VIII, Section 8.1.2.

7.8. Data analysis procedure

As has been indicated, relevant extracts were taken from the transcripts; the selection was conducted by frequency of how often category assemblies were mentioned and by commonality in the categories. Data which did not have similar content or did not have sufficient frequency to be considered a category with consequentiality for several members was not included further than the preliminary selection.

The extracts having commonality were then organized into the “catalogue of category assembly” in relation to the sub-headings (see Section 7.6.). For example, the following extract was placed into the heading of “Language spoken according to physical features” and under the sub-heading of “nationality/ethnicity”.

Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)

- 95 KEL: XX of the Muslim look
96 JIL: yes because of their eh X from the X
97 ANN: yeah
98 JIL: the scarf on their head
99 ANN: mm | eh_

Following this, the extracts were cross referenced into categories with similar CBAs in relation to topics selected for the data analysis and assembled

Chapter VII. Compilation of Data

according to a simple selection of positive or negative categorization and agency of the CBA (see Section 7.8.).

Once the extracts had been organized into relevant headings and labeled according to more “global” CBAs, the extracts were analyzed according to the assembly work of the dialogue members. Transcript 78 in the analysis (given as an example below) was first placed in the “catalogue of category assembly” as “advantage” under the sub-heading of “qualified by negative attribute”. Using two different types of simple preliminary quantitative analysis for comparison highlights category assemblies which *apparently* are similar, as was the case of negative categorization of linguistic diversity in the classroom. Proceeding this far was not sufficient for the thorough analysis sought in this research, therefore, the comparison was followed by an extensive qualitative analysis of the extracts. This further analysis demonstrated that it *was* possible to distinguish significant differences in how the members deploy attributes for the same apparent category. The analysis of membership category assembly helps describe the “what” and “how” of the participant’s category construction, thus illustrating *the different uses* of the attributes of similar categorizations.

Returning to the example given, when transcript 78 was cross-referenced it was put in both positive and negative categories and the reason for the apparent contradiction was examined, according to the assembly work of the dialogue members. In the next dialogue extract, the assembly work is quite interesting. Annette refuses to fully “appropriate” the category of “advantage” by attenuating the category assembly already done with the CBA of “lack of resources”. Her subsequent “re-negotiation” of the category is also appropriated and legitimized by the other participants.

(78) Inservice group 3 Multilingualistic task (Annette, Samantha, Irving)

Chapter VII. Compilation of Data

175 TCHR: so but_ come back XXX as teachers you see eh you see disadvantages and advantages_ what are XXX? you see that's an advantage?

176 ANN: yes but as a teacher we need some resources eh now XX the *Generalitat* gives some books and some advice about_

177 SAM: yes some books not material

178 IRV: person people we need

179 SAM: yes yes XX we need people

180 IRV: we need people

181 SAM: we need more teachers

7.9. Transcript key

The first version of the transcripts were done by an expert in transcription who codified the participants' speech, using the standard spelling and a broad key to show some aspects of the actual speech. The researcher followed this up with a revision of the first version in order to ensure the fidelity of the transcripts while at the same time, allowing for a closer analysis of the data. This version of the transcripts can be found in Annex 8. In a third revision of the data, a more accurate transcription of the sequences of the data which appear in the analysis write-up was done. These are the sequences which appear in Chapter VIII of the research. The transcript key is loosely based on the symbology regularly used by the research group Cercle d'Anàlisi del Discurs (CAD) of the Universitat Autònoma de Barcelona and is given on the next page.

Capitals at the beginnings of lines indicate the participant's pseudonyms; TCR refers to the researcher.

??? = speaker cannot be identified

Intonation:

descendent \

ascendent /

wh question ?

maintenance –

| = tiny gap

|| = longer gap

<seconds> = elapsed time

<0> = no gap

· = elongation of the immediately previous sound

Overlaps:

=text speaker 1=

=text speaker 2=

-_ = interruptions in text_

[text] = transcriber's comments

XXX = unable to discern what is said

The researcher is aware of the fact that the transcripts given do not provide exhaustive details and analysis of all the aspects of orality. Nonetheless, bearing in mind that the research objective is to describe and analyze the categorizations which were co-constructed by the dialogue members, the focus has been principally on what was said and only partially on how it was said (the intonations, pauses, the lengthening of sounds, the overlaps and interruptions of the person who had the floor or other participants, or laughter which accompanied the speech). As experts in

Chapter VII. Compilation of Data

transcriptions have indicated (see Ochs, 1979), the process itself means selection and simplification. In this case, the aspects which were considered relevant to the research objectives were selected while certain aspects of speech have been simplified (or abstracted) such as tone, tempo or rhythm, all of which would have been included had the objectives been different. Likewise, neither changes in language nor non-standard use of English have been marked since the principle interest of the research is not to analyze the speakers' linguistic repertoire.

Chapter VIII. Dialogue analysis

In this chapter, the results of the preliminary data selection are given in the first section. The rest of the chapter is the dialogue analysis of the transcripts from the research showing the “visibly-rational-and-reportable-for-all-practical-purposes” activities of the members (Garfinkel, 1967: vii). This includes discussion of member positioning, recognizability of category accounting and uncooperative orientation to recognizability according to background expectancies.

Researcher’s note: due to the rather technical terminology employed in this part of the research write-up, a glossary has been included in the back to facilitate reading.

8.1. Preliminary data selection

This section provides the “catalogue of category assembly” and comparative categories.

8.1.1. Catalogue of category assembly

As was mentioned earlier in the description of the research set-up (section 7.6), Glassner and Loughlin’s (1987) approach was adapted for this research in order to facilitate an objective selection of transcript extracts to be analyzed. The categories and descriptors are listed below. The frequency of use of the categories by the dialogue participants was the principal factor for being included in the catalogue. The categories are in bold and the descriptors are italicized.

As stated in section 7.6, this was the initial step for determining which extracts would be analysed in more depth for the research. By assigning a topic (category) to sections of the dialogue where it was understood that the participants were discussing the same topic, the researcher was then able to group each extract within a category (see Annex 7 for examples). The categories which were only mentioned once were not included for further study and the analysis was thus reduced to the more frequent categorizations.

This helped provide orientation for the researcher as to which categories were more salient and which held more relevancy for the participants' when they were discussing linguistic diversity. The main topics of "catalogue of category assembly" is given below, however, due to space limitations the extracts themselves are not included.

The means of selection of topics and subsequent extracts to be included in the Catalogue of Category Assembly, while not exactly the same, has similitudes with more familiar texts and document classifications such as Internet search engines. Such a similarity is understandable since both systems provide a form of management and query of large textual databases. In the case of search engines, text categorizations are usually key-word based which then permit the use of queries which sort through hierarchically-organized catalogues. Like the search engines, the Catalogue of Category Assembly provides a means of categorizing and retrieving different extracts or texts according to most frequent appearance of topics. This is not the only means of categorizing texts; according to Litkowski (1997) there have been a vast array of methods, used to categorize text information and data, but most of them have been statistical. However, many qualitative approaches are used as well, in particular in social science research (ibid).

Like the systems used by the search engines, the parameters of the categorization for the Catalogue of Category Assembly are established according to the extracts which emerge from the transcripts. The parameters of the classificatory system were established according to frequency and consistency of appearance; the relevancy of the context to the category; and its accuracy to the category. However, different from some search engines, the categories for the catalogue were not previously profiled. Instead, they emerged from the dialogues themselves, similar to the "automatically deriving profiles of categories" which have been developed in the area of text categorization (Ittner, 1995; Lewis 1996; Ng 1997; Schutze, 1995). This

implies that the constructed representations are *inductive* and that the indexing is based on measures of *similarity* which can be found *within* the contexts of the transcripts. Continuing with the parallelism drawn from information retrieval theories so far, this type of categorization can be called “categorization by content” because the information for categorizing the extract is informed by its content rather than adapting to pre-specified profiles.

As with any type of information categorization, the means of classification can be problematic because of the above-mentioned intuitiveness and subjectivity of the classifier. In order to resolve the problem, the Catalogue of Category Assembly applied a perspective of ontology mapping. The term “ontology” has been used to describe different semantic categorization processes, ranging from simple taxonomies to metadata schemes which are typically used in search engines; however for this research, ontology is understood as a set of elements connected by some feature in common. Thus, in order for an extract to be included in a category, it had overlapping attributes which allowed it to be included in that category.

In the case of the Catalogue of Category Assembly, ontology was seen as a taxonomy of domains (topics) wherein each extract could be assigned to a domain. As Berners-Lee *et al* explain, ontology is a key factor for “enabling interoperability” between representations. “Interoperability” allows for explicit descriptions of representations in different domains and shared ontologies. This also permitted the use of ontology extensions which demonstrated a certain degree of “interoperability” (*ibid.*) so that similarities between the dialogue members’ representations could be identified and categorized as similar category constructs.

It is also recognized that problems may arise from differences in the analysis of words and phrases within the extracts. The same words can be found in different transcripts but used in different contexts or with different

intentions. In such situations, the category assemblies could be categorized by implementing synonyms, hyponyms or related words and could then be “weighted” (Attardi, et al. 2004) in order to find related words. Then the extract could be placed in an already existing category or could be used to construct a new category. Thus the approach for ontology and catalogue construction was organized into phases:

- a) data analysis and specification of categories (according to affinity between the attributes)
- b) integration of extracts into catalogue (concepts are associated to one or more categories in the available taxonomy or used to create a new category)
- c) synthesis of categorization (new categories may be discovered or linked and added to the taxonomy; inconsistencies can be discovered and resolved)

The categories which emerged and were included in the catalogue were then examined in order to decide which category assemblies would be included within the more extensive research analysis (Chapter VIII). This was decided by the frequency of construction of category by the dialogue participants; the categories which appeared more often in the catalogue were included in the dialogue analysis. This permitted a closer examination of the nuances and uses of the more frequent category assemblies as well as comparisons of each category assembly according to dialogue groups, contexts and attributes (e.g. positive or negative features).

The categories in the catalogue were only orientative for the more detailed analysis given in the rest of Chapter VIII. The detailed analysis of the extracts selected for the catalogue indicated that these categorizations were platforms for other category assembly work. For instance, despite the fact that religion was a topic mentioned by the participants more than once

Chapter VIII. Dialogue analysis

and thus appears in the catalogue, the topic was used to assemble other categories and perspectives such as the “other” or as a CBA of “difficulties” or “possible conflict” when managing a diverse class. Thus, while the categories found in the catalogues cannot be considered a complete index of the topics discussed in the rest of this chapter, they are relevant to the research because of the way in which they form part of the entire category assembly of the teachers’ perspectives on diversity.

The Catalogue listed below only has the hierarchical topics found during the initial analysis of the data but does not contain the extracts. For an example of the entire Catalogue of Category Assembly with extracts included, see appendix 8. The frequency column indicates the number of times the category was assembled within some context in the transcripts.

Catalogue of Category Assembly

Category	Sub-category (descriptor)	Frequency
Nationality		Total 5
	Based on supposed religion	2
	<i>Based on supposed language spoken</i>	3
Language spoken according to physical features		Total 34
	<i>Due to personal experience with students</i>	3
	<i>Uncomfortable with the idea of guessing language</i>	5
	<i>Recognize they are guessing</i>	4
	<i>Using dialogue in the multilinguistic classroom</i>	2
	<i>Physical features associated with social characterization</i>	6
	<i>Mentioned in other context</i>	14
Immigrant		Total 9
	<i>Based on physical features</i>	3
	<i>Mentioned in other context</i>	6
Hierarchical value of languages / immigration from certain countries		Total 19
	<i>Association of Arabic with African continent</i>	12
	<i>European values /appearances</i>	7

Chapter VIII. Dialogue analysis

	<i>(similar) versus other (Asian, African)</i>	
Valuing of certain literacy practises over others		Total 27
	<i>Speaking another language is not highly valued (if doesn't include reading and writing)</i>	4
	<i>Association of certain languages/origins with schooling</i>	12
	<i>Expectations of language limitations/learning limitations</i>	11
Multilinguistic class is more difficult/problematic than common language classroom		Total 57
	<i>Classroom management is more a problem (not using English for clsrn. Mgt.)</i>	25
	<i>Just because (given)</i>	2
	<i>Lack of resources</i>	12
	<i>Time/Energy is needed</i>	8
	<i>Child feels isolated</i>	1
	<i>Interference of L1 in learning Spanish/Catalan or English</i>	2
	<i>Fear of racial/cultural conflict</i>	5
	<i>Economic differences</i>	2
Advantages		Total 54*
	<i>Tokenism</i>	9
	<i>Tolerance & Open-mindedness: Teacher</i>	3
	<i>Resource for teaching</i>	2
	<i>Tolerance & Open-mindedness/learn about other culture: Students</i>	16
	<i>In English class: will motivate to use English for communicative purposes</i>	8
	<i>Serves as base for learning other languages</i>	3
	<i>Places all students on equal footing</i>	10
	<i>*Advantage qualified by possible negative factor</i>	21
Best way of teaching linguistically diverse classroom		Total 66
	<i>Depends on group factors</i>	8
	<i>Autonomy</i>	14
	<i>Teacher Controlled</i>	21
	<i>Responsibility of integration – teacher</i>	8
	<i>Responsibility of integration - student</i>	15
School policies concerning immigration		Total 14
	<i>Unclear about what is school / state policy</i>	3
	<i>Differences in dealing with multiculturalism in different countries</i>	2
	<i>Awareness that there are limitations due to administration</i>	9
Personal experience		Total 11

	<i>Dealing with multiculturality</i>	5
	<i>Seen as a rewarding challenge</i>	4
	<i>Mentioned in other context</i>	2

8.1.2. Categorizations and agency

As was explained in Chapter VII, Section 7.6, an adaption of David Silverman’s (1993) approach allowed for very simple quantitative measures to be used as comparative data to determine whether the qualitative analysis was reasonably representative of the global data. The categorizations and subsequent agency of the CBA’s are listed below according to each group’s category assembly work. The categories used in this measure were only categories which pertained to adaptation and integration, advantages (and similar features) and disadvantages (and similar features).

This second preliminary step had two main objectives. Firstly, it provided a means of verifying that the extracts selected in the catalogue of category assembly were indeed the most frequent and salient categories. As can be seen in the charts below, the categories which were mentioned most frequently are indicated. This could then be compared with the catalogue of category assembly to verify the first impression of saliency of categories. Secondly, it provided insight into the “agency” invoked by the dialogue participants concerning the roles and responsibilities of the students and agents in the process of adaptation and of learning. This is discussed in further detail in sections 8.7 and 8.10.

Categorizations & Agency – Preservice group 1

Adapt/Integrate (Preservice group 1)	
Agent	Action
Teacher	Adapt material/activities to each culture (mentioned several times)

Advantage/Rewarding/Interesting (Preservice group 1)	
Agent	Action
Teacher	Rewarding/interesting work for teacher
Teacher	Different opinion/input
Teacher	Rich resource for interesting classes (mentioned several times)
Students	Interesting for class/language stimulation
Students	Way to learn about diversity/tolerance/multicultural education (mentioned several times)
Students	All starting in foreign language at same level (mentioned several times)

Problem/Disadvantage/Difficult (Preservice group 1)	
Agent	Action
Teacher	Organization of class (due to language problems) (mentioned several times)
Teacher	Needs to re-structure classroom/material (mentioned several times)
Teacher	Can't give class in mother tongue
Teacher	Different levels of English amongst immigrants
Teacher	Dealing with different alphabet systems
Teacher	Lack of resources
Teacher	Inability to communicate to students
Teacher	More work/must deal with ea. Culture (mentioned several times)
Teacher	Must deal with disagreements
Teacher	Problems with religion and cultural differences (mentioned several times)
Teacher	Diverse class is more difficult to teach
Student (Asian)	Difficulties in learning Catalan
Student	Can "spread" linguistic mistakes amongst themselves
Student	Can suffer discrimination
Student	Different social levels

Categorizations & Agency – Preservice group 2

Adapt/Integrate (Preservice group 2)	
Agent	Action
Teacher	More awareness of possible problems coming from different cultural beliefs and attitudes
Teacher	Must make child feel accepted or will not want to remain at school (affective learning)
Teacher	Must inform other students about immigrant's cultures (e.g. scarves)
Student	Attends special school for learning language then "there is no problem"

	for integration into school system
--	------------------------------------

Advantage/Rewarding/Interesting (Preservice group 2)	
Agent	Action
Student	Can share problem-solving amongst different cultures (mentioned several times)
Teacher	More opportunities for teaching
Teacher	Has same problems as in any other class
Teacher	Can use English as lingua franca
Student	Able to pick up language quickly
Student	More dynamic class
Student	Learn about other cultures

Problem/Disadvantage/Difficult (Preservice group 2)	
Teacher	More work learning about each culture
Teacher	Communication in the classroom/ will have to learn new communicative skills
Teacher	More work adapting materials to students who don't know language (using pics, etc.)
Teacher	Learner-centred teaching is more difficult when there is a lot of diversity (mentioned several times)
Teacher	May have more difficulties if there is not a lingua franca in the class (but depends on teacher)
Student	May feel isolated because of language problems (mentioned several times)
Student	1 example of student who had discipline problems b/c didn't know rules
Student	May not be accepted due to culture (e.g. wearing scarf)

Categorization & Agency – Inservice group

Adapt/Integrate (Inservice group)	
Agent	Action
Teacher	Adapt materials /evaluation (mentioned several times)
New student	Adapt to new routines (before mainstreaming)
Student	Adapt to new language
Student	To school (easier from Eu. Country) (mentioned several times)

Problem/Disadvantage/Difficult (Inservice group)	
Agent	Action
Student	Problem w/communication – will last long time
Student	Need to discuss personal problems (due to immigration) (mentioned several times)
Student	Cultural problems
Teacher	Can't give proper explanations to class (too many languages) (mentioned several times)
Teacher	Student Doesn't understand anything (but problem is for <i>us</i>) (other courses) (mentioned several times)
Teacher	Too many children (mentioned several times)
Teacher	Problems w/resources/building/furniture/time (mentioned several times)
Teacher	Doesn't know how to face situation
Teacher	Discuss problems with other teachers
Teacher	Organizing class/must concentrate on communication/not reading & writing (mentioned several times)
Teacher	General problem

Advantage/Rewarding/Interesting (Inservice group)	
students	Getting rich resources from diversity
Students	Learn tolerance; helps promote anti-

	racism (mentioned several times)
Students	Learn/discover new languages/new strategies for communication
English-speaking students	No problem in language class
South American students	Already know the language
Teachers who have English-speaking students	Good for the language class/can incorporate new teaching schemes
Teacher	Get ideas about other countries & cultures (food, etc.) (mentioned several times)

8.2. Accountability and normatives: establishing the framework of “normal”

This section discusses the way in which categorizations are resources for the discussion leaders to be used in different ways to set up the tasks. In some cases, by using either strong or weak recognizability features, the discussion leaders orient the other members towards certain categorizations. How the different categories of “normal” emerge is also considered as well as how this helps create the category of “other”.

The way in which the categories which emerged in the first analysis of the transcripts (the ones included in the catalogue of category assembly) served to assemble categories indicative of the teachers’ perspectives concerning diversity is the focus of the deeper analysis given in the rest of this chapter. First, the analysis takes a more general look at how the dialogue participants set up the orientations to make the assemblies recognizable and accountable for the other participants. Next, the analysis delves further into the use of category assembly to establish normatives about what is “normal” versus “other”, the participants’ use of category assembly to create CBA’s of the multilingual student and their categorization of the linguistically diverse classroom. Also, by considering the agency implied in the categorizations (see section 7.6 and the chart provided above) of the student and teacher roles, the analysis discusses the CBA’s of learning and adaptation and the roles and responsibilities of these processes for the student and teacher.

8.2.1. Accountability and orientation

In the following three extracts, the discourse members were carrying out the discussion of a multilinguistic classroom. In each extract, the three groups had just begun the task and the discussion leader in each group (discussion leader 1) is establishing the framework of the task, which involved the “setting up” of a hypothetical language class. Their discussions were based on pictures of different “students” which the discussion leader had shown them (pictures are shown in the annexus). In each case, the discussion leader had been given written instructions on how to mediate and motivate discussion. Usually the discussion leader gave an “orientative” framework for the rest of the group, as is exemplified in extract 1:

(1) *Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)*

- 1 **KEL: imagine this is your class and these pupils are in it**|\| eh· now
 you have to say what you think they will speak as language|\| what
 language?|
- 2 ANN: ah·/| which language?|
- 3 KEL: yes\|
- 4 ANN: ok\|
- 5 JIL: mm\|
- 6 KEL: so look at the pictures\|
- 7 ANN: I think_|
- 8 KEL: and then say the letter and **say which language you**_|

A similarly neutral tone was adopted by this preservice teacher in extract 2.

(2) *Preservice group 1.2 Multilinguistic Task (John, Brenda, David)*

- 1 JOH: ok you will be teachers of this class\| this is your class all these
 pupils\| and now what do you think-| which kind of languages are they
 able to speak-| and read and write?|

In the next dialogue (extract 3), the orientation is different from the previous two extracts. The use of the utterance “first impression” lends relevancy to the “uniqueness” of the class. By emphasizing this indexicality (the “first impression” a teacher might have upon first encountering the class) the group leader, Maud, has oriented the accounting in such a way that there is recognizability concerning the “uniqueness” of this type of classroom. If the group leader had mentioned “first impression” only once this may have gone un-noticed by the other participants, however, Maud mentioned it three times in two turns and even interrupts the first respondent to repeat the phrase.

Thus, the group’s subsequent accounting of the situation warrants the categorization of a class that is “different” from a homogenous, monolingual class which would not necessarily be a cause for a noticeable “first impression”. As stated above, Maud’s interruption of Cindy in turn 2, extract 3 highlights her emphasis on first impressions, indicating her orientation of how she wants to set up the accounting of the classroom. Presumably, the categorization of a monolingual class as “normal” is part of the preservice teachers’ background knowledge. This then leads the other participants to a categorization of “difficult” for the multilingualistic class; an orientation that all the members accept. In comparison, in the first two extracts where the discussion leaders did not emphasize the category of “different”, the other participants did not categorize the class as “difficult”.

(3) *Preservice group 1.4 Multilingualistic task (Maud, Julie, Cindy)*

- 1 MAU: ok\| so I want to discuss_ eh· eh· **the first impression** of a multilingualistic class\| and it is made up of the students in the pictures\| **so what do you think of multilingualistic classes?**|
- 2 CIN: I think it’s_|

- 3 MAU: **what's the first impressions**\| if you come into a class and these children are sitting there?| **what do you think is your first impression?**|
- 4 CIN: **difficult**\|
- 5 JUL: **difficult**\|
- 6 CIN: **I think it's it's difficult to to teach**\| **eh with so much different people**\| **with such different languages and cultures**\|

The assumption that the preservice teachers held a normative framework of “normal classroom” as monolingual is supported by other data in the research. Looking at the participants’ journals reveals that some of the participants’ categorizations of a “normal” class includes the attribute of “being monolingual”. A point in Kelly’s journal (from Preservice group 2.1) which illustrates this dichotomous categorization is one in which she mentions the difficulties students in Catalan schools will have in learning Spanish, “I think it’s also hard to learn Spanish because the first language here is Catalan. And I don’t here (sic) much Spanish in the school (they have special Spanish lessons).”

In this case, Kelly, a Dutch student who was doing practice teaching in a Catalan school, did not seem to have a readily available categorization of bilingualism in schools. Since a categorization construct must be “available” or recognizable to the discourse participants (as part of their “background of commonsense knowledge) in order for it to be a resource for the member, it seems that this resource is not readily available for Kelly. She is not able to understand how the children can learn Catalan and Spanish at the same time because it seems that her MCD of “language learning” contains the CBA of sequential learning, as opposed to simultaneous learning of more than one language, so this type of learning is not an available resource for her in her categorization of a successful classroom.

8.2.2. Recognizability of “normal”

Kelly’s understanding of normal language acquisition is similar to the categorization of “normal classroom” for other dialogue participants from different groups. There are several examples where the “normal” category is seen to have the attribute of monolingual, as is evidenced by extract 4. In this extract, the participants are discussing the multilingual classroom. They have been given an option of three different classroom set-ups (included in the annexus) and have been asked to decide which they would prefer as teachers for the hypothetical class.

(4) *Preservice group 1.2 Multilingual Task (John, Brenda, David)*

307 DAV: these two classrooms are not bad\| are good\| but for my
experience the first one eh is better\| in that case to or three they could be a
really XX classroom for example for people from-| Spain\| **if we are s_
talking about Spain\| or people who more or less understands a
language\|**

This orientation of what is “normal” is evident further on in the dialogue as well (extract 5). During the same conversation about classroom set-up, David assembles a dichotomous categorization of students according to their mother tongues. In a weak form of recognizability, David attributes “otherness” versus monolingual classroom when discussing what constitutes “linguistically diverse”. The “children like that” are assembled as the “others” who are not “from here” and who do not “have the same level”.

(5) *Preservice group 1.2 Multilingual Task (John, Brenda, David)*

362 DAV: well I I said that they are good classrooms too\| but not for a_
with children like that\|

363 TCHR: ok listen_| what kind of children would be good for classroom
two or classroom three?/ not this card not these children because they’re
linguistically diverse/|

(...)

365 TCHR: right/| what kind of children would this would these classes fit?|

366 DAV: **well I said that people from from here that have the same level** and_|

Just as is indicated in the above fragment, in other dialogues the apparatus of a “normal” classroom is employed as a contrast to diversity. This apparatus seemed to be based upon a “shared agreement of sense” that classes in which all the students come from the same country necessarily contain the attribute of “the same language”. This can be seen by the comment Helen, a student from Germany, makes in extract 6 when she is discussing the most appropriate way to set up the classroom in the same task as the other extracts above.

(6) *Preservice group 1.1 Multilingualistic Task (Mandy, Helen, Lori)*

261 HEL: you have an_ **if you have\| so many different different languages and cultures\| XXX\|** you have to make a different structure in your classroom\| **it’s not like if you have only people from the-| from the same country same XXX\|**

262 LOR: yeah\|

Likewise, in some of the dialogues from the other preservice groups (in group 1), it is possible to observe a similar background interpretive procedure of the mythical “monolingualistic” classroom, despite the fact that all the teachers from Catalonia are well aware of the bilingual situation of the classrooms. It is relevant to note that most of the preservice teachers are bilingual themselves. And yet the recognizability of what is necessary for a class to function properly contains the attribute of “must have one language in common”. In extract 7, Cindy continues the discussion of the linguistically diverse classroom which was given earlier in extract 3 (where the participants

categorized the class as “difficult”). She deploys the resource or device of “monolingualism” to make the idea of one language in common relevant for the other dialogue members and Maud orients herself to that category. Maud also builds on the attribute by adding to the possible outcomes of a class with linguistic diversity: each child may have different mother tongues and therefore the teacher will not know if the students understand anything at all.

(7) *Preservice group 1.4 Multilinguistic task (Maud, Julie, Cindy)*

8 CIN: and it depends if they speak eh **one language in common**|| all the class|| I don't know the situation||

9 MAU: I would difficult to me whether to recognise-| do they understand or or_ XX do they understand nothing or is it just_ because maybe each of this children has another mother tongue_|

10 CIN: yes||

In the preservice teachers' general discussion about languages (task 1), it also became clear that some languages have greater relevancy for the participants as “other” or “different”. Chinese or Japanese were categorized in different discussions as two of the “too different” languages and cultures. Other languages also had the connotations of being “other” or “different” although it was not always as explicitly drawn out as happened here in extract 8. In this extract, the participants are discussing whether there are universal grammatical features common to all languages. They eventually categorize certain languages as “too different” despite the fact that earlier in the transcript they had said that all languages did have universal grammatical features.

(8) *Preservice Group 1.A. language discussion task (John, Lynette, Celine)*

196 CEL: I don't know|| Japanese or Chinese would have their structures
XXX||

197 JOH: mm||

Chapter VIII. Dialogue analysis

- 198 CEL: I don't know they have a structure\| of course I'm sure but it's
not_ I'm not sure it's not the same as us\|
- 199 JOH: no· sure it's different\| the Russian is differ_ too different\|
completely different structure\|
- 200 CEL: aha\|

The fact that these category devices were part of the assembly process is relevant to their future teaching because obviously the teacher's understanding or categorization of “normal” versus “other” will influence how he or she conceptualizes the students' needs and subsequent class planning. Arguably, if they see the language as “too different”, they may feel less capable of using any approach that is not prescriptive because of fear of not being able to communicate with speakers of these “too different” languages.

This binary opposition continues in the participants' use of other category devices. This is demonstrated in the consequentiality of the category “multilingual classroom” in the following dialogue because it not only marks the relevance and orientation of the category for the other members, it also implicitly indicates that the “un-named” category (monolingual classroom) can be held in opposition to the category of “multilingual”. The category assembling which takes place in extract 9 includes CBA's of both multilingual and monolingual classrooms. One CBA of the latter is that it does not need the close classroom management that the multilingual classroom does. Further orientation of the category assembling is that “monolingual student” MCD contains a weak form of recognisability as “autonomous” while “multilingual student” does not.

(9) Preservice group 1.4 Multilinguistic task (Maud, Julie, Cindy)

- 537 JUL: **because freedom all the time·_ XXXXXX\|** for the teacher to
manage this freedom very open\| I don't know it's not usual and for

them-| **I think it's not right and especially in a multilingual classroom**|

By applying Bakhtin's theory of "the socially constituted fabric of language it is possible to understand meanings as social and multiple, a point which is applicable to an interesting element in the dialogue extract 10. In this extract Kelly is the discussion leader. As discussion leader, she did *not* indicate to the others that the class being discussed was supposed to be multilinguistic (the other group leaders did) and yet the dialogue participants recognized the situation as such and constructed the meaning of the situation based on that assumption. In other words, prompted by the pictures, the participants were re-constructing the "assimilated voices of others", in this case, probably the mass media's treatment of "non-traditional" classrooms. Their Bakhtinian dialogic understanding has helped them construct this categorization, based on the pictures and their own interaction *in situ* along with the fact that Kelly has mentioned "language" to bring out its relevancy (even though she does not indicate that there must necessarily be more than one). Oriented by the relevancy of "language", the participants have used their inference-making machine to assume that the students originally came from other countries.

(10) *Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)*

1 KEL: imagine this is your class and these pupils are in it| eh now you have to say what you think they will speak as language| **what language**|

(...)

9 JIL: he will speak some_|

10 ANN: XXX|

11 JIL: Arabic or Turkish| I think Turkish| Turkish|

12 ???: XXX|

Chapter VIII. Dialogue analysis

- 13 ANN: **I think he's from_ Iran/**
- 14 KEL: Iran\| then what language do they speak in Iran?|
- 15 ANN: =Iranish/=
- 16 KEL: =Iranish/= I don't know\|
- 17 JIL: yes or Arabic too\| I don't know I'm not sure\|
- 18 ANN: ok XXX\|
- 19 KEL: and this one is I think XXX person b/|
- 20 ANN: b\|
- 21 KEL: **person b is from Morocco I think/**
- 22 ANN: ye-s\|
- 23 KEL: but she's wearing XXX shoes\| that sport shoes but ok I think is Morocco\|
- 24 ANN: XXX person e is **from Colombia I think\|**
- 25 KEL: Colombia/| and then they speak Spanish\| XXX speak Spanish\|
- 26 ANN: Spanish/| yeah\|
- 27 KEL: person f/| I think he speaks-| American\|
- 28 ANN: **he's from south Africa\|** I think\|
- 29 KEL: I think he speaks American or or Spanish\|

Using their “common sense model” (Schutz, 1962) of current “normal” classrooms (or Sacks’ “catalogue of experience”), all the dialogue participants assembled different devices with varying degrees of recognizability for the multilingual classroom. In no case in the written instructions were the participants told that it was a *multi-ethnic* class, only that it was linguistically diverse. It can be seen in the above dialogue how the recognizability of the attributes (clothes, physical features) are based on the “inference-making machine” of the “normal” classroom and the “other classroom”. Because the participants perceive those standards as “a natural matter of fact” (Garfinkel, 1967:122), they assembled a category of the “other” classroom made up of

immigrants despite the fact that they were never given information to indicate that this was so.

8.3. Consequentiality and relevancy according to physical features

This section discusses the way in which categories are brought up and made relevant amongst the dialogue members. The fact that this type of categorization was not always considered wholly accountable by all the members is examined as well as the procedure used by the discussion leader to make the categorization accountable. The way in which members use their background expectancies to achieve a “scheme of interpretation” of ethnicity which involves physical features is discussed. Despite members’ recognition that physical traits were not really accountable as attributes for categorizations of ethnicity, the physical features held considerable saliency for the members in all the groups. This is discussed in view of possible contradictory positionings of the members.

The consequentiality of physical features for the participants of all three groups, when discussing a multilinguistic class, is revealing. It should be remembered that category-identities are not brought up randomly and the fact that the groups all related ethnicity with physical features provides important insight into the MCDs they are using. In most of the following extracts, these categorizations are based on the physical features of the pictures used in Task 2. Furthermore, not only is consequentiality important, also the fact that a member invokes a categorization device in the first place is important because that means the speaker wishes to establish the relevancy of the category and is expecting the listeners to orient themselves to it. Note how Lilian establishes the relevancy of skin color as a categorization device:

(11) Preservice group 1.5 Multilinguistic task (Lilian, Elsa, Moira)

90 LIL: perhaps **because the blacks here** in Spain is not so usual

91 ELS: XXX

92 LIL: XXX France are for example black people is very common in France

Chapter VIII. Dialogue analysis

- 93 ELS: mm yeah\| and and-| she what did you think? yeah it's very difficult\|
- 94 LIL: we didn't know\|
- 95 MOI: yeah\|
- 96 LIL: it's very difficult\|
- 97 MOI: **and it's very\| strange because people from Denmark are blond blue eyes\| and she's like like yeah XXX was really easy to know\|**

Lilan has introduced the construction of the category of “ethnicity” as involving skin color and that allows Moira to respond in a way that indicates that she accepts Lilian’s orientation. As can be seen by Moira’s response to Lilian’s categorization, Moira not only orients to this category accomplishment but also allows for further categorizations of ethnicity to be established according to physical characteristics. She is then able to extend the attributes and to say, “people from Denmark are (sic) blond blue eyes” (turn 97).

The fact that there is a “shared agreement of sense” between the two members concerning physical traits and ethnicity means that there must exist a form of social organization which allows for that understanding. This social organization provides a principle issue for the analysis because it helps outline which “forms of social organisation get participants “to do the work of understanding the talk of others” while allowing a glimpse of how they “accomplish the work of understanding” (Moerman and Sacks, 1971: 3). Concisely, as we can see in the extract 11 and further on in extract 12, the categories were assembled and accepted as accountable by the members according to the multi-voiced social organization of the context. The members accept physical traits as an attribute of the category of ethnicity

because that is a part of their dialogic background knowledge or “catalogue of experience”.

In her journal, Lilian corroborates this hypothesis of social organization when she reflects back on how the group did the task. The writing in her journal shows that even after the class was over, her understanding of the category assembly work continued to be of guessing the students’ origin, despite the fact that deciding upon the students’ origins was not ever indicated in the discussion leader’s instructions.

First we have seen a picture with different students of different classes. We had to guess where were they from and which languages do they speak?

The first thing we saw was that we were absolutely wrong. In our case the best example was a Catalan classroom of Catalan students and speakers that in appearance seemed to be a multicultural and multilingual class. We had a predisposition to talk about multicultural situations so we didn’t think in other possibilities although we didn’t know anything about this students. I think we were not thinking with prejudices we were thinking in our reality.

Indeed, there are several episodes in which the dialogue participants attribute physical traits as part of the MCD of “ethnicity.” As is evidenced by the transcripts, the dialogue participants frequently discuss “ethnicity” rather than languages, despite the specific instructions given for the task. In doing so, they assemble the categorization based on the assumption that physical traits such as skin colour, hair, and/or eyes relate other members of the same category of ethnicity (often referred to as nationality by the dialogue participants) and that the alignment is in terms of the ethnic category, with attributes such as “the colors of the skin, the dress, the eyes.”

(12) Preservice group 1.1 Multilinguistic Task (Mandy, Helen, Lori)

198 HEL: he looks XXX\|

Chapter VIII. Dialogue analysis

- 199 LOR: yes eh French Spanish and Catalan\
(...)
230 TCHR: how did you know?
231 LOR: from_
232 MAN: **[laughter]**
233 LOR: from pictures\
234 MAN: **for the dress**
235 HEL: yeah\
236 MAN: the_
237 HEL: the colours_
238 MAN: **yeah the colours of the skin**
239 TCHR: colour of the skin\
240 MAN: yes\
241 TCHR: **XXX the dress**
242 LOR: XXX the the XXX the_ **[laughter]**
243 TCHR: what about the XXX?
244 HEL: yeah the dress\
245 MAN: yeah for the_ *cómo se llama? pañuelo?*
246 TCHR: scarf XXX the head\
247 MAN: yeah and that one the same\

The laughter provoked by their category assembly indicates that the members are aware of the relativity of their own categorizations. The members laugh as they give their explanations of how they arrived at their conclusions concerning the ethnic origins of the students in the photographs because it is made evident that the assembly work was based entirely on physical features. After the session, some of the students wrote about their experiences with the tasks in their journals. Not all of the students did this, because it was not explicitly requested by the teacher. The instructions were simply to reflect on

some of the issues discussed and experiences lived during the classes. Lori is one of the students who wrote about the recorded sessions dealing with the multilinguistic classroom task.

In her journal, Lori reflects on how quickly and easily the members reached their categorizations and attributes, not only about the students in the pictures but also about the task itself:

Today it was curious because when the teacher gave us the (sic) photographs and before she gave us our duties we were trying to guess which country the (sic) youngsters belong. We guessed some of them (by the way I think we didn't record this conversation because we hadn't the recorder machine yet).

It seems that the relevancy of physical traits provided a key “scheme of interpretation” for several groups. As will be seen in the fragments which follow, the dialogue participants place relevancy on physically perceived characteristics as one of the features of the category device of “ethnicity” and once the physical features had been made relevant for the category device of “ethnicity” the other participants followed that orientation.

(13) Preservice group 1.3 Multilinguistic task (Jeffrey, Celine, Chrissy)

40 CHR: ok they they **look like**_ XXX this boy **looks like** an Arabic\|

41 CEL: yes\|

42 CHR: *and this maybe from Kenya*\|

43 JEF: say the letter so XXX know\|

44 CHR: f\| pupil num_ letter f **looks like** an Arabic boy\|

45 CEL: mm\|

46 CHR: and g and g **look like**_ I don't know from Kenya\|

Chapter VIII. Dialogue analysis

It should be noted, however, that Celine was hesitant about doing the task because as she says in turn 21 in the same transcript (extract 14) “but we_ we cannot do this I think | it’s very difficult because we don’t know anything about these students”. However, the group leader reassures her that it is part of her “role” as student to follow the task instructions³.

(14) Preservice group 1.3 Multilingualistic task (Jeffrey, Celine, Chrissy)

19 JEF: write down the languages you think the students speak read and write\ <4>

20 CEL: **but we we cannot do this I think\| it’s very difficult because we don’t know anything about these students\|**

21 JEF: **it’s just your first_**|

22 CHR: **only for_**|

In the following excerpt 15, the conversation participants become more confident in their ability to predict the ethnicities of the students in the pictures according to physical features once they have begun the process. At first, Claudia uses the qualifier “looks” but then she switches to the declarative mood by deploying the verb “be”.

(15) Preservice group 1.4 Multilingualistic task (Maud, Julie, Cindy)

93 MAU: e is_ **XXX looks** Spanish\| and e is English or German\ <3>

94 JUL: yeah\|

95 MAU: ok\| so **that’s** the answers\|

The assuredness in which the dialogue participants are willing to venture categorizations of ethnicity based on physical features is not limited to preservice teachers. Inservice teachers’ willingness and confidence to create similar categorizations is not attenuated by their teaching experience. Nor do

³ This orientation towards membership roles will be discussed in more detail further on in section 8.3.1.

they question the validity of the task – they are willing to venture guesses about which languages the children speak and where they are from, based on the way the students appear in the pictures shown in the multilinguistic classroom task.

(16) *Inservice group 1 Multilinguistic task (Sharon, Kim, Marion)*

64 MAR> how to say\| Arab or French but **I think it's_ sure is is Arab** maybe\| and **the second Chinese or Japanese**\| and the first picture they are from the street or or they are playing in the school\|

In this excerpt, as well as the others, the members of the discussion are interactively “accomplishing” or constructing a meaning of ethnicity which is unproblematic and commonplace for the members involved. To do so the members are “doing, recognizing and using ethnographies” (Garfinkel, 1967:9). This tendency in the categorization occurred in all of the groups, as can be seen further on in the dialogue 17 of preservice group 2.1.

(17) *Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)*

95 KEL: XX of **the Muslim look**\|
96 JIL: yes because of their eh XXX from the XXX\|
97 ANN: yeah\|
98 JIL: the scarf on their head\|
99 ANN: mm\| eh_

All the members’ background expectancies led them to a “scheme of interpretation” concerning the students in the pictures. Preservice teacher, Jeffrey, from group 1.3 says, “but I think you were right on most of they look Arabic” (turn 117). This is similar to what David, from preservice group 1.2 says in turn 42, “Arabic I think Arabic too”.

Indeed, the most common ethnicity attributed to the pictures was Arabic. There seems to be a common ground which led all of the groups to

similar schemes of interpretation (Garfinkel, 1967). To be concise, the subjects in the research “identified” the students shown in the pictures by “casting” them into a category (Day, 1994) because they are seen to have the associated characteristics or features of that category. All of this is accomplished via the social interaction of the discourse as well as the interaction of the Bakhtinian dialogic background concerning Arabic immigrants to Catalonia.

It is especially interesting to note how these dialogue participants recognize that physical features are not obvious or “natural” features of ethnicity nor are they features usually used for categorizing expectations about someone’s mother tongue. And yet, when questioned about their category assembly work, they explained that they “knew” their ethnicity based on physical features such as dress and “the colors of the skin.” Despite their negation at times of the veracity of these features as part of the categorization device (a preservice teacher, Mandy, laughed when she admitted that she had made her categorization based on clothes), the *saliency* of these features for all of the discourse participants is there.

This phenomenon is repeated in different dialogues. In the next short extract, Brenda points out the fact that this feature, as far as features go for a categorization device, is “very relative.”

(18) Preservice group 1.2 Multilingualistic Task (John, Brenda, David)

7 BRE: yeah or any African language\| **but this is very relative because one thing is what they look like_**|

8 JOH: mm\|

9 BRE: and another is_\|

10 JOH: that’s the point of the questions_|

11 BRE: where they are born\|

12 JOH: you have to you have to guess\|

8.3.1. Context: Awareness of their student role

Still, the discourse participants are aware of other categorizations which must come into play, in this case, the social interaction in which they are involved. Aware of the fact that physical features as part of the categorization device of ethnicity is not as coherent as could be expected, John reminds the others that they are, after all, students inside a classroom where they are expected to do as asked and so they “have to guess” (the concept of membership roles was mentioned briefly in the first section in relation to turn 21 from Preservice group 1.3 Multilinguistic task). This is evidence of their construction of their own identity within the category of student. As a category device, it contains certain “rules” concerning how members’ behave, what are their rights and obligations etc., all of which are linked to that membership role. (It should be mentioned that roles have many different definitions in the social science literature (see Cross and Clayburn-Cross, 1996, Brereton and al,1996); but in this research the notion of roles is used here to describe a position of the participants related more to the task at hand than personal relations. To be concise, the concept of role in this research is based on overt roles displayed during the interaction; overt referring to the members’ displayed awareness of the normative background of their own participant roles.

This is in the vein of Zimmerman’s (1998) description of how situational identities evolve within the context itself (in this case “student” may be the situational identity or at times, “discussion leader”). The situated identity is articulated within the discourse identity, so the members may be in the situation of giving answers, asking questions, describing circumstances, etc. At the same time, these dialogue participants have transferrable identities such as their age, their nationality, speakers of certain languages and so forth. This is relevant to understanding the different roles, positioning and negotiations of the students as they take part as discussion leaders and group

participants because it helps build an understanding of which available identity the participants make relevant and their reasons for doing so.

The members' awareness of different roles is evident in several transcripts. In a similar situation to the one above, Celine (extract 19) expresses discomfort at trying to categorize the students' pictures based on mere physical features however Jeffrey tries to convince her that it is not an issue; he is aware of the "rules" of the student category device which not only implies that they must do as instructed, it also absolves them of any blame for erroneous categorization. It should also be noted that at this particular moment in the dialogue, Jeffrey had been assigned the role of "discussion leader" which seems to have more weight on how he creates his own identity at that moment than any other category membership available for him. He could make his transferrable identity of young adult with a strong sense of social justice more relevant, for instance, but his situational identity of discussion leader is made relevant instead.

(19) Preservice group 1.3 Multilingualistic task (Jeffrey, Celine, Chrissy)

- 21 CEL: but we we cannot do this I think\| it's very difficult because we
don't know anything about these students\|
- 22 JEF: it's just your first_|
- 23 CHR: only for_|
- 24 JEF> first first impressions\| and then you will discuss why you think\|
- 25 CEL: m·-|

In other extracts from the dialogues where the participants express hesitancy about their categorizations, the dialogue participants agree that it is not easy to guess the languages from the pictures, although no one says that it is absolutely impossible. Yet they still agree that there are "common physical features" of Arabic people otherwise Jeffrey would not be able to say what he

does in the previously discussed turn 117, “but I think you were right on most of they look Arabic\|”

As a point of comparison, in the preservice group 2 dialogues involving members who had had previous exposure to intercultural education, the participants’ engagement in trying to guess the students’ ethnicity seems different. They do not appear to have the same level of seriousness as other groups’ discussions, in some cases their categorizations almost take on a game-like quality and they appear to be guessing for the sake of guessing, as there is no obvious trait which links any of their answers. Interestingly enough, however, is the fact that although they are obviously aware that they cannot carry out the task, they still insist on trying to do so.

(20) *Preservice group 2.2 Multilinguistic task*

**123 TER: but XXX XXX\| you say no but I think she could XXX XXX
Asia XXX\| Spanish Irish Finnish\|**

124 EEE: yeah\ [laughs]

125 TER: that’s my guess | and yours/|

**126 LUC: USA or English_ <3> [laughs] I don’t know <2> British XXX
English it depends Japanese or so\|**

127 TER: XXX XXX Japanese\|

128 JAN: yeah but appearances XXX Japanese\|

129 TER: yeah\|

130 JAN: actually she can be_ she can_ |

131 LUC: XXX XXX\|

132 TER: yes southern American XXX Peru or XXX\|

133 LUC: yeah Mexican maybe more Mexican than XXX\|

134 TER: yeah and then from middle America or southern America I think\|

135 LUC: mm mm\|

Other dialogue members also express reluctance about the saliency of physical looks as a feature of the categorization device “ethnicity” and yet the social interaction of the conversation itself seems to break down any reluctance. In the following excerpt (21), Maud expresses surprise at how she came to her conclusions and categorizations, as if she is questioning the very construction of meaning she has helped make. However, the affirmation given by Cindy encourages Maud to continue her category assembling; she introduces a new category device into the discussion: immigrants. Like the “ethnicity” category, “immigrants” also have CBA’s constructed according to “looks.”

Interestingly, Maud becomes more assured about her category assembly process, seemingly due to the rather ambiguous affirmation given by Cindy. This allows for an analysis of the way in which categorization is constructed *in situ*, according to the orientation of the other participants. Despite the fact that it is unclear whether Cindy is agreeing to the explanation given by Maud about her actions (categorizing according to looks) or whether she is agreeing to the categorization itself, Maud seems to interpret Cindy’s “yes” as an acceptance of her orientation of the category device Maud has invoked.

(21) *Preservice group 1.4 Multilingualistic task (Maud, Julie, Cindy)*

138 MAU: **I think that I decided which languages they speak because of their of the_ how they look/|**

139 CIN: yes \||

140 MAU: yeah so_ but I think they are all_|

141 CIN: XXX\||

142 MAU: **immigrants/|**

143 CIN: mm\||

144 MAU: because XXX\| all of them or mostly all of them speak Spanish\| or read and write Spanish and speak Spanish\| and it's only their mother tongue\|

It can be argued here that the reason Maud interprets Cindy's "yes" as an affirmation of the categorization is because of the "Bakhtinian" dialogic overtones of educational discourse. As preservice teachers, both girls are aware of the social environment of European schools and therefore the immediate categorization of "immigrant" for someone who looks "different" is within the rules of behaviour of educators. The assumption that the people in the pictures were immigrants brings out its own implicit categorization features about the "newly arrived". The fact that they speak Spanish seems to be taken that the students are recent arrivals from South America or from Southern Spain – they do not entertain the idea that it might be a school outside of Catalonia or that they are 2nd or 3rd generation of an immigrant family who also speak Catalan.

8.4 Categorization of "other"

This section deals with the way in which members construct categories which directly or indirectly construct opposites, or the "other" category. Firstly, how physical features are used for the assembling of this category is considered. This section will also consider how the indexicality of certain categories is directly related to each groups' shared commonsense background as well as personal "living ideology". The category of "other" is most salient for most of the participants when it is positioned against "European" and this is discussed in some detail in this section as well as the narrowing of "European" categorization to more local attributes. Finally, the use of categorization to resolve ambiguity is considered.

8.4.1. Physical features as attributes of "other"

There are other examples where the preservice teachers construct hypotheses of the students' origins from their physical appearances. Going further, some of the participants express certainty in the assertions about who

Chapter VIII. Dialogue analysis

and who is not from Catalonia or Spain. In the next excerpt, while Elsa argues that it is impossible to know where they are from, Moira is certain that she can identify who is *not* native to Spain or Catalonia.

(22) *Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)*

50 ELS: I don't know but can can be\| doesn't mean that they are from
Russia\| or they are from Japan-| they can be Catalan or or German\|

51 MOI: [snorts] **this one from Peru\|**

52 LIL: South America\|

53 MOI: why? because the face and_ |

54 LIL: yeah the skin\|

55 MOI: yeah\|

Likewise, in the following fragment, the dialogue participant seems to know which traits are necessary for being native to Spain, although, as Garfinkel (1967) says, they are unable to “tell how they know”.

(23) *Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)*

100 MOI: the c c girl she doesn't seem to be from Spain\| **I don't know
why\|**

101 LIL: no XXX\|

As Shotter explains it, in most instances people are unaware of how they use talk to “shape” or “construct” a sense of their “social worlds” (Shotter, 1993b:20). In the same way, people are often unaware of how categorizations help shape them and how they interpret reality. Arguably, within the process of talk, people are also shaping a sense of their own identities as well as a sense of the “other”, despite the fact that sometimes the categorization is quite vague. In the fragment above, Moira has constructed a diffuse and incomplete sense of the “other” but she is able to give it an imaginary

completeness which makes the categorization acceptable and ready for appropriation by the other participant in the dialogue or rejected, which is what happens in this case.

In the next extracts (24), taken from a dialogue involving inservice teachers, the physical features are also part of the construction of the “other”. In this case, the teacher-researcher had overheard this fragment of the conversation as she was walking by and intervened in the dialogue to ensure that she had heard the category assembly work correctly.

(24) *Inservice group 3 Multilingualistic task (Annette, Samantha, Irving)*

- 40 IRV: yes but XXX **because the the clothes and the the structure of the of the** XXX and the_|
- 41 ANN: XXX|
- 42 IRV: yes|
- 43 TCHR: **you guess it because of the clothes here/ [laughs]**
- 44 ANN: **I think so** XXX|
- 45 TCHR: XXX XXX|
- 46 SAM: yes| and and what about eh student b?| why do you think he can speak Arabian language?|
- 47 ANN: XXX the·_|
- 48 IRV: the colour of the skin and_ it can be also_|
- 49 ANN> the faces_ the face XX but I think_|
- 50 IRV: it can be also a gypsy|
- 51 ANN: Egyptian|
- 52 IRV: gypsy gypsy|
- 53 ANN: gyps_ ah gypsy XXX|
- 54 TCHR: so he looks like a gypsy to you|
- 55 SAM: XXX before you said this student could be from India or_|

8.4.2. “Living ideologies”: a resource for category assembling and accounting

As can be seen in some of the dialogues, the accountable forms which emerge are “rooted” in the cultural and social background of the teachers and thus provides them with a shared “structure of feeling” (Shotter, 1993b:20), in this case the shared “structure of feeling” involves the participants’ formulations about clothing which is associated to certain ethnicities. This shared understanding also provides the basis for which accountable formulations are judged as appropriate or not. In the extract 24, the accounting of “ethnicity” is associated with the clothing and physical features in the picture. The accounting is done by Irving, then “challenged” by the session teacher in turn 43, however, it is Annette who confirms that the category assembly (using clothes as a CBA) is occasioned appropriately for her orientation (turn 44). Briefly stated, the accounting of the category given by Irving is deemed appropriate by one member of the conversation (Annette) but not appropriated by the other (the teacher), who gave opportunity for re-negotiation or for clarification of the assembly work. Arguably, the teacher-researcher’s dialogic background includes knowledge of category assembly and due to this heightened awareness she does not use the locally available resources offered by the other members. Instead she challenges the assembly work taking place.

The fact that there is not agreement in the assembly work can be explained by employing Shotter’s term of “two-way process” (Shotter, 1993b). This means that the people involved in the dialogue obviously belong to a background which allows them certain linguistic, cultural, and social resources which they may use in common, but at the same time they may not necessarily orient themselves in the same way for the accounting of all categories. Also, and as has been mentioned earlier, their dialogic background is in flux. The dialogue participants are acting back upon those

background circumstances (which can be understood as “their world”) so that they lend further form or structures to the same resources and, of course, they can interpret those resources differently at another time.

This type of interpretation can be seen in the way Kim (from Inservice group 1 Multilinguistic task) uses her own personal experience to “create” or “cast” the identity of the student she sees in the picture, “because yes they look like the children we have in the school and we see every day so they look like people from Morocco” (turn 120). Kim constructs her category based on physical similarities between the student shown in the pictures with the students in her school. In Billig *et al’s* (1988) terms, there is a “living ideology” which provides the resources for one’s way of speaking, thinking, perceiving and understanding of reality. This means that the categorizations, although in a constant flux, will be influenced and will influence in turn the basic social and personal ontologies of the discourse participants.

In both cases it is possible to discern local “stocks of knowledge” and how they are used to relate to local interpretative procedures. In extract 24, the participants construct a category for “gypsies” which in this case includes the CBA of “looking like someone from Egypt or India”. Significantly, this is the only construct of this category throughout the dialogues, meaning that the indexicality of this categorization is quite particular to this group. It may be related to the fact that these teachers work in an area of Barcelona which has a known population of “gypsies”.

8.4.3. Geographical categorizations as a construct of “other”

One can observe how the flux of social and personal ontologies is visible in the different positionings of the participants when they do not agree on the accounting of certain categorizations. At the same time, this flux also helps them reach a general consensus about other categories. There is occasionality of “European” category versus “Other” in several of the dialogues, as can be

Chapter VIII. Dialogue analysis

seen in the next three excerpts. In the first extract, the category of “European” is positioned against an undefined broad other; “not European”. In the other cases, the patterns of grouping European category and its attributes are compared to Asian category and its attributes.

(25) Preservice group 1.3 Multilingualistic task (Jeffrey, Celine, Chrissy)

64 CEL: they don't look eh European\| at least\|

65 CHR: no in general no\ [laughs]

(26) Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)

122 KIM: eh in the second_ no the second image the China_ the Chinese
boy_

123 SHA: mm\|

124 KIM> yes\| **he speaks Chinese or Mandari**\| it's the same\| mm/

(...)

173 MAR: and the last picture_

174 ????: XXX could be for **whatever part of the_ of Europe** XXX\|

(27) Preservice group 1.1 Multilingualistic task (Mandy, Helen, Lori)

313 MAN: maybe if we were from I don't know another_ **China or Japan**
our our view was different from us because_ I_ maybe the culture is
too different\| as here Germany and Spain more or less are all in
Europe\|

314 HEL: yes\| European\|

At the same time, there is an intriguing shift of categorization in most of these dialogues as the participants go from very general categorizations (European) to narrower specifications further on in their discussions, thus narrowing the categorizations to Catalan/Spanish versus Other.

(28) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

- 83 MAR: the kid in in picture d it_ eh **he looks like-| he is from the north of Europe\|**
- 84 KIM: XXX\|
- 85 MAR: **he is from the_ maybe German or-| Swede** [looks for confirmation] Swede/| and they speak [laughs] **he speaks a different language\|**
- 86 KIM: mm\|
- 87 SHA: ok my my name is Sharon\| I'm with you that in every cases_|
- 88 MAR: mm\|
- 89 SHA> eh_ **if children from different countries but possible eh X they are speaking Catalan\|**
- 90 KIM: yes\|
- 91 SHA: or speaking Castellano\|
- 92 MAR: XXX yes\| because in Catalan they will have_|
- 93 SHA: yes\|
- 94 MAR: **from all the countries in the world_ we have XXX\|**
- 95 SHA: multilingualistic_|

It is also interesting to note the affiliative work going on in this extract as each member seeks or gives affirmation of their assembly work (turns 85, 87, 90 and 93).

8.4.4. Resolving ambiguity about “normal” versus “other” through category assembling

Despite the fact that there is not always agreement about what constitutes the attributes of linguistically diverse students, it can be seen how the categorizations provide the interactional tools for the dialogue participants to negotiate the meaning of ambiguous terms according to the situation at hand. In the extract (29) below, the participants recognize that attributing a language

Chapter VIII. Dialogue analysis

to someone because of a picture is ambiguous at best. In order to resolve the conflict, the dialogue participants invoke certain resources within a particular context of meaning (in this case, they are invoking a “regular” school in Spain) and the features of the device provide the framework for their accounts of the categorizations.

(29) *Preservice group 1.5 Multilinguistic task (Lilian, Elsa, Moira)*

35 LIL: I think it’s oriental\| perhaps\|

36 ELS: well you must say maybe Spanish\| but why?|

37 MOI: why?| because she has that_|

38 ELS: **hair**\|

39 MOI> XXX **hair the eyes**\|

(...)

100 MOI: the c cgirl she doesn’t seem to be from Spain I don’t know why\|

101 LIL: no XXX\|

102 ELS: XXX XXX\|

103 ¿??: yeah sí/|

104 MOI: and also e and f for me it would be from- <2> from South America like Rio de Janeiro or Brazilian yeah\| [laughs] well\|

105 LIL: **but it’s very difficult\| perhaps this girl can be Portuguese French Spanish Italian they are not_|**

(...)

107 LIL: **the standard characteristics for_ there are some_|**

108 ELS: some_|

109 LIL: but\|

110 ELS: yeah you cannot_|

111 LIL: actually is is very difficult_ nowadays is very diff difficult_|

112 ELS: yeah\|

113 LIL> to say because | because there is there is a XXX everywhere\|

114 MOI: yeah\| <3>

115 LIL: and it must be XXX I don't know the word\|

116 ELS: I don't know\|

117 MOI: **mixture**\|

In this case, within the framework of a Spanish school, the “attribute” of dark features (hair, eyes) fits with the “occasionality”; that is the description fits into the expectations of the local environment. Moira’s background knowledge allows her to entertain the idea of the children in the pictures as being from a Latin American country, “from South America like Rio de Janeiro or Brazilian” and this can be occasioned. Other countries where people supposedly have dark features are not occasioned because Latin American immigrants are more common in Barcelona than other nationalities. Note, however, that the participants maintain the categorization of “Hispanic” throughout the dialogue, despite the fact that there is recognition that there are more and more cases of “mixed” ethnicities: even though “nowadays it is very difficult to tell” the participants maintain the position that there are “standard” features for the categorization device “Hispanic.”

Just as the participants in the above dialogue recognize that there are not definite sets, rather there are “mixture” [sic], it is important to recall that these defining features of a category are culturally and historically and *locally* determined. As has been reiterated several times throughout this research, the categories mentioned above cannot be considered as absolutes, they must be understood *in situ*. In the following extract, there is a clear example of how the discourse participants change their categorizations during the discourse itself. In the following dialogue, upon the revelation that the pictures of the students shown to them were actually, second and third generation children coming from immigrant families, the categorizations were re-constructed.

(30) Inservice group 2 Multilinguistic task (Sally, Mary, Lisa)

103 SAL: yesterday_ did you see yesterday that programme on TV3 which spoke about that

104 LIS: **I think we have to change our | first impression our opinion because the new information I have about this group** is that they they are not the first time they are in Spain so most of them speak Spanish or Catalan and their own language | they are not the first time they are in Spanish\|

105 SAL: they are going_ |

106 MAR: XXX Spain\|

107 LIS: they know Spanish\| some of them some of them know Spanish\| and Catalan and they can they can speak and write them\|

108 MAR: we didn't know it\|

109 SAL: it's not just because we saw the photos\| **just seeing the photos you cannot say they are from Spain\| or they are from Morocco or they are from XXX from all over the world\| but just because we are talking about that XX they came from another country\| I mean we were not prejudging or *com es digui això*\|**

110 ????: yes\|

111 LIS: but the real thing we have to to teach this kind of people\| they are mm_ it's a multilinguistic class\| but the disadvantage of the eh knowledge when we thought- | we thought previously that they they don't know Spanish and they do they do they know it\|

112 MAR: **I didn't know it XXX\| I would have asked eh when then will have entered my class\| what what level are they in Catalan or Spanish?| that's the first thing because maybe that girl is Chinese but she has been born in Barcelona or_ |**

113 ????: yeah mm\|

This new information brings about new CBA's about the hypothetical "teacher" involved with the hypothetical class. This reveals a number of things. Firstly, it indicates that people are cleverer than they can say in so many words. The teachers are skillfully operating with two discourses that logically are quite contradictory. They can't on the one hand logically say "just seeing the photos you cannot say they are from Spain or they are from Morocco or they are from XXX from all over the world" and "we were not prejudging" in the same conversation where they were doing precisely that. However, by using each discourse when situationally appropriate, the teachers are able to re-direct their categorizations in order to avoid negative depictions of themselves as teachers. By shifting the perspective to what she would have "really" done, Marion can show that she does not actually "prejudge". "I would have asked eh when then will have entered my class | what what level are they in Catalan or Spanish | that's the first thing because maybe that girl is Chinese but she has been born in Barcelona" (turn 110).

This should not be understood as incoherence on behalf of the dialogue participants. Because dialogue participants are routinely using category concepts as a means of organizing their knowledge, understanding, perspectives and relationships (Jayyusi, 1984) about the world, this implies that "meaning" is not absolute, it is a construction which emerges from the social interaction of the dialogue participants *in situ*. At one point in the conversation, the categorization can be assembled in one way (via judgements about physical features) and in another moment this assembly work is no longer viable and the members find different ways to account for their assembly work. They do so by delineating the different ways they invoked their resources in the category assembly: prejudging is associated with the hypothetical situation; getting more information is associated with a real situation in which they themselves, as teachers, might be involved.

In this dialogue, the local knowledge must be foregrounded in order to fully understand how the categories are being constructed within the social interaction of the conversation: the inservice teachers have worked and are working in school environments where there are 2nd and 3rd generation children of immigrants and therefore, they can immediately re-categorize the students in the pictures as Catalan and/or Spanish speakers. Upon this new categorization, the participants are careful to reposition themselves by indicating that they “would have asked” (turn 110) the students about themselves, given other circumstances (real rather than hypothetical).

This also reveals that the teachers are not *intrinsically* “prejudiced” or “uncaring”. Although both depictions (prejudiced and/or uncaring) are *locally* available, they are *locally* resisted. This provides further support for the argument that it is the *environment* itself which provides for locally available prejudiced categorizations, *rather than being the teachers themselves*.

8.5. CBA’s (category-bound activities) of the multilingualistic student: strong and weak recognisability

This part of the analysis will consider how the members use relevancy to make their categorizations accountable for other members. Firstly, the relevancy of mother tongue will be considered within the framework of how “mother tongue” is expected to fit into the local context (occasionality) and how “mother tongue” will take on positive or negative connotations according to the situation itself (indexicality). In several extracts this will depend on whether the mother tongue is the vehicular language or a minority heritage language. This section also explores how “motivated compliance” of institutionalized categories will affect the way members construct their categories about such things as language policies and their understandings of whether imposed language use is correct or not.

The physical traits of the category are not the only attributes which the groups emphasize when indexicality, relevancy and occasionality within the dialogues are analysed. The CBA’s the groups constructed for the

“linguistically diverse class” includes dialogic knowledge which encapsulates such things as how these students stand as language learners, as students, and as social beings within the school. Because the CBA’s associated with physical features are fairly homogenous throughout the groups, it can be assumed that these categorizations are more salient to all the participants than other categorizations. This saliency often makes the categories seem “natural” and “exclusive” for the dialogue members.

In the category of *language-learner-who-is-not-native-vehicular-language-speaker*, there existed a weak form of recognisability that students whose mother tongue resembles the school language will have better results in the class. A comment made by Maud during a task dealing with language exemplifies this association. Maud’s MDA categorization is based on her background expectancies which help her create the “other” category of “non-native speaker”.

(31) *Preservice group 1.C Language acquisition task (Maud, Celine, Nancy, Cleo)*

177 MAU: I think that the problem is_ in Spain\| is not is now-| not as big as in Wien for example\| because it’s normal that it happens that that you invite parents and they come and they say-| hey what do you want you are a woman so_ it doesn’t matter-| for me what you tell me and my boy wouldn’t do what you tell him because-| you are a woman and that’s not our culture XX say will you tell him?| that yes you can say but now you are in Austria\| and you should maybe adapt or_ I don’t know or sometimes it happens **that parents come and they don’t speak any German\| they don’t understand you** there are there is an elder brother or somebody to translate because-| they don’t speak German or no Turkish for example\|

Maud's dialogic overtones seems quite clear here – these students' are not "adaptable" because their parents and family use their mother tongue at home and because their culture is different, therefore as a female teacher, she anticipates problems concerning interaction with this student's family. In this case, Maud's categorization work includes assembling the category of "ethnicity" in terms of social-cultural traits. The MCD of the multilingual student not only includes a weak form of recognizability of the "other", it also includes such CBA's as group behaviors and propensities (family members do not learn the host country's language; they do not respect female teachers, etc.). Other dialogues indicate similar MCD constructions with accompanying CBA's of poor social adaptation skills; inherent abilities and skills (language learning and study skills are quite frequent features) and identifiable social backgrounds, such as home environment traits or amount of schooling.

In a similar way, in some dialogues weak forms of recognizability were used to "broaden" the MCD of ethnicity to include mother tongue, thus creating a "naturalized" association between ethnicity, language and physical appearance.

(32) *Inservice group 1 Multilingual task (Sharon, Kim, Marion)*

128 SHA> the language\| *bueno* it's the XXX the_|

129 MAR: Finland\| *sí*\|

130 KIM: **he looks like from northern of Europe**\|

131 SHA: eh/|

132 KIM: he looks like from =northern=

133 SHA: =northern=

134 KIM: of Europe\|

135 SHA: **languages of Europe**\|

136 KIM: yeah\|

137 SHA: next to Swiss\|

138 KIM: yeah yeah\|

139 SHA: and_ |

140 KIM: a Nordic XXX a Nordic Nordic XXX\|

In the extract 33 below, it is possible to see how the inservice teacher also uses the categorization of *mother-tongue-which-is-Catalan-or-Spanish* to create the “other”. In the constructed category of “other”, Sharon includes the CBA of *uses-mother-tongue-which-is-not-Catalan-in-social-activities*. Drawing on her own social and professional experience (membership expertise as a teacher), Sharon attributes “Arabs” with certain social tendencies. In this case, her observation is that they tend to speak in Arabic when amongst themselves and don’t know how to use Catalan on a social level. Sharon puts Arabic and Catalan, as mother tongues, in opposition by saying that they (Arabs) “try to use their mother tongue”. In other words, Catalan speakers can use their mother tongue and it is not sanctioned; but Arabic speakers should not use their mother tongues, even as a social language amongst other Arabic speakers (even when they are on the playground). The implication of the sentence “try to use their mother tongue” is that they do it furtively even though they have been warned not to do so.

(33) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

76 SHA: I observe_ I I say that **in a playground** on different times if they are_ for example two are XXX\| and they are friend they speak Arab\|

77 KIM: mm\|

78 SHA: more times yes\| XXX don’t know speak in Catalan but X apart from sisters and brothers-| **they try to to use their mother tongue\|**

The occasionality of the topic of mother tongue is evident in all three groups (both preservice and the one inservice group). Mother tongue is sometimes categorized as the majority language (Catalan or sometimes

Chapter VIII. Dialogue analysis

Spanish) and its indexicality is related to attributes of “legitimate” or “licit”. In other cases, “mother tongue” seems to be placed in a dichotomous positioning between the supposed “languages of origin” and the “school vehicular language”. In such incidences, when the mother tongue is not the vehicular language, the parameters of the category are not as well-defined. This can be seen in extract 34 in which Arabic and African seem to be placed in a similar value system; the participants do not seem to be able to make much of a distinction between the two. The only salient feature about the languages is that they are different from European and come from the African continent.

(34) Preservice group 1.3 Multilinguistic task (Jeffrey, Celine, Chrissy)

67 CHR: **Arabic African**\\

68 JEF: say say which_|

69 CEL: but eh g and h maybe French maybe\\

70 JEF: ok\\

71 CHR: but not write because they are_ they look very young-| to write or perhaps they speak eh an African language\\

In the next excerpt as well, the dialogue participants seem to equate all African continent languages as one and the same: “Egyptian”, “Arabic or something”.

(35) Preservice group 1.4 Multilinguistic task (Maud, Cindy, Julie)

73 CIN: d eh Egyptian XXX\\

74 MAU: yeah\\

75 CIN: eh or Arabic or something\\

8.5.1. Institutionalized categories: motivated compliance and language use

Of course the participants' dialogic "common sense knowledge" provides a resource for their portrayal of society. Nonetheless it must be reiterated that this portrayal will, to a certain degree, become a self-fulfilling prophecy of those very features used as resources for the portrayal. Because the members perceive these features as salient, accountable attributes of reality, they will produce and re-produce them due to their "motivated compliance with these background expectancies" (Garfinkel, 1967: 54). This can be observed in the following preservice teachers' dialogue, involving participants originally from Holland. In this dialogue, the use of mother tongue in the school was discussed (similar to extract 33). In this case, Jill reproduces the predominant perspective within the Dutch school system while adding her own personal attributions to the "official" discourse. The "official" discourse is picked up by Ann and confirmed as a valid interpretation of "what is best for non-native speakers".

(36) *Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)*

245 ANN: yeah and eh this is a multilinguistic class and imagine there are more children of the same country or culture in the class\| and eh_ are you XXX\| **do you accept it as a teacher\| that they speak in their own language and do their cultural things together in groups or something or_**|

246 ????: I don't know\|

247 JIL: I think maybe on the playground\| when they are only with the two of them that they speak their own language ok\| but in the class **there are other children\| they can't understand each they can't understand them so I think\| it's good to talk in your own language because other children-| then don't know when they are laughing**

- they don't know what they say and if they say something =XXX
XXX=**
- 248 ???: =XXX XXX=
- 249 JIL: miscommunication so I think when you speak_|
- 250 ???: XXX\|
- 251 JIL: as a whole group everyone has to speak the same language\| and
maybe sometimes to explain it to another one who can't use_|
- 252 ???: yes ok\|
- 253 JIL: **XXX own language\| but then you see what_ when they use it
and why they use it but I think it's not no_|**
- 254 **KEL: not allowed to do that no\|**
- 255 **JIL: and in some schools_|**
- 256 **KEL: XXX\|**
- 257 **JIL: oh yeah in some schools-| in Holland it is also forbidden to
speak on the playground\| in your own language\|**
- (...)
- 263 **JIL: also because they don't speak_ some children don't speak
Dutch at home\| so when they want to learn Dutch in this case_|**
- 264 **ANN: they have to practise XXX\|**
- 265 **JIL: you have to practise and practise\| and when it's for the
children too easy to speak their own language_ and that's why they_
it's forbidden to speak their own language\| and there were also
people in the class-| with another eh language so I think then you
can say you_ it's forbidden because otherwise_|**
- 266 **ANN: yes I think it's good_|**
- 267 **JIL: other children can play with XXX persons because they don't
understand what they mean\|**
- 268 **ANN: and then you you you your own_|**
- 269 **JIL: you isolate XXX\|**

270 ANN: **XXX isolate from the group and that's not good**\\

271 JIL: **so this is why I think it's good to forbid it**\\

272 ANN: ok\\

Arguably, based on their dialogic “common sense knowledge” of how society is organized, this hierarchical perspective of language use makes sense for both Jill and Annabelle. As Garfinkel puts it, “Common sense knowledge of the facts of social life for the members of the society is institutionalized knowledge of the real world” (1967: 54). Their dialogic understanding of language policy in Dutch schools provides them a mental organization or framework of how language policies should be set up in the schools. Consequently, their motivated compliance to this perspective allows them to subscribe to the “natural facts of life in society” (ibid.) and in turn, it becomes self-fulfilling: “so this is why I think it's good to forbid it”.

The indexicality of rules-concerning-mother-tongue-use for the preservice teachers in extract 34 above is different from the indexicality of the same MCD constructed by inservice teachers in the following dialogue. In extract 36, the preservice teachers included the CBA of “being isolated” as a justification for not allowing minority mother tongues in the classroom. Thus the indexicality of the MCD is related to how the environment adapts to the students. In the dialogue shown in extract 37 (part of which is repeated in extract 33), the CBA of “adaptation” is directly associated with the immigrants and the indexicality is not related to the environment, it is related to the external factor of the immigrants' origins.

(37) *Inservice teacher group 1 (Sharon, Kim, Marion)*

70 MAR> this this photo maybe is is taken in Catalonia and they can speak Catalan or Spanish\\ but then of course that_ when the_ I am XXX when they are in_ **they are talking to them they also X talk their language**\\

71 KIM: mm\\

- 72 MAR: is these are XXX **they talk in Arab not in in_**|
- 73 SHA: XXX\|
- 74 MAR: if they are if they are brothers or sister yes but if they they have they have met in the school I think they speak in in Catalan\| I think\| no/|
- 75 KIM: yes yes yes yes\|
- 76 SHA: I observe_ I I say that in a playground on different times-| if they are_ for example two are XXX and **they are friend they speak Arab**\|
- 77 KIM: mm\|
- 78 SHA: more times yes XXX don't know speak in Catalan\| but X apart from sisters and brothers **they try to to use their mother tongue**\|

Interestingly, both groups demonstrate motivated compliance towards the expected use (or prohibition) of the students' mother tongue, however the CBA's (will cause problems with adaptation or simply because it is "wrong") related to the MCD are entirely different for each group.

8.5.2. Internalization of cultural and social values: an element of recognisability

The way in which strong or weak forms of recognizability are used is directly linked to the social work or valorization afforded by the members to the category in question. This is because members have gone through the process of *internalization* of cultural and social values and beliefs (Vygotsky, 1978). In the extract below, the speakers are preservice teachers and have little teaching experience and yet they include "writing in Arabic" as part of the CBA of "Muslim student" (which is also linked to physical appearance).

(38) *Preservice group 2.1 Multilingualistic task (Jill, Kelly, Annabelle)*

- 94 JIL: and writes a bit in Arabic and a bit of Spanish\|
- 95 KEL: XX of the Muslim look\|

Chapter VIII. Dialogue analysis

- 96 JIL: yes because of their eh XXX from the XXX\|
97 ANN: yeah\|
98 JIL: the scarf on their head\|
99 ANN: mm | eh_

Here it is possible to see how the participants are actively *constructing* some version of the world together, appropriate to what they take to be self-evident about the person whom they are speaking and *the context of the topic at hand*.

In the next dialogue (39), the MCD of “ethnicity” is examined in terms of “cultural-social traits”. In this case, the socio-cultural attributes of being dishonest are constructed with strong forms of recognizability, however, this does not mean that the other dialogue person responds affirmatively to that orientation.

(39) Inservice group 2 Multilingualistic task (Sally, Mary, Lisa)

- 55 LIS: eh do you know something about Rumanian people or_|
56 SAL: no no only the_
57 LIS: what to do with them?|
58 MAR: only they\||| [mumbles]
59 LIS: **do you have a previous opinion that they are all robbers/|**

In this extract, Lisa repeats what Mary has said in a low voice in reference to Rumanian people, “that they are all robbers”. This sentence embodies a strong form of recognizability that the Rumanians, being a homogenous ethnic group, are naturally inclined to steal. The orientation of the assumption is that category of “Rumanian” contains attributes of “criminal, dishonest, untrustworthy”. Having determined the student in the picture as “Rumanian” Mary associates “Rumanian” with “robbers”. And to come full circle, the possibility of “robbing, thieving” as a CBA of the

category is founded in the physical features seen in the picture and dialogue participant's personal stock of knowledge.

Of course, this categorization should be considered within the wider context of the discussion: the inservice teachers had been asked to discuss different aspects of a linguistically diverse class. Because the discourse members are talking about aspects of classroom planning, the cultural characterization of "Rumanian" as susceptible to dishonest or criminal behavior becomes a resource for the teacher to discuss the needs of the classroom. As a MCD of the student profiles, it is used to devise a possible and reasonable issue to be considered when attending to the needs of a classroom. Obviously, as well, it points to the moral work afforded by the use of that category.

This is an interesting exchange – Mary indicates a MCD she has assembled about Rumanian people but seems to recognize that it is not "politically correct" to do so, therefore she mumbles it. Lara then asks her if she has a "previous opinion" about Rumanian people being robbers, seemingly positioning herself against the orientation of the categorization. Mary's procedure is to drop the topic because she has recognized that Lisa does not agree with her accounting of the category.

8.6. Socio-cultural attributes to MCD of "linguistically diverse student"

This section will discuss the ways in which the dialogue members deploy Membership Categorization Devices (MCD) with direct or indirect Category Bound Activities (CBA) in such a way that the members of the MCD are attributed with socio-cultural traits. In doing so, the conversation participants are able to attribute learner styles and supposed aptitudes and attitudes to different ethnic groups. The section will also consider how some attributes of cultural traits are actually mixed with political, external situations rather than being inherent individual traits.

Like Mary in the extract above, in the following extract (38), Irving deploys ethnicity as the MCD which includes cultural-social traits. In this case, the member associates the categorization features of ethnicity with language learning abilities and abilities for adaptation. As can be seen in the extract, Irving does recognise that social language is picked up more quickly than academic language; something which has been suggested by Cummins⁴. However in the associations that Irving makes, he does not seem to associate the underlying theoretical basis with the student's situation, rather he associates the occurrence with an inherent deficiency in the student himself.

He also generalises about individual responsibility of learning (in general, not just language). This allows him to then make the categorization that he does. Because Irving does not recognise that cognitive academic language proficiency (CALP) is a more difficult language function to pick up, due to the artificiality of the language usage itself, he associates this "deficiency" with the MCD of cultural-social traits. The social characterisation of bad learner is a resource in devising this as a feasible position in the first instance, and points to the moral assumptions implied in his use of that category.

(40) *Inservice group 3 Multilingualistic task (Annette, Samantha, Irving)*

146 IRV: I think they learn more language in the street than in the school|| and I'm agree with her when she said that **some students it depends of the country-| or where they come from eh they adapt easily or with more difficulty**||

147 TCHR: XXX||

⁴ This refers to Cummins' (1986) suggestion that there is a fundamental distinction between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). This distinction can help explain the relative failure of some minority language children within the educational system, despite their apparent surface fluency. The fact that they have seemingly good command of language is cause for judgements on their fluency when actually the cognitive academic language proficiency is not developed enough to cope with the school curriculum.

- 148 IRV: I think for example_ I think for example in Arabian people in
people_ students from Morocco_ **I never met one or two good
students from Morocco**\|
- 149 TCHR: XXX\|
- 150 IRV: good students from Morocco/|
- 151 TCHR: never/| are they_/|
- 152 IRV: **I try to get memory but_**|
- 153 TCHR: you have XXX in your English class or XXX\|
- 154 IRV: in an English class or in school\|
- [...]
- 166 IRV: **for example I never met an Arabian student with a good level**\|
never\|
- 167 SAM: I have students from Morocco and they are good students\|
- 168 IRV: **yes**/|

In order to reiterate his orientation of the topic, Irving insists that he has never met a “good” Moroccan student (turn 166). Again, this is an example of how he deploys the MCD of cultural-social traits in order to link adaptation “skills” to ethnic characterizations. When Samantha questions his categorization by indicating that student adaptation depends on the group (school group, not group of origin) Irving replicates with a more generalized ethnic grouping, “Arabian” and says that they never have “a good level” and he indicates surprise or disbelief with Samantha’s categorization (extract 41; turns 168, 171). Part of this extract was examined earlier.

(41) *Inservice group 3 Multilingualistic task (Annette, Samantha, Irving)*

- 157 SAM: I agree with you\| yes because for example it depend of the kind
of school\| also because if we work in a school that they pupils are all
from different countries-| we don’t have this problem because normally
they understand English\| because they are used to it\|

Chapter VIII. Dialogue analysis

- 158 TCHR: international schools\|
- 159 SAM: yes they use the language sometimes XXX but here at school we have different languages different XXX and_|
- 160 TCHR: but it's not an international school\|
- 161 SAM: this is an international school but in another way\|
- 162 TCHR: yeah ok \| it's a good distinction\|
- 163 IRV: a multicultural school\|
- 164 TCHR: yeah\|
- 165 SAM: depending of the group of the group XXX it depends also eh the group is a good group or it's a_|
- 166 IRV: for example I never met an Arabian student with a good level\| never\|**
- 167 SAM: I have students from Morocco and they are good students\|
- 168 IRV: **yes/|**
- 169 SAM: and they continue for example in the XXX school\|
- 170 TCHR: XXX\|
- 171 IRV: **yes/|****

Irving never clarified the features which he attributes to this categorization “good level”. Considering that the social context is a dialogue between inservice language teachers, the desired “good level” could refer to the school’s vehicular language; English as a foreign language; cultural and social adaptation; studying and learning skills or simply culture in general. As stated above, it is interesting to note that when Samantha says that her experience with Moroccan students has been positive, Irving’s reply expresses disbelief, obviously indicating uncooperative orientation of Samantha’s categorization.

Chapter VIII. Dialogue analysis

David Silverman (1993) has discussed the fact that it sometimes happens in a discourse that the speakers resist allowing certain members into categorization.

People may try to avoid the normally category-bound implications of certain activity-descriptions. For instance, Sacks discusses the American South where, according to some whites, even when blacks engage in activities appropriate to anybody, they are not seen as “anybody”, but as *blacks-imitating whites*”. (Silverman, 1993: 83)

As can be seen by Irving’s reaction, he resists allowing “Arabians” into the category of “good student”. Samantha explain her personal experience with a family from Morocco, “but here we have a XXX with two brothers and they are really good students and good persons”. Even then, Irving resists accepting the possibility of a CBA of “Moroccan origin” which includes “ability to learn”.

In another example of socio-cultural CBA’s linked to the MCD of “ethnicity”, Samantha (extract 40) categorizes the newcomers according to culture and country of origin and in turn attributes different academic abilities according to their ethnic origins. Annette tries to clarify the origin of the difficulties, perhaps due to the amount of negative features which have been attributed to “immigrant” as far as creation of problems of adaptation in the school environment earlier on in the dialogue.

(42) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

134 SAM: I think it also depends on the country the children comes from because-| for example a children who comes from eh an European country it’s easy to adapt because they XXX | the_|

135 ANN: **so the problem is not the language\| it’s the culture/|**

Although it could appear that Annette is trying to clarify the CBA's linked to "immigrant", another explanation is possible if one looks further on in the dialogue. Because Annette returns to her same question again in turn 138 (extract 43) and answers it herself, she thus renders it a rhetorical question rather than an inquiry. All of this seems to be in order to achieve heightened relevancy and orientation to her own reasoning: the main attributable feature for her seems to be the lack of learner motivation which can be assigned according to cultural or ethical membership.

(43) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

138 ANN: a lot of reasons eh **XXX depending on the family and the XXX in the culture\| but the culture XXX here and they want to learn\| and all the family are XXX and XXX and the effort is is high\| XXX and others they are not interested in the culture or they come here for a short time_ they don't like to learn\|**

(...)

156 IRV: I don't know why but for example people from Rumania or Europe or people from South America_ I think they_ **my experience says that they adapted better eh to school\| I don't know why\|**

157 SAM: I agree with you\| yes because for example-| it depend of the kind of school also because if we work in a school that they pupils are all from different countries-| we don't have this problem because normally they understand English\| because they are used to it\|

Irving orients his categorization with Annette as far as ethnicity features for learner motivation. For him, there are certain ethnicities, "Rumanian", "European" or "South American" with CBA's of "better able to adapt". This reveals that there is little change in his orientation about social-cultural traits as a MCD throughout his dialogue. Samantha agrees with Irving that students from certain countries have less problems because "they understand English",

Chapter VIII. Dialogue analysis

even though she does not specify which groups she is referring to. However, in the next extract she does indicate which group is left out (students from Morocco and China).

(44) Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)

217 ANN: the theory say that eh they use the_|

218 SAM: yes I understand the theory_|

219 IRV: and these these students in Morocco they never eh_|

220 SAM: hear English\|

221 IRV> hear English\| they they learn French as a second language\|

222 SAM: French\| and the situation is worse with Chinese people\|

223 IRV: yes\|

224 SAM: that they come from their country\| but not eh from a big city and perhaps they have never eh_|

225 IRV: learnt\|

In the above extract (44), Irving highlights the relevancy of the CBA of “difficulties in adaptation” when discussing “linguistically diverse students”. His emphasis is on student agency, as opposed to the following dialogue in extract 43. The orientations shown in the inservice teachers’ accounting of student responsibility seem to adhere quite closely to the underlying premises of the so-called “deficit theory”. This theory states that some students do not succeed because they arrive at school with certain educational deficits. These deficits might include having a first language which is different from the school’s vehicular language, a learning disability, failure to master basic reading skills, low economic status, parental neglect, lack of education in family, or cultural displacement, etc. Under this theory the deficits are inherent to the student and are attributable for the reason that a student does not succeed in school, thus effectively absolving the school of such responsibilities (see, e.g., McLaughlin, 1994).

It can be seen from the inservice teachers' extracts that their orientations are somewhat different from the orientation of preservice teachers concerning learner responsibility. While the preservice teachers' categorization includes the attribute that some students will adapt better or worse, it is not attributed directly to their place of origin as well. Also the perspective of agency is different in the sense that it is constructed in such a way so that the onus of adaptation lies largely with the teacher, rather than the student.

(45) *Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)*

132 ELS: if you know that a person is not going to understand-| and you have to think how to do it\|

133 MOI: yeah | and_ yeah and **the problem of the language that maybe there are-| some children don't understand what is being said in the classroom because maybe they come from_**|

134 ELS: or also_

135 MOI: Denmark XXX and she wants to tell to you something and you can understand XXX\|

136 ELS: yeah\|

137 MOI: yeah\|

138 LIL: it's XXX XXX understanding is the the big problem\| no/|

139 ELS: yeah\|

[laughter]

It is interesting to note how, different from Irving in extract 42, the categorization of "problem" is not associated with any specific ethnicity (turn 134). A contrasting positioning is taken by another inservice teacher in extract 46. While she does not associate "problems" with a certain ethnic group, she does place the onus of responsibility of learning on the individual: anyone who doesn't know the "language of the school" and will only look at the pictures in the books. They will "not really [make] an effort to

understand the language” (turn 274). Furthermore, this category is seen as having more “social” problems: they are “lost” and “don’t have friends”.

(46) *Inservice group 1 Multilingual task (Sharon, Kim, Marion)*

272 KIM: (...) mm but I think with a multilingual class it’s not_ exactly suitable\| because eh the levels are so different and when you have a lot of_ when your class is multilingual-| and you have a lot of pupils that came from other countries and they don’t know the the mother lang_ the language of_\|

273 ???: of the school\|

274 KIM> of the school\| **they get lost\| it’s like they don’t know anybody they don’t have friends** and they [laughs] then cannot understand-| so they are-| **maybe they they take a a book and they are looking the pictures and_ but they are not really making an effort to understand the language\|** so I think this methodology gives too much freedom to the children\| that in some points or areas it’s ok but not in in all the lessons it’s ok\|

When constructing the categories of “learner” there were several fragments which linked that category to further associations, in particular linguistic abilities. It is possible to observe this in Cindy’s intervention, from preservice group 1.4. In this next extract, she constructs the MCD of “immigrant” with weak forms of recognisability concerning language competencies.

(47) *Preservice group 1.4 Multilingual task (Maud, Cindy, Julie)*

107 CIN: b/| [laughs] **I I suppose they_ he he didn’t know write and read in his in his country and then she is here he is here_**|

108 JUL: mm\|

109 CIN: and he have_ eh learnt to speak and read and write Spanish and Catalan-| but she speaks better Arabic is_ because is his_

What is important about the accomplishment of this categorization is the fact that in the instructions for the task, there had not been any indication that any of the students in the pictures were “immigrants” or newly-arrived students. The instructions of the task said they were to discuss a hypothetical *multilinguistic class*. Obviously, between the participants there was a “shared agreement” (Garfinkel, 1967) on certain matters which were taken for granted (in this case, the fact that the students represented in the pictures are immigrants rather than having been born in Spain). This did not have to be specified between them because the categorization was invoked and the orientation towards that accounting was understood and appropriated between them. It also indicates that the indexicality of “multilinguistic class” in this context is understood as “multiethnic”.

On the other hand, in another dialogue from a preservice teacher group, one of the participants created an MCD of “linguistically diverse student” with a CBA of “learning the same way”. “I think they can do the assimilation XX for_at at the same way” (Preservice Group 1.2 Multilinguistic Task; John, Brenda, David; turn 222). This indicates that different understandings of these students were available and appropriated by some; an understanding that “linguistically diverse” must not necessarily carry the CBA of deficient or different.

8.6.1. MCD of ethnicity which employs CBA’s of cultural and political as same

The conversation analysis combined with the preliminary catalogue of categories indicates that there seemed to be a tendency of the inservice teachers’ to place the onus of adaptation upon the individual rather than as mutual process of everyone involved. This is assembled as a “natural” fact because the CBA of “language learner” included, for many of the teachers,

individualistic CBA's of learner responsibility, motivation, ability, etc. as well as other socio-cultural traits. These CBA's are then linked to the MCD of "ethnicity". Interesting, in a task which was done early on during the course, the preservice teachers' MCD of language learner showed similar CBA's which included cultural factors, as can be seen in extract 48 below. However this categorization did seem to develop into categorizations with the perspective shifting more towards the teacher's agency within the linguistically diverse classroom. As it can be seen in the catalogue of categories, teachers' agency was mentioned more frequently by the preservice teachers as having a role in the adaptation process of the newly arrived student. By following these categories, it is possible to detect an evolution towards more positive categorization of multilingualistic classrooms by these groups.

(48) Preservice group 1.D Language acquisition task (Nancy, Celine, Lauren)

2 NAN: so the first one\| well I think that no that you teach language in the same way but they don't learn the language in the same way there are lots of things that influence on the learning\| no\| yes one is culture I supposes\|

3 **CEL: I think there are cultures that are eh-| easy well children from specific kind of culture learn English faster than other_|**

4 **LAU: yeah because the difference between_ a big between learning English in Spain and in Belgium it's all like the movies and everything XXX\|**

5 NAN: yes\|

6 **LAU: it's all dubbed and with us is just_|**

7 CEL: yes because in your country they don't translate\|

8 LAU: we we_ no with subtitles\|

(...)

10 LAU: yes\|

Chapter VIII. Dialogue analysis

- 11 CEL: XXX\|
- 12 LAU: always with subtitles so we hear English\|
- 13 CEL: English and XXX\|
- 14 LAU: much more than_|
- 15 CEL: but here no\|
- 16 LAU: and and the music and everything it's all English so we hear it
and see it everyday so I think that is XXX\|
- 17 CEL: *bueno* maybe for you_|
- 18 LAU: **it's it's much easier for us to learn English\|**
- 19 CEL: yes you have a_ the contact with the language is more important
to learn XXX\|
- 20 LAU: when when you see and hear a language everyday it's just so
much easier to to start to speaking and_|
- 21 NAN: yeah yeah\|

It is relevant to note that the categorization work done here includes CBA's of *political* decisions such as dubbing or original version films (which have been produced abroad) for the MCD of "culture". So in this sense, cultural and political are interchangeable and are both, in turn, related to ethnicity. By extending the categorization of what is cultural (thus including political and social factors which are sociohistorical, not cultural nor individual) these preservice teachers are constructing identities of language learners wherein according to certain ethnic (cultural) origins, these features are seen as innate facilities for language learning. This understanding coincides with the preservice group 1's understandings of language differences in general.

Chapter VIII. Dialogue analysis

(49) Preservice group 1.A language task

293 CEL: differences XXX among other_ **among languages due to biological reasons**\|

294 JOH: **biological and cultural reasons**\| **XXX say**\|

295 LYN: yeah because biological I don't think it's_

296 CEL: no but_ you grow with diff_ is very difficult to learn for example another language\|

297 LYN: mm\|

298 JOH: German for example\|

299 LYN: yeah\|

300 CEL: for me the pronunciation is_

301 LYN: XXX\|

302 [laughter]

303 CEL: and_ or Chinese or whatever you know/

304 LYN: I think yes\|

305 CEL: perhaps it's vowels_

306 LYN: yes\|

307 CEL: I don't know the_ well\| **there are biological reasons also I think**\| because_

308 LYN: yeah/

309 CEL: I don't know\|

Even though the dialogue members are not able to construct an accounting which satisfactorily answers why there are differences amongst languages, that is whether it is biological or cultural or something else, their accounting does evolve over time. Extract 46 came from a dialogue which was recorded early on in the semestre. After further classes, discussions and readings, these preservice teachers came to categorize learning styles and abilities differently, and no longer gave it CBA's of "deficiency" and there

was more critical awareness about linking ethnicity with fixed learner traits. This can be seen from some extracts from their reflective journals.

Lilian wrote this: *“The capacity of learning is unlimited for everybody. The IQ is a very relative way to measure our capacities habilities and intelligence.”* At a later date she wrote:

*I think students’ culture doesn’t affect (meaningful) to learn anything. The important aspect to take into account is the students’ background. In the hypothetical situation I am sure that the problem is not the culture, the main problem is that this girl don’t know to read or write, **and it isn’t a cultural aspect.** The only problem you can found with another culture is another alphabet.*

8.7. Categorizations of the “language learner”

This part will look at the way in which the dialogue members construct their categories of language learners according to the indexicality of “linguistic diversity” or “monolingual classroom”. This is compared with their constructions when discussing language and language learners in a more “theoretical” sense as compared to contexts in which they are pointedly discussing linguistic diversity on more abstract or personal levels. The fact that membership expertise cannot be ignored as part of the category construct is demonstrated in the way the language teachers assemble their MCDs about language learners and language teaching.

As has already been pointed out, several incidences can be found where there is an implicit association between “language learners” and the mother tongue of the learners. This is especially relevant to at least two of the groups: the UAB preservice group and the inservice group. The UAB preservice group is training to become foreign language teachers (specializing in English) and the inservice teachers are currently working as foreign language teachers so it can be assumed that the categorization of the types of language learners they have will exert a direct impact on the schemes employed when they are teaching languages.

In the following case, extract 50, the construction of the MCD of “language learner” has an interesting association with “language teaching methodology”. When considering the possibility of employing a purposeful, communicative approach to language teaching (using songs, thus exploiting the affective aspects of language learning), Sharon considers the approach to be appropriate to all learners, especially learners whose mother tongue is not Spanish or Catalan. However, she also indicates that this type of language learning is not “real” learning because a theoretical basis is missing. Irving orients himself to this categorization as well, going on to indicate he feels that there should be sequential learning of languages (school’s vehicular language first, then a foreign language) rather than parallel learning.

(50) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

256 SAM: **yes they can for example learn songs XXX\|** they can repeat some structures with the rest of the group **but you have problems_**|

257 ANN: XXX\|

258 SAM: **yes but you have problems eh when they don’t understand some XXX\| or have learnt another language from_ to learn theory or or XXX or_**|

259 IRV: **I think that the first objective is that people eh people integrate in class and in society\|**

260 SAM: yes\|

261 IRV: they try to learn Spanish or Catalan they try to learn language to use everyday\| and they when they eh **they are able to understand and talk Spanish or Catalan-| then try to learn another subject and another thing\|**

Here both the indexicality and consequentiality of “they” is important. Because the teachers are discussing teaching strategies of “mixed” student profiles, this teaching approach is classified differently from it would be if

discussing a “monolingual” classroom and the referent of “they” would be quite different. In this case, “they” refers to the “other”, the “immigrant” and as has been shown, the consequentiality of the category of immigrant seems to stem from an assumption that “different” looks is related to new arrivals. Furthermore, the MCD “immigrant” has attributes of “illiteracy” and “lack of schooling”. In the following excerpt, Irving constructs an “other” category for student-type: “this kind of student” and attributes their “learner’s style” as being unable to work autonomously.

(51) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

342 SAM: but it depends on the group\|

343 IRV: mm_ the behaviour or_/|

344 SAM: the behaviour\|

345 IRV: of the students/| but if they can be able to work alone it helps a lot with the_ to the teacher\|

346 SAM: yes\|

347 IRV: but I don’t think that-| **this kind of student can be able to work alone because they don’t know what they have to do** and then I think that this organisation of classroom can be able if the other students_|

However, the identity-category of “immigrant” was not as “fixed” or “natural” as other categories, for instance, the category of “ethnicity”. In the following extract, Sandra brings up the category of “immigrant” and associates this with the CBA of cannot-read-or-write, but the other participants do not orient themselves to the implications involved in the categorization.

(52) *Preservice group 1.4 Multilinguistic task (Maud, Cindy, Julie)*

107 CIN: b/| [laughs] **I I suppose they_ he he didn’t know write and read in his in his country and then she is here he is here_**|

Chapter VIII. Dialogue analysis

- 108 JUL: mm\|
- 109 CIN: and he have_ eh learnt to speak and read and write Spanish and Catalan-| but she speaks better Arabic is_ because is his_|
- 110 JUL: **no eh XXX | do you mean he cannot_|**
- 111 CIN: b/|
- 112 JUL: b/|
- 113 CIN: mm\|
- 114 JUL: **but do you mean that he cannot mm_|**
- 115 MAU: write and read/|
- 116 JUL: **write and read Arabic\|**
- 117 CIN: eh Arabic\|
- 118 JUL: mm\|
- 119 CIN: because_|
- 120 MAU: it says that he only speaks Arabic\|
- 121 JUL: yeah\|
- 122 MAU: maybe he's_ \|
- 123 JUL: because he he_|
- 124 CIN: **he he is here_|**
- 125 MAU: here\|
- 126 JUL: **here yeah and maybe he was born here or_|**
- 127 MAU: yeah and XXX\|
- 128 CIN: **I think no he_|**
- 129 JUL: **or maybe he was born there but_|**
- 130 CIN: yes\|

Julie recognises that, even though it is true that the student speaks Arabic, it is not necessarily because he did not have schooling and has only arrived – he could have been born in Catalonia to Arabic parents, meaning that it is the language spoken at home.

A further interesting point to make is that in many of the dialogues, even after the participants had been told that the majority of the students spoke either Catalan or Spanish or both, the dialogue participants did not seem to be able to shift their positioning from *the idea that there was not a common language in the classroom*. The assumption that the students shown in the pictures in task 2 did not speak Catalan or Spanish was often a strong form of recognizability when the members were categorizing “language learner”. Thus, anyone with salient physical features could be categorized as a “non-Catalan or non-Spanish speaker” and associated with subsequent linguistic attributes. In extract 53, despite the fact that the speaker admitted complete lack of knowledge about the difference between Korean and Japanese features, David associates Japanese with a greater possibility of the student being an English-speaker (turn 63).

(53) *Preservice group 1.2 Multilingualistic Task (John, Brenda, David)*

57 BRE: (...) he looks like Korean no/| I don't know\|

58 JOH: mm\|

59 BRE: XXX Japanese or_ and mm he has little competences on on English \|

60 JOH: ok \| what do you think?|

61 DAV: I think that he is Japanese\|

62 BRE: yes/| ok\|

63 DAV: Japanese XXX eh he can understand some English perhaps I don't know\|

The idea that minority language children will have a harder time learning another language seems to contradict an earlier categorization done by the preservice group 1 concerning children's ability to learn any language. This may be because the conversation was about language learners on a theoretical, more abstract level, as can be seen in extract 54, in contrast to the

Chapter VIII. Dialogue analysis

categorizations of language learners within the more tangible context of a linguistically diverse classroom.

(54) *Preservice group 1.E Language task (Jeffrey, Elsa, Lori)*

407 LOR: eh **any normal child born anywhere in the world of XXX racial geographical social or economical heritage is capable of learning any language to which he or she is exposed**|| [reads]

408 JEF: **yes I think so yes**|| because there are many adopted children and_||

409 ELS: yeah||

410 JEF: they speak fluently so yes||

When discussing language learning abilities in a more concrete context, however, the members make different categorizations. Just as has been discussed in extracts 40 and 41 wherein Irving used CBA's of cultural-social traits in order to link language learning abilities to ethnic characterizations, the following remarks by inservice teachers (extract 55) indicate the assumption that some language speakers will be naturally more inclined to pick up languages more easily than others. In this particular case, it is assumed that the phonetic system of one language is going to influence the ability to learn another language. This is also linked to the assumption that good pronunciation is equal to a good command of the language as well as equating "block" memorization with language competence.

(55) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

246 KIM: right/|| so Yugoslavia XXX have a language with a lot of phonetic X|| so eh in two hours this person could say some words some phrases in_ sentences in Catalan I was very surprised|| but XXX very was easier|| for me it's difficult|| speaking Croatian||

247 ????: yeah||

248 KIM: no in Croatian or in English|| I study a lot of time English_||

Chapter VIII. Dialogue analysis

- 249 SHA: yeah\|
- 250 KIM> I I can't in English but she in two hours speak a little in Catalan_|
(...)
- 254 KIM: that make easier to learn another another tongue\|
- 255 SHA: yes yes\|
- 256 MAR: yes Croatian I don't know Croatian if X language have got a lot
of var_ phonetical variations_|
- 257 ???: exactly\|
- 258 MAR: physiologically_|
- 259 KIM: your mind it's open\| your mind your_ it's your ear it's open to_
so you've done-| eh listen XXX XXX and I I remember that Spanish
people English people have_ sometimes have more difficulties that
XXX_|
- 260 SHA: yeah\|
- 261 KIM: and many XXX\|
- 262 SHA: like Catalan and French\| eh/| I didn't study French never but
French is similar to Catalan\|

The categorization of the language learner displayed above can be linked to a categorization about languages in general which was constructed by the preservice group 1 at the beginning of the semester.

(56) Preservice group 1.F Language task (Stella, Cindy, Lilian, Maggie)

- 36 STE: I don't know what is meant by primitive because I agree-| if if
it's meant that **some languages have an easier system of grammar or_**
yeah\| if it it this is meant by primitive I agree but_ yeah\| what about
you?|
- (...)
- 41 MAG: but what's the meaning of primitive?|
- 42 CIN: *clar* | =primitive=

Chapter VIII. Dialogue analysis

- 43 MAG: =I don't= understand\|
- 44 STE: yeah I don't understand XXX\|
- 45 MAG: I you think that XXX =language=
- 46 ???: **with =less value=**/|
- 47 LIL: there are primitive languages and then they have got eh eh new languages-| with structures they XXX to the primitive languages\| Latin and then Spanish eh Italian or_
- 48 STE: and you consider =for example Latin= as =a primitive language/=
- 49 LIL: =1eh Latin= =2 a primitive language= yes\| I consider language like a primitive but_
- 50 CIN: but_
- 51 LIL: I don't know XXX\|
- 52 CIN: XXX primitive\| I don't think that Latin is it's a_
- 53 MAG: I think XXX\|
- 54 CIN: **primitive language\| I think that is a primitive I found that as a XXX a language with less value\| *con menos valor***\|
- 55 ???: mm\|
- 56 MAG: yes I_ for me primitive the meaning of primitive here in this sentence is the is the_
- 57 STE: it's like in eh_ **mm not so good**\ [laughs]\ [laughter]

It is interesting to note how the categorization of languages includes a value judgement – some languages have “less value” than others. This MCD of languages includes, then, a value system which is equally applicable for other preservice teachers albeit used for different construction of MCDs. For the following preservice teacher, speaking a language is judged to be of less value than knowing to “write and read”. In effect, oral skills are often seen as

more “primitive” than literacy skills. For arguments about the social and historical construct of literacy in the Western world see Camitta (1993), Gee (1994), Goody (1977), Graff (1979, 1994), Grant (1986), Havelock (1982), Michaels (1981), Rockhill (1987a, 1987b), Street (1984, 1990, 1993, 1994), and Whitehead (1998). The association between the “primitive” language and “illiteracy” is illustrated in the following dialogue extract.

(57) *Preservice group 1.1 Multilinguistic task (Mandy, Helen, Lori)*

87 LOR: **an African language I think**\|

88 MAN: ok\|

89 HEL: ok \| eh but all speak read and write that thing_

90 LOR: no\|

91 MAN: **or only speak**\|

92 HEL: yeah it could be possible speak\|

93 LOR: I think it’s different_

94 MAN: only speak and write and read/| what? [laughs] or_

95 LOR: XXX\|

96 MAN: write and read\|

97 LOR: all of them/|

98 MAN: yes\| it’s the same that they speak\|

99 HEL: no\|

100 LOR: no I don’t think so\| I think that most of them speak more one language\| and they only eh can write for example-| if they know French and African language they only can write the French French\|

Nonetheless, as the classes went on, the conceptualization that some languages are more complex or more primitive than others became less relevant for the dialogue participants and the orientation shifted towards a categorization of the multilinguistic student with a CBA of better language learning abilities, no matter the mother tongue, thus discarding the notion of

primitive versus complex languages. As Maud says, “maybe it’s it’s easier for them another language because they are used to learn languages” (Preservice group 1.4 multilinguistic task, turn 29).

8.7.1. *Membership expertise as part of category assembly*

As language teachers, the dialogues display the teachers’ membership expertise and occasionality of the topics. The occasionality of language learning is obviously quite frequent due to their membership roles of teachers. It is possible to see how the topics fit into the local context by the way in which everyone involved understands the rather technical jargon introduced. This is illustrated in the next extract wherein the participants are discussing their experiences of, and displaying their knowledge of language learning. Various descriptions regarding the category “language learner” have emerged and many are attributed to a particular ethnicity or culture.

(58) *Inservice group 2 Multilinguistic task (Sally, Mary, Lisa)*

- 63 MAR: I think people from the East Europe European East European countries_|
- 64 ???: countries\|
- 65 MAR: XXX really fast a language\| Catalan Spanish I mean they really get the_
- 66 SAL: yes/|
- 67 MAR: the language XXX the difficult thing is when they are Chinese or_ especially Chinese I suppose\|
- 68 SAL: I never have a student from those countries\| I don’t know\| I’m sure they get language they_ quicker than the others\|

There is also a common stock of knowledge among all the groups which help them assemble the category of “young language learner” with the CBA of “will have more possibilities/ability to learn a new language”. This

Chapter VIII. Dialogue analysis

categorization is presented by all three groups, and it occurs in several other dialogues as well. In the next extract, it is possible to see that “young language learner” has an important attribute: “natural”.

(59) *Preservice group 1.G Language task (Frank, Moira, Chrissy)*

- 7 FRA: maybe the father spends more time studying_|
8 MOR: no and_|
9 CHR: yeah\<|
10 FRA: and it's easier for him to study grammar than than the language\<|
11 MOR: and X and X XX **for a child it's easier to_**|
12 CHR: to pronounce\<|
13 MOR: to pronounce or to acquire new phonetical_ phonemes phonemes\
no/|
14 FRA: **it's more natural**\|

In the same session another group doing a slightly different task which involved classifying theoretical statements about language acquisition as true or false, had a similar categorization of language learners.

(60) *Preservice group 1.H Language acquisition (John, Lori, David)*

- 1 JOH: adults learn a second language more quickly and easily than you
children\<|
2 LOR: I think it's not_|
3 JOH: I_ it's false\<|
4 DAV: it's false yes\<|
5 LOR: [laughs]

This categorization of “young language learner” with the attribute of “natural” is the same as the one assembled by some of the preservice teachers from group 2.

Chapter VIII. Dialogue analysis

(61) Preservice group 2.2 Multilinguistic task (Terry, Lucille, Janet)

365 LUC: mm\| and the eh is it a problem when the teacher speaks their
mother tongue to to _ the teacher XXX Spanish Catalan and English_|

366 TER: XXX XXX\|

367 LUC: XXX teach Spanish to a Danish child who can't speak Spanish-|
eh eh like you teach Spanish to a Danish child who can't speak Spanish
at all\|

368 TER: but XXX learn fast\|

**369 JAN: yeah I think young children can learn just taking the
language_|**

370 TER: XXX the language so well\|

There were several incidences where the categorizations of child as natural language learner emerged, however, given a situation where it might be different the dialogue participants are able to construct new paradigms with different attributes of the “language learner”. In this case the categorization of language learner has greater limitations – “young learner” becomes “natural” in acquiring phonetic systems but “adult learner” is a better language learner as far as systemic rules are concerned, as can be seen in extract 59 (discussed above). Nonetheless it was quite common in the transcripts for the dialogue participants to categorize language learners with attributes according to age, thus rendering the assembly as “commonsensical”. This allowed for many of the members to categorize “linguistically diverse” class as not being a problem if the CBA of “young learners” is included.

(62) Preservice group 1.B Language acquisition (Maud, Julie, Cindy)

12 MAU: and I think it's more difficult to learn a language if you are
older_|

13 JUL: older than younger\|

14 CIN: yes\|

15 MAU: yeah\|

This meant that categorizations of “advantages”, when discussing older children in a linguistically diverse class were not usually associated with language learning, the CBA’s more often included “learning tolerance”, “enriching the classroom”, “learning about other cultures” etc.

(63) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

35 MAR: (...) so I think the the age of the children it’s very important to do this this things\| no\| and on the other hand a multilingualist a multilingualistic class is very rich so older children have different languages and they can eh-| eh_

It has been shown that there were several dialogues in which the culturally and socially emblematic category of “immigrant” was associated with difficulties in adapting and succeeding in the school environment. This categorization contrasts in some cases with the categorization of “language learner” when attributes of “young learner” are attendant. As members of the teaching community, their membership expertise will come into play when they are attempting to categorize the different elements involved in their workplace. For most of the teachers, “immigrant” itself is not bound to an intrinsically fixed symbolic meaning as is shown in the participants' talk about their experiences with different students from different backgrounds. Therefore, for the teachers, the category “immigrant” can include newly arrived students from vastly different countries or students who were born in Catalonia from parents of different nationalities. In this sense, “immigrant” is treated as a member's concern and a discursive resource concerning the social action of the members, not an inherent trait. This discursive resource helps

orient the preservice and inservice teachers as to what it is to work and teach in a diverse culture.

This discursive resource will also orient the teachers concerning the construction of discourse frameworks for talking about the needs of newly-arrived students. At times the teachers seem to be objective and open to diversity:

(64) Preservice group 1.2. (John, Brenda, David)

214 DAV: yeah I think that you have a a lot of variety of things-| to do with all this XX there is lots cultural things you can do with them\|

At other times, however, the discourse appears to be actually silencing the linguistically diverse students in the sense that the teachers seem to claim complete knowledge about what is best for them and that does not include all areas of schooling. This “institutional” discourse is replicated in a dialogue between inservice teachers discussing EFL classes.

(65) Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)

209 SAM: I think in this case for example\| eh **they don't need really to learn English\| they have to communicate and they have to get some strategies to communicate with the other students and with the teacher\|**

210 TCHR: in which language?| Spanish or Catalan/|

211 IRV: yes\|

212 SAM: in Spanish in Catalan_|

213 IRV: in one\|

214 SAM: eh yes more than in English\| **because at this moment they don't need real English** because they XXX\|

215 TCHR: when will they get the English then? XXX/|

216 SAM: no yes yes XXX\| when you as a teacher_ a new student just arrived from Morocco-| and he only speaks Arabian_ **why do you have to teach him some English structure if they can't communicate with you in any language?| it's very difficult\|**

The inservice teachers' presupposition seems to be that these are a group of students who have no real need to study foreign languages. This fits into the categorization of immigrants with CBA's of "working outside of technical fields where education and formation is required". Furthermore, the CBA of the category of multilingualistic classes in this dialogue seems to include the fact that the classroom management of foreign language is conducted through Catalan, rather than the foreign language being taught (this idea is explored further in section 8.9 of this chapter).

8.8. Categorizations of the linguistically diverse classroom

This section deals with the different ways in which the preservice and inservice teachers construct their categories of the linguistically diverse class. It will compare the different CBA's from different perspectives: implicatures, "gaps", agency, context, membership and commonsense backgrounds of the different groups. The way in which categorizations of the MCD shift according to context will be discussed briefly.

In a large part, the dialogues reflected a tendency to categorize the linguistically diverse classroom with rather negative CBA's. In many cases the negative CBA's have to do with the management and organisation of the language classes and in other cases they were associated with problems related to cultural conflicts or learner ability. In the following fragment, the speaker seems to attribute immigration with infelicitous conditions and subsequent difficulties for the student to adapt to the new environment.

(66) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

223 MAR: (...) I don't know but it's important-| that the children could communicate their problems their situation their opinions and their meanings\| eh thoughts eh and their problems XXX\| **normally these children eh have left their country and | have left their their family and_**

224 ???: mm\|

225 MAR> **normally they are not not very happy\| no/**

The teachers' discussions of the advantages and disadvantages of linguistically diverse classrooms is based on their understandings of their everyday affairs, in this case, the workings of an educational environment. In their construction of such understandings, they anticipate that the other members of the group will understand and respond affirmatively to the occasionality of expressions and to the specific references used, despite any degree of vagueness. In other words, their understandings of a linguistically diverse classroom is constructed from a background of seen but unnoticed features of common discourse which allows for all their utterances concerning the topic to be recognized as common, reasonable, and understandable for the other dialogue participants. This is why the following categorization of linguistically diverse classroom is given the attribute of "disadvantageous" without any interference or objection by the other members:

(67) *Inservice group 1 Multilingualistic task (Sharon, Kim, Marion)*

182 KIM: Kim \| I'm the second leader of the group\| and we have now to **discuss the advantages and disadvantages that we have in a multilingualistic class\|** eh first we have to talk about mm a global idea\| of having a multilingualistic class and\| we have to discuss about the class dynamics methodologies adaptations and materials\| ok?| so what are the_

183 ???: advantages\|

184 KIM> yes what XX is it positive and negative of_ in a multilinguistic class? || **ok let's start [laughs] let's start with the disadvantages that it's easier to see\| [laughs]**

185 SHA: **ok\| yes\|**

What makes it “easier to see”? What allows this assumption to be accepted without further explanation? There seems to be some “gaps” (Billig, 1988) of information between Kim’s assumption that disadvantages are “easier to see” and Sharon’s affirmation however no further comment is offered to explain why disadvantages are more easily recognisable. Because the categorization has been taken as “accountable” by the other member, the “gaps” are filled and the category can become a “legitimized” form. Similar implicatures occur in extract 68.

(68) *Preservice group 1.4 Multilinguistic task (Maud, Cindy, Julie)*

3 MAU: what's **the first impressions if you come into a class and these children are sitting there?**| **what do you think is your first impression?**|

4 CIN: **difficult\|**

5 JUL: **difficult\|**

6 CIN: I think it's **it's difficult to to teach eh with so much different people\| with such different languages and cultures\|**

As has been discussed earlier (section 9.2, extract 3), Maud’s use and insistence on “first impression” orients the other members towards a categorization of “different situation” versus “normal class”. Cindy responds to Maud’s orientation by indicating that this type of class will be problematic and Julie legitimizes Maud’s response even before Cindy gives further explanation of her accounting. Similarly, the initial reaction to the question in

the excerpt 69 is the same: difficult. Even more interesting is the fact that the dialogue extract is also initiated with the orientation of “first impression”. The accounting of the class, based on pictures, creates “responsive gaps” that are then appropriated by the other participants:

(69) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

7 ELS: but eh imagine that you are going to to be their language teacher
in a multilingualistic class-| which is your **first impression?**|

8 MOI: [laughs]

9 LIL: a foreign language\|

10 MOI: **XXX to be very difficult\|**

11 ELS: no\| well no you are going to be their teacher so they speak each
other a different language\| which is your **first impression?**| imagine
that somebody says to you you are going to be a language teacher in a
multilingualistic class-| **which are your first_?**|

12 MOI: **it’s going to be very complicated\|**

What makes these dialogue participants anticipate difficulties when faced with the hypothetical multilingualistic classroom? It should be reiterated that both of these extracts are produced by preservice teachers. It is unlikely that they have had any (or have had very little) experience in teaching a multilingualistic class. Still, they are not the only ones who hold this expectancy, there are numerous demonstrations of category assembly work about the multilingualistic classroom with attributes such as “difficult”, “problematic”, “a disadvantage” “a problem”, etc. As Garfinkel suggests, it may be surmised that some of these expectancies are based upon “seen but unnoticed” (1967:36) background features of everyday activities, such as teaching procedures, classroom organization and student profiles. However, other expectancies may arise out of the intrinsic properties of the joint action

taking place. That is, some expectancies emerge from the immediate circumstances of the conversations at hand.

This can be seen in the manner in which the following dialogue participants negotiate the parameters of discussion. Elsa begins to explain the teacher's role and Lilian interrupts her to say that the group should discuss disadvantages first (the instructions for the role leader mentioned advantages first) and then this is repeated by Elsa herself. It seems that Lilian creates an accounting which is based on the expectancy that disadvantages is a more profitable topic to discuss and Elsa orients herself to that accounting. The expectancy cannot have emerged from anywhere but the immediate context.

(70) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

126 ELS: ok\| well the teacher has to be more attentive to each student's needs and_

127 LIL: ok **perhaps first disadvantages and then advantages\|**

128 ELS: **yeah ok\| disadvantages first/|** eh more work for the teacher because there are lots of different kinds of of cultures you have to adapt all the_

129 LIL: yeah\|

130 ELS> all the activities to each_ I don't know\|

131 LIL: to each culture\|

132 ELS: if you know that a person is not going to understand and you have to think how to do it\|

133 MOI: yeah\| and_ yeah and the problem of the language that maybe there are some children don't understand what is being said in the classroom because maybe they come from_

Lilian's insistence upon making "disadvantages" the salient topic helps create the intrinsic properties of the activity taking place locally. In other circumstances, the dialogue participants may have begun by discussing the

“advantages” so, arguably, there are several forces at play: the already existent *intertextuality* and “common stock of knowledge” concerning multilinguistic classes, foreign language classes, immigrants in the school, etc., as well as the present, immediate context. In the next extract, the inservice teacher does begin by discussing possible advantages incumbent to a multilinguistic group, however she changes her positioning when another teacher reiterates the multilinguistic aspect. By turn 19, all the participants have agreed that there are no advantages to this type of class, despite the fact that turn 11 began by saying that there was one.

(71) *Inservice group 2 Multilinguistic task (Sally, Mary, Lisa)*

11 SAL: **for me it could be an advantage_ one only one**\|

12 LIS: **but as your group is a multilinguistic group** and I think they they don't have the same language\|

13 SAL: **eh\| then for me all are disadvantages then**\|

14 LIS: although you want they to explain to the rest of the class_|

15 SAL: then it's the problem\|

16 LIS: I think it's very difficult because if they don't_|

17 SAL: I agree\|

18 LIS: the same language\|

19 SAL: I agree with you\|

In the next part of the dialogue given in extract 72 below, we can see how Lisa asks if any communication is possible in the class and Sally (who initially started out mentioning possible advantages) brings in personal experience to generalise the type of problems which will be encountered in multilinguistic classrooms. Even when Lisa poses the counterargument that this should not be important because, as teachers of English as a foreign language, all students would be on an equal footing, Sally is adamant in her stance that it is a “horrible” problem.

(72) *Inservice group 2 Multilinguistic task (Sally, Mary, Lisa)*

20 LIS: how how can you do this?|

21 SAL: I have a girl from from_ I don't know from *Marruecos* I think
and she doesn't speak Spanish and Catalan-| and then for us it's a
problem she doesn't understand anything in the class\|

22 LIS: and what do you think about_?|

23 SAL: then it's a disadvantage\|

24 MAR: **but not English eh she she doesn't have a problem because
it's a new language-| and all the students it's_ for them it's a new
language too and then eh they are learning the same\|**

25 SAL: but in all the subjects it's **horrible** because they didn't_ she
doesn't understand anything\| science maths\|

In some cases, even when confronted with evidence that the accountability of the constructed categorizations cannot withstand interrogation, the participants will tend to maintain the already established categories. This is not that surprising because, as Dingwall (1981) points out, members will try to “sustain” the general character of social order by using the available conceptual models and interpretative procedures of the society they live in. In the following two dialogues, despite the prompting of the teacher for the participants to re-think their categorization of multilinguistic classes, the participants refuse the new orientation and maintain the accountability of their previous “problem” categorization. There is an interesting procedure by both inservice teachers in what seems to be contradictory statements. In the first case, Mary does admit that in English class it is not a problem, however she cannot seem to get around the more general idea that this girl is a problem for the school on the whole. Then

Chapter VIII. Dialogue analysis

Sally reiterates that is a “very big problem” because they (the teachers) are “not enough prepared to do this kind of work”.

(73) *Inservice group 2 Multilinguistic task (Sally, Mary, Lisa)*

404 MAR: I I I have a student from *Marruecos* and she doesn't speak Catalan and not Spanish it's a problem for us\|

405 TCHR: even in the English class/|

406 MAR: no no no **in the English class it's ok\| because she is learning eh a new language like the other** and then she said one three and like to do XXX like in Catalan or in science\|

407 TCHR: so she is XXX\|

408 MAR: yes yes\|

409 TCHR: mm but you teach other courses\|

410 MAR: mm\|

411 TCHR: XXX XXX XXX **if you had these students in your English class_ have you_ you changed your organisation/|**

412 SAL: I must confess that for me it could be a very big problem a very big problem\|

413 MAR: me too\|

414 SAL: eh I don't know how to do in in a way that that it could work\| I don't know how to do **I'm not enough prepared to do this kind of of work\|**

In the next extract 74, Samantha has mentioned an attribute which can be taken as an advantage but when prompted for confirmation about it, she then re-categorizes from the teacher's point of view. She does not admit that there are any advantages, instead she returns to a more “negative” positioning despite the fact that she seemed to have been shifting to a more “positive” positioning a few lines before.

(74) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

106 TCHR: are you discussing the advantages now\| and the disadvantages/|

107 SAM: **XXX disadvantages XXX because eh they can use all their techniques to eh mm-|| they make an effort to understand the other XXX\|**

108 TCHR: so you as a teacher you see this an advantage **XXX/|**

109 SAM: as a as a teacher it's difficult_ |

110 ANN: XXX problem\|

111 SAM: but they is a_ it's_ I think when there is a different native language XXX in boy or girl they are interested to learn this XXX\|

112 ANN: **yes but with the children it could be an advantage but the teacher_ |**

113 SAM: as a teacher/|

114 ANN: **you have a lot of problem when you have students from different countries with different languages\|**

115 SAM: yes\|

Interestingly, the first description of the multilinguistic student who uses all their techniques appears to be a positive categorization and was understood by the teacher as being so, despite the fact that Samantha had assembled it and named it “disadvantage”. Therefore the teacher asks for clarification about the assembly as to whether it is a positive or negative categorization and Samantha re-assembles the category with the teacher’s role in mind. So, the categorization of a multilinguistic student who uses their resources (or “techniques”) to make an effort to understand creates problems for the teacher. The other participant, Ann, agrees with Samantha: for children it may be an advantage but for teachers, “you have a lot of problem” (turn 114).

8.8.1. CBA's of the multilingual classroom according to agency

In the dialogues, the categorization and subsequent CBA's of the "linguistically diverse classroom" frequently depended upon the perspective of agency. Concisely stated, depending upon whether the dialogue participants were discussing the classroom from the point of view of the students or from the point of the teacher, the CBA could be changed from positive or negative.

In the above case (extract 74) Samantha's negative accounting is accepted by Annette and she even seems to reinforce it by repeating that despite whatever advantages there might be for children, it is still a problem for the teacher. Several dialogues demonstrate this type of categorization of multilingual classrooms – an advantage for the schoolchildren but not so for the teachers, due to more work or more responsibilities or lack of resources and so on. For the inservice teachers, the common framework for the difficulties to be found in multilingual classes lies in the lack of resources, lack of time and lack of official support accompanied by a general feeling of isolation in facing the situation. This can be seen in both extract 75 and 76.

(75) Inservice group 1 Multilingual task (Sharon, Kim, Marion)

194 KIM: other negative that it-| i-t-| hasn't to be negative but it is **because you need a lot of materials a different materials and normally you cannot\| you cannot have\| this material\|**

195 SHA: XXX\|

196 KIM: because the school doesn't have it or because the person in charge of this eh does doesn't pay attention to· every school\|

197 MAR: I agree with you\| we have a lot of material but I think **we need a lot of hours\| three hours_**

198 KIM: mm\|

199 MAR> to do this material because normally this material is no is no XXX\| is an adaptation because **normally we don't have the material**

**in in any book\| you have to to try to to do this if you different_ from
differents books diferents images\| so we have to prepare this
materials sometimes\| and we have to to spend a lot of time with every
children\| and so I think we have a lot of hours XXX to this materials
eh to dedicate to these children to these children\|**

(76) *Inservice group 2 Multilingualistic task (Sally, Lisa, Mary)*

146 MAR: it's a good thing to work like that but it's very difficult\| because
**you have to prepare your classes and it takes a lot a lot of time to do
that\|** but XXX\|

147 LIS: but you need to have a a small group of students in the class if
you want to do_

In the excerpts above, the inservice teachers attribute the majority of the responsibility of the class to the teacher whereas in the next fragment, all three dialogue participants agree that the situation requires more administrative resources from the schools and from the governments. Although they have noted a slight change in attitude (one book has been distributed) they are still critical as to the value it has for ameliorating the present situation.

(77) *Inservice group 2 Multilingualistic task (Sally, Lisa, Mary)*

436 SAL: I think we need some eh_ we need more help eh from the
department\|

437 MAR: department/

438 SAL: because we are not enough we are not enough we are not
prepared for this\|

439 MAR: [laughs]

They feel that the major resource which is missing is institutional support. The next dialogue from Inservice group 3 reiterates that point and mentions another resource they feel is missing: manpower.

(78) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

175 TCHR: so but_ come back XXX as teachers you see eh you see disadvantages and advantages_ what are XXX? **you see that's an advantage/**

176 ANN: **yes but as a teacher we need some resources eh now XXX the *Generalitat*⁵ gives some books and some advice about_**

177 SAM: **yes some books not material\|**

178 IRV: **person people we need\|**

179 SAM: yes yes XXX we need people\|

180 IRV: we need people\|

181 SAM: **we need more teachers\|**

It is interesting to note that even though Annette is given an opportunity to appropriate the category of “advantage” she refuses to do so by bringing up the lack of resources for teachers in similar situations. Her categorization is appropriated and legitimized by the other participants.

While there are some preservice teachers who associate CBA's of “time-consuming” or “lack of preparation” to “teaching-linguistically-diverse-class”, it is not such a predominant theme as it is with the inservice teachers. This probably reflects the everyday reality of the different groups: inservice teachers are currently working in situations where there is a noticeable lack of resources, preservice teachers have had little experience in that area as of yet. Nonetheless, the CBA is not limited to inservice teachers. Problems of preparation, training, information, materials and above all, time are also

⁵ This refers to the Catalonian National Government.

Chapter VIII. Dialogue analysis

evident as CBA's of multilinguistic classes for the preservice teachers as well. Evidence of this could also be found in excerpts in the reflective journals, as can be seen in this sample of Helen's journal:

In the last class, we discussed about culturally and linguistically diverse students and of teaching strategies.

The article we were presenting introduces an education model for teachers, how to cope with linguistic and cultural diversity.

We though the article is really helpful but very exaggerated, too. Why?

To get an idea how much we, as students are aware of the fact of diversity, we asked if anybody has experienced any different treatments of different children /students in times when we went to school.

I experienced very shocking treatments when I went to highschool [sic] which still make me mad.

I really like the idea of teacher-training, and even if the model is very exaggerated, because even if I know that it is hard to deal with so many different cultures and languages in a classroom I still would not know where to start. I remember one student was saying "but we cannot do everything, we also have a life besides school" (in another context but I feel that it fits here, too).

In general, however, the problems associated with multilinguistic classrooms for the preservice teachers are more directly related to questions dealing with language teaching itself, such as possible linguistic interference. As John (preservice group 1.2) says, they are worried about mistakes in the students' learning, "but eh mistakes of a_ completely different kind of mistakes" (line 174). Possible racial or cultural conflicts was also mentioned by some of the preservice teachers.

Chapter VIII. Dialogue analysis

(79) Preservice group 1.4 Multilinguistic task (Maud, Cindy, Julie)

225 CIN: eh yes things like that or the clothes\|

226 JUL: yes of course but XXX\|

227 CIN: the girls in_ Arabic girls XXX_|

228 MAU: yeah\|

229 CIN: I think these things it's_ are worse than the language\|

230 JUL: yes the religions and_|

231 CIN: religion I think it's worse than language\|

In this case, the dialogue participants associate Arabic features with religion and attribute that as a problem. For them, the problem does not lie in the Arabic language so much as the possibility of having girls of Islamic faith in the classroom. Other cultural dilemmas are also framed, such as having cultures within the classroom which have been historically conflictive. Nonetheless, one of their biggest fears seems to be that they might be unable to handle the emotional needs of the students. This may be linked to the earlier mentioned categorization of difficulties: lack of preparation and training. Again, it is possible to see how the agency of the situation will help determine the categorization. Thus, as hypothetical teachers, a “linguistically diverse class” can bring about problems whereas in extract 80, the perspective is from the student’s viewpoint and the possible problems are categorized quite differently.

(80) Preservice group 1.5 Multilinguistic task (Lilian, Elsa, Moira)

157 ELS: and maybe some problematic between children but because I don't know maybe **there are two cultures eh in the origin_| well for example Bosnians and_| well I don't know some some places are in war so maybe they are going to have different kinds of feelings or_ I don't know\|**

158 LIL: but you think with with_|

- 159 ELS: XXX children do you mean?
160 LIL: yeah with children_|
161 MOI: well it's more difficult|
162 ELS: yeah\\
163 LIL: to have these problems about_|
164 ELS: well yes\\
165 LIL: religion and culture you you think_|

It is apparent that here the CBA “conflictive” is accomplished against a certain background, a common stock of knowledge, which in this particular case (preservice teachers) seems to be influenced more by the mass media concerning immigration than by the day-to-day classroom management. On the other hand, the negative CBA’s which emerged from the inservice teachers were more prevalently associated with the day-to-day concerns, thus reflecting different common stocks of knowledge between the two groups.

8.9. Re-thinking linguistic diversity: from negative to positive

In this section, the differences in categorizations between inservice and preservice groups are summarized briefly. These differences are analyzed from the point of view of the commonsense background of the members, with special consideration concerning the CBA of language-of-classroom-management because this extends into the issue of EFL as a basis for equality of all students. In the case of the preservice teachers, there was a predominant categorization of “English-as-classroom-management-language” therein associating it with the lingua franca that will provide equal learning opportunities for all the students, no matter which is their mother tongue.

As can be seen by the comparisons of dialogues between inservice and preservice teachers discussed earlier, while all three groups categorized multilingual classes as being difficult to some degree or another, the reasons and intensity of the attribute “problem” were quite distinctive. The

Chapter VIII. Dialogue analysis

inservice teachers were more prone to classify the entire situation as extremely difficult or even “horrible” while the preservice teachers were more inclined to see it as “difficult”, but attenuated by a wide range of possible advantages (this will be explored further later on). Other contrasting categorizations were found between the groups, one of these areas being classroom management. This is especially noticeable in the groups’ different category assembly concerning the language which should be used for classroom management in the foreign language classroom. The inservice teachers see the MCD of “EFL” teacher as more likely to include the CBA of “using Catalan or Spanish as language for classroom management or grammatical instruction” while the preservice teachers were also more likely to see the CBA of the multilinguistic teacher as “using English as classroom management language”. The first position of “Catalan as language management” is observable in extract 81 with Sally (turn 421) while Mary claims that Spanish is not necessary for an EFL classroom.

(81) Inservice group 2 Multilinguistic task (Sally, Lisa, Mary)

417 MAR: no but but if you teach English the first day_|

418 SAL: mm\|

419 MAR> and you you teach numbers or what’s your name-| and they don’t speak anything you can do that with them because the level it’s it’s is the same\|

420 SAL: well but eh you know the_|

421 MAR: it’s it’s_s_|

422 SAL: a lot of time you have to explain something in your own language-| to the rest of the students and if they haven’t a common language_|

423 MAR: **no but English teachers do that XX because they_ we don’t speak eh English and they never speak eh Spanish with us when we go to a class or and XXX\|**

424 TCHR: XXX XXX\|

425 MAR: **I think it's not necessary to speak Spanish** to XXX not necessary\|

Interestingly, between the two preservice groups there were also differences about this CBA. There was very little discussion about which language to use in the classroom for the UAB preservice teachers (who are training to become EFL teachers) although it did emerge in the Preservice group 2 (who were not training for EFL teaching). It appears that commonsense background of the UAB preservice teachers includes an assumption that English will be the language of management for EFL classes.

(82) *Preservice group 1.5 Multilinguistic task (Lilian, Elsa, Moira)*

21 LIL: if not perhaps the most of the children have the same level in English and it's_ |

22 MOI: XXX XXX\|

23 LIL: you have the same level in the class and it's more easy\|

24 MOI: yeah in English\|

Also, different from several of the inservice groups, having the same level of English is not always a requisite for the preservice teachers. Some of them simply categorize “English-as-the-classroom-management-language” as a “natural fact”. The preservice teacher Maud says, “but it depends if you're an English teacher it's ok because they are in the same level in a way so it's we discussed last time (...)” (line 190, preservice group 1.4). For them, the use of English as the vehicular language of the classroom helps put everyone on equal footing, including the recent arrivals.

(83) *Preservice group 1.3 Multilinguistic task (Jeffrey, Celine, Chrissy)*

162 CHR: well XXX just speak English with them\| **they are in the same position as the other pupils in the class\| so anybody knows English**

and everybody should learn a new language from the very beginning\|

163 CEL: yes\|

164 CHR: so they have the same possibilities or the same opportunities\|

This conception of equality is supported by the some of the journals written by the same class.

Lori (Preservice teacher) wrote the following:

In my opinion, the EFL classroom should be English only, may be not at the beginning but at least when the Ss have a little knowledge of the language. But I will not introduce the writing (sic) till they have acquired a good written level of their mother tongue language. This doesn't mean that those Ss who do not dominate their own language can't learn English. If we foccus (sic) our teaching taking only into account the spoken language I don't think that this would be useless at all. It is so difficult to know what is the best.

Lauren had this to say:

In article 1 you ask us if a child that doesn't dominate Catalan or Spanish should be retained from learning another foreign language. I think it should be able to learn another language. It's a new language for every single pupil in that class so they all start at the same level. There is no reason why a child wouldn't be allowed to learn a 3rd language.

8.9.1. EFL as a means of equality

The idea that EFL can serve as a platform for newly arrived students to be in a situation of “equality” was an issue mentioned by both preservice and

inservice teachers. One inservice teacher said, “in the English class it’s it’s easier (...) it’s a foreign language for everybody” (Kim, turn 28; inservice group 1 Multilingualistic task). However, it did seem to be more of an issue for the preservice group 1 as the occasionality of the topic was more evident in their dialogues. This may be due to the fact that it had been discussed and debated in an earlier class concerning language acquisition theories. This can be seen in the following extract from the task which dealt with theories having to do with language acquisition.

(84) *Preservice group 1.1 Language acquisition (Jeffrey, Lilian, Brenda)*

38 LIL: eh minority language students should not be placed in a foreign language class until they have mastered the language used in school because they may be confused by many too many language XXX\|
[reads]

39 BRE: no\ [laughs]

40 JEF: mm\|

41 BRE: **I don’t agree\| I think that maybe that-| the foreign language class is the only place where they have something in common and all of them-| are learning the same new language so\| I think it can be if the whole foreign language class is run in the foreign language-| yes if they speak in the language from the country then it can be more difficult\| but if the class is run in English for instance as here\|**

42 LIL: it’s better\|

43 BRE: yes\|

44 LIL: with the child_

45 BRE: all of them are learning a language that they don’t know so_

It is important to note that the CBA of the EFL class includes using *English as the language of management* thus implying that this language will be the lingua franca for all the students wherein “they have the same

opportunities to learn” (extract 85, turn 349):

(85) *Preservice group 1.3 Multilingualistic task (Jeffrey, Celine, Chrissy)*

349 CHR: and and I don't know how I will react but I will try to use the same language for everybody\| if I am teaching English I will use English for everything-| with XXX and gestures and a lot of things XXX eh· resources to make them understand the language\| but I will use only English because that's the thing I said_ **that they have the same opportunities to learn** and I don't know\|

This is a different orientation from several constructions proposed by the inservice group concerning class management. The categorizations of the inservice teachers indicated that Spanish or Catalan would be used for management or for theoretical (grammatical) explanations. In the inservice group 1.2, a teacher says, “you speak in English and after the explanations sometimes they need another explanation a bit translation of little parts of the definition” (turn 534).

Despite the fact that they are not specifically training to be language teachers, the CBA of “having a lingua franca” in a multilingualistic classroom also emerged from the dialogues of the Group 2 preservice students. This is an interesting development since they had not had previous information about language acquisition theories and methods (at least not when they first arrived at the UAB) nor, as has been said, were they being formally trained as language teachers. The development of the construction of understanding concerning classroom language can be observed in Sandy's participation in extract 86. There is a sort of tug-of-war between Sandy and Marjory about the difficulties involved in teaching a multilingualistic task. Marjory, as discussion leader, seems to want to categorize such a class as “very difficult” but Sandy resists this categorization by looking for various strategies to reject this accountability. Her final argument lies in the idea of a “lingua franca”.

(86) Preservice group 2.3 Multilingualistic task (Sandy, Marjory)

208 MAR: **do you think it's it's it's hard then for XX eh_ XXX if they are XXX child to a class eh that so many different languages are spoken/| and do you think a child is then_ difficult education there/|**
or do you think it is_|

209 SAN: but in this case it **it's ok if they if if the teaching is in one language|**

210 MAR: mm\|

211 SAN: but in case XXX in England if they know and XXX XXX not in in_|

212 MAR: but XXX XXX\|

213 SAN: ok if you are in in a classroom where they have one common language so Finnish or English **like one language that they teach XXX|**

214 MAR: mm\|

215 SAN: so then it's ok like XXX like most of the children know it XXX\|

Sandy's insistence on the need for a lingua franca can be seen in the next excerpt from the same dialogue.

(87) Preservice group 2.3 Multilingualistic task (Sandy, Marjory)

173 SAN: **if you would have one common language I think it would be ok|** because then we could discuss and talk to each other so\| that we all understand each other then it's not XXX if you'll understand each other like we XXX\| our mother tongue is is not English but still-| XXX understand each other so **it doesn't make a matter if you don't speak the same language-| if we just have one language in common|**

174 MAR: but what do you_ what would you feel in such a class? do you think it's it's like_ it's the same eh_|

175 SAN: at the moment I think I wouldn't mind because if it's if it's in a Catalan school it would be just great to have even one common language\|

The need for a lingua franca in a multilingualistic situation is also part of the construction of a “linguistically diverse classroom” for some of the preservice teachers from group 1, as well. Furthermore, these preservice teachers (who are training to become EFL teachers) see it as a means of promoting communicative use of the target language (English). Nevertheless, their positioning is not so fixed as Sandy's in fragment 87. They do not seem to be able to take up a clear positioning on how they feel about having linguistic diversity –on the one hand, they can help each other out, but on the other hand if they don't understand each other they will have problems.

(88) Preservice group 1.1 Multilingualistic Task (Mandy, Helen, Lori)

342 HEL: **but if they come into this class and they don't understand anything** XXX-| the other ones can can talk to each other\|

343 MAN: yes XXX that they cannot speak Spanish and Catalan there because-| XXX speak English and Spanish and Catalan\|

344 HEL: yeah\|

345 MAN: **and there are people that cannot speak English\| they can help to each other\| no\| maybe\|**

346 HEL: yeah\| I think XXX language XXX\|

Their strategy to resolve this contradiction involves a type of negotiation which leads to an accounting of “equality” once again. In the following lines it is possible to see how Helen seems to be developing her ideas further – because the new students do not feel totally comfortable with their linguistic competence (not able to understand everything) they will develop greater confidence in their abilities if they can also speak English and/or learn

English, furthermore, this will help the newly-arrived students be more accepted by the others.

(89) *Preservice group 1.1 Multilingualistic Task (Mandy, Helen, Lori)*

373 HEL: **they know that_ because they probably feel very bad about not understanding anything and they first_ if they come the class I XXX XXX\|**

374 MAN: yes\|

375 HEL: **so if the other ones see that they can speak English better than them they will be accepted\|**

As it happens, this conceptualization of EFL classes as an equalizing factor had been introduced into group 1's discussions before as can be seen by the following extract (90) which comes from Task 1.

(90) *Preservice Group 1.G Language acquisition task (Frank, Moira, Chrissy)*

36 CHR: XXX XXX Amina has just arrived to Catalonia and she's learning XXX Spanish the school director does not want to put her in the EFL classroom because he thinks she will be confused by so many languages\| however in a few XX lessons the EFL teacher has noticed that she seems to have no trouble at all adjusting to the lesson\| who do you think is right? [reads] <2>

37 FRA: come on\|

38 CHR: I XXX your turn to speak\|

39 MOR: to speak you have to speak XXX\|

40 FRA: [reads the question again] XXX XXX\|

41 MOR: I don't know\|

42 FRA: the_ the teacher\|

43 CHR: yes I think that the EFL teacher is right because in an EFL lesson anybody knows the language\| so she's_ Amina is in the same position

that her colleagues or partners_ because in Spanish and Catalan she has to learn the language and the others_|

(...)

48 CHR: **but in English anybody the language XXX is a foreign language XXX\|**

49 FRA: **XXX she has problems with Catalan and Spanish it's another XXX no\| not in an EFL classroom you have to speak in English\|**

50 CHR: **in English yeah\|**

51 FRA: **it doesn't matter if she doesn't_\|**

52 CHR: **if the teacher speaks all the time in English_|**

53 FRA: and the_|

54 CHR: **all the pupils have the same problem\|**

55 FRA: yes\| we think the teacher is right\|

In this extract the categorization process is interesting. Despite the fact that language learning is categorized as a problem, it is the *same problem* for everyone. Implicitly, this places everyone on equal footing. Clearly, in comparison to inservice teachers' categorization, the preservice teachers are more likely to categorize English as a means of balancing the situation for all students since it is a foreign language for everyone, indicating that one of the CBA's of their classes is "using-the-foreign-language-as-vehicular-language-in-the-classroom" whereas this was not always the case with inservice teachers, who seemed to prefer the use of another language for explanations and instructions in the classroom.

(91) *Inservice group 2 Multilinguistic task (Sally, Lisa, Mary)*

428 SAL: **when you are explaining grammar for instance\|**

429 MAR: mm\|

430 SAL: and you are looking to faces\|

431 [laughter]

432 SAL: **you speak in English and after the explanations sometimes they need another explanation\| a bit translation of little parts of the definition\|** I don't know well\| English maybe is not the most difficult\|

Perhaps this is due to more than simply their “background features” or “common stock of knowledge”. There seems to be a construction of new understandings as well, based on the preservice group 2’s own intercultural experience, the preservice group 1’s mix of various nationalities and new perspectives of diversity which had been introduced in their classes. This is exemplified in the following extract in which one participant from Preservice group 2, Terry, (who is not studying to become a language teacher) showed a certain level of reflection concerning language awareness in his journal:

*I can see it so well when they try to write some words I have said: they think words have to be written like they are pronounced. **But that happens to everyone whose mother tongue is other than the one he is studying.** For example I have difficulties to write some Catalan words. So the problem is not only with children or with children here in Catalonia. **It’s general problem when learning new languages!***

8.10. Categorization of teachers’ roles within linguistically diverse class

The members’ categorizations of the teacher’s role is analyzed according to different groups and in comparison to positioning concerning the students’ roles within the classroom. Next, the fact that the occasionality of positive MCDs and positive attributes about linguistic diversity is more frequent with preservice teachers is discussed. This can be understood as being related to the perspective about agency, as far as adaptation, assimilation and learning are concerned.

The dialogue participants, as members of the field of education, when faced with what to do with the multilingual students, must negotiate

Chapter VIII. Dialogue analysis

decisions about the classroom. In the case of the preservice teachers, negotiation seems to be linked to the CBA of “equality” for students in a linguistically diverse classroom. One can observe the negotiation concerning the teacher’s role in providing equal opportunities for all the students in the following extract 92. The process of negotiation begins in turn 354. At this point Mandy appears to be arguing for the students’ need to feel confident in their first language. This accountability is not accepted by the other participants (turns 355-357). In turn 357, Lori seems to be insisting that it is more important for the student to have the vehicular language, even in a foreign language class, than actual competence in the target language of the class.

(92) Preservice group 1.1 Multilinguistic Task (Mandy, Helen, Lori)

- 354 MAN: and I think the teacher will need_ or will have to try to make them confident about their own language because it can be easily to to make lose their self-esteem\|
- 355 LOR: no but_|
- 356 HEL: if the teacher don’t take into consideration their language\| I mean_|
- 357 LOR: yes but maybe she knows speak English but there are some of them that doesn’t know speak English or they don’t know XXX\|
- 358 MAN: then he will feel more confident in English lessons\| the the others then it’s not a_ *me pongo nerviosa*\|

Mandy’s reply indicates that her categorization of “language learner” includes the attribute that the student will feel more confident because it will be a class in which they can be on the level with others, or even excel. It would seem that she no longer orients towards the need for heritage language

maintainence and instead accepts Lori's orientation that the target language (English) should have priority.

In the next extract, Helen also demonstrates that she responds to the orientation of the other two: English can serve as both the lingua franca of the class and as a point of balance for the newly-arrived students.

(93) Preservice group 1.1 Multilinguistic Task (Mandy, Helen, Lori)

364 HEL: probably is as you said-| if they are in a class where they already have English as second language so\| imagine at a Spanish class everything is Spanish but the have XXX as a foreign language\| then you probably could build groups of two or three three students and they could yeah they could help each other\|

365 MAN: yes I think that_|

366 HEL: just put them together for example XXX English if XXX_|

The dialogue participants are engaged in the “complex back-and-forth process of negotiation (...) between what has already been said and what currently is being said” (Shotter, 1993:27). Adapting Mendlovitz and Garfinkel's “method of social inquiry” rules (Garfinkel, 1967:104), one can see how the participants' apparent contradictions are actually displays of simultaneously entertained “rules of everyday life” (ibid). This means that the conditions of correct choice are ambiguously defined, as happens when the participants apply the rules of first tongue use and foreign language learning in the same context. In order to come to “solutions” to these ambiguities (in this case, which language is best for formal instruction of newly-arrived students) the participants return to “the formulas of daily life” (ibid.). In this case, the preservice teachers return to formulas of EFL teaching based on target languages and class planning, rather than debating the more theoretical issue of school policy concerning linguistic immersion, pull-out classes or parallel bilingual teaching.

There seems to be a clear indication that the preservice students are more prone to categorize “linguistic diversity” with positive attributes when compared to the inservice categorizations. This will necessarily influence their categorizations concerning the teacher’s role for such classes. This would be the case concerning the added value of using English as the vehicular language as an incentive to the other students. The preservice teachers categorize the use of English as a way to motivate the other students to use and practice the target language. As Brenda says:

(94) *Preservice group 1.2 Multilingualistic task (John, Brenda, David)*

367 BRE: if they are learning the language the most important thing is to learn to communicate and to talk and listen\| not the way you write for instance first it comes I think the oral part and the listening part\| not the way_

As Shotter has suggested some of the understanding of meanings of the immediate reality emerges from the “intrinsic properties of joint action” (Shotter, 1993: 32) occurring in the immediate and local circumstances. Confronted with new situations, these preservice teachers participate in “joint action” to construct *different, innovative* categorizations of the linguistically diverse classroom. There is an emerging categorization of the “teacher” which includes the CBA of “dialogue facilitator” amongst the preservice teachers, especially the group 2, which had had considerable training in resolving intercultural conflict via dialogue.

(95) *Preservice group 2.3 Multilingualistic task (Sandy, Marjory)*

222 MAR: do you think it’s it’s good to make [laughs] to to make them work about cultures or XXX of the countries together/| is it important for the children or do you think it’s it doesn’t matter/|

223 SAN: **it is quite difficult XXX like XXX allowed to used hats inside the classroom\| or scarves or anything like that I mean XXX**

another_ a girl from another culture comes there and then the teacher_ because it's their culture I think_|

224 MAR: mm\|

225 SAN: so you have to XXX and she is allowed to use a scarf\| so you have to explain it to the other children because you can't force XXX to be like XXX her own culture-| so it's not an easy thing to do it's very difficult because then of course the other children XXX XXX and she XXX scarf so you have to explain because_ but I think it's very good for the children\| they know about the different cultures and what people are in a_ that they are all different\|

Over time some of the preservice teachers began to categorize such classes as potentially enriching, didactic situations for themselves, not just for their students, conveying an openness to new perspectives and categorizations in their roles as teachers. Both Mandy (preservice group 1.1) and Moira (preservice group 1.5) highlight this point. Mandy says, “first of all I think it is to break down with prejudices with the images you have of the other person” (turn 329). And Moira makes the following remark about advantages associated with linguistic diversity:

(96) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

14 MOI: but at the same time it could be rich for myself\|

15 ELS: yeah\|

16 MOI: XXX learn a lot of_|

It may well be that these dialogue participants are in a position to bridge the “gaps” about what constitutes “othernesses”. As Shotter (1993: 96) puts it, what we now need is a way of constructing meanings which allow “us to understand our fellowship with all humankind; and which contests the terms and territories of each (ibid.). In their negotiations of the teacher’s role, these

preservice teachers do seem to be approaching new terms about such categorizations.

It is relevant to this research to note that the preservice teachers, in particular the preservice teachers who had had “intercultural education” and were doing practice teaching abroad, were more likely to categorize multilinguistic classes with attributes such as “enrichening”, “a teaching resource”, “interesting”, “a means of teaching and learning tolerance”, etc. A quite negative positioning about multilinguistic classes was taken in only one of the dialogues with the “intercultural” group and that, arguably, is due to the discussion leader’s role, who seemed quite intent on “playing the devil’s advocate” to maintain the debate.

(97) *Preservice group 2.3 Multilinguistic task (Sandy, Marjory)*

189 SAN: if they all speak English_ they all speak_|

190 MAR: no\|

191 SAN: XXX imagine that they all know one language anyway\|

192 MAR: you don’t know maybe there is also a child which came from from_|

193 SAN: and he or she doesn’t know that language at all\|

194 MAR: yeah\|

195 SAN: **it if this would be a class that they don’t have any common language they all speak different languages\|**

196 MAR: mm\|

197 SAN: **and I speak a different language\| I think that would be like very hard\|** very difficult I don’t know\| they would be like_ **I would XXX English\|**

198 MAR: XXX if you\|

199 SAN: I would_ anyway I would XXX to be they would I would be XXX in XXX\|

200 MAR: mm\|

201 SAN: I would try to get them to learn XXX\|

As discussion leader, Marjory seems to want to initiate a dialogue that will cause debate so she constructs parameters of a class where there is no lingua franca between any of them (teacher included). While Sandy is unable to resolve this conflict at first and admits that it would then make teaching “difficult”, she does return to her previous premise that a lingua franca is not only necessary but possible and she assembles “teacher’s role” with the CBA “get them to learn – (the lingua franca).”

The preservice groups’ categorizations dealing with linguistic diversity are all generally more positive than the inservice group. CBA’s of “teacher of linguistically diverse class” which were more relevant for this group were varied. Some CBA’s of the linguistically diverse class included the usefulness of demonstrating to the children that diversity can be “successful” and “interesting” and can provide the students with opportunities to “learn from the others. Another CBA was that the student could know all the cultures in the class, meaning “he has a multicultural vision”. Also, the students will learn about other cultures and how to respect one another and “so they are more tolerant”.

(98) Preservice group 1.3 Multilinguistic task (Jeffrey, Celine, Chrissy)

137 CHR: I think the advantages are\| that they can learn lots of things from lots of things from each other\| related to other cultures and they can they can learn\| a lot\|

138 CEL: yeah a lot of things\|

139 CHR: and they are receiving_ |

140 CEL: and how to respect the others\|

141 CHR: yes\|

142 CEL: and XXX that there is not only one religion and one language and one culture\| XXX they only know their culture-| their own culture I

Chapter VIII. Dialogue analysis

mean and maybe they don't know that there are people from India that have another religion\|

143 CHR: yes\|

144 CEL: and all these thing\|

A further CBA of “teacher’s role” is to set up a natural framework for the students to experiment different points of view and opinions and thus learn that differences are not necessarily negative because amongst the differences there are “things in common”, as is brought out in extract 94.

(99) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

204 ELS: (...) I think that it's better to begin with oral works-| because every child can be more eh well can share more feelings with the others\|

205 LIL: yeah\|

206 ELS: I I don't know\|

207 LIL: and I think it's important to each pupil to to know the other no/| to know that not only you are immigrant_|

208 ELS: yeah\|

209 LIL> and not only you have another· another language_|

210 ELS: yeah\|

211 LIL> and everybody is different everybody has a lot of things in common that are different\|

Nonetheless, it should not be understood to mean that the inservice teachers did not frame their categorizations of “linguistic class” within categories that had some positive attributes. However, as can be seen in the following dialogue, the construction of the category is attenuated by CBA’s of “student responsibility”. Different from the preservice teachers’ categorizations, these categorizations do not emphasize the opportunities for

students' inner development so much as a means of *avoiding* potential problems and this obviously provides different associations for the "teacher role" as well. For the inservice group, the CBA's of the teacher are more reactionary than active.

(100) *Inservice group 1 Multilinguistic task (Sharon, Kim, Marion)*

203 MAR: the positive is XX it's good eh for the children to have contact with different cultures-| with different languages because this is the future this society in Catalunya they are going to work with eh different cultures\| eh· in the street there are different cultures and the school is a reflection of the society\| so· in inside the school **we have to to teach them how to deal with this differences [coughs] eh to prevent_ to avoid the ra_ racismo ¿cómo se dice?**

204 ???: **the racism\|**

205 MAR: =racism= and intolerance\ [laughs]\|

206 SHA: =I suppose=

It is significant that in the next inservice teacher's dialogue, the responsibility of being tolerant lies with the *students* rather than it being the situation which could provide opportunities to learn about tolerance.

(101) *Inservice group 3 Multilinguistic task (Annette, Samantha, Irving)*

105 ANN: XXX I think so but there are other kinds-| of of of comprehension gesture and and signs and and different XXX to use this-| XXX not a a very very eh· XXX but in this case they develop all_ **in different XXX to XXX if the the boy or girl XXX are open open minded and don't have any other problems\|**

This contrasts quite sharply with the construction of meaning in extract 102 (below), which comes from a preservice group conversation. The three girls actively construct an image of a very open classroom wherein all

Chapter VIII. Dialogue analysis

students should feel comfortable enough to be able to discuss their opinions and feelings about problems they may be having. In the construct, the emphasis once again lies within a framework of “teacher” and the CBA’s related to the teacher’s responsibilities when working with a linguistically diverse class, instead of a framework focused on the students’ individual responsibilities of learning to adapt to the norms of the “regular” classroom, as happened in the inservice teacher’s categorization.

(102) Preservice group 2.1 Multilingualistic task (Jill, Kelly, Annabelle)

222 JIL: yeah and it’s also interesting to talk with all the children to eh· say that everyone say what the difficulties are for them\|

223 ANN: yeah\|

224 KEL: yeah\|

225 JIL: maybe they can give X_ **that’s the nice-| that you have many multicultural eh persons that they give eh other children at the class at X how to solve a problem-| or how they do that in their country\|**

226 KEL: **how they deal with a problem in their country in this culture things like that\|**

Furthermore, the categorization of the multilingualistic class also carries positive attributes: part of its definition is as a means of sharing different cultural ways of problem-solving. This new categorization by the three Dutch girls is corroborated by their journals describing their teaching practice. It seems that their own personal experience has helped them re-construct their understanding of similar situations. What Kelly wrote at the end of her stay illustrates this point:

When I look back at how the children were making contact then I can say now that it’s not really different from making contact with people of your own language. The only think you really notice is that they are using there

*hole body to tell you some things. Some times they use drama so then they play what they want to say. And some times they go to the teachers who speaks English and that they ask them to translate for it. **The important thing is that they make contact on their way and that they try to tell you things. And if you really want to know what they say you have to be open for them and then they will come if it's not working out so good.***

It is quite evident that the categorization of the teacher in a linguistically diverse class is quite different between the preservice and the inservice teachers. In the case of the inservice teachers, as has been mentioned, the attribute of responsibility belongs principally to the students. As Irving puts it, “the first objective is that people eh people integrate in class and in society” (Inservice group 3, fragment of turn 259). Implicitly, this is the responsibility of the individual to do so. The teacher’s job profile is composed of attributes such as “time-consuming”, “lots of work”, “lack of materials” and “lack of support”.

(103) Inservice group 3 Multilingualistic task (Annette, Samantha, Irving)

247 IRV: **I I I think as a teacher I think I do what I can\|**

248 SAM: ah yes\|

249 IRV: **I’m not a super teacher and a normal teacher and I do_|\|**

250 ANN: you do the same with other other-|\| not problems in language but in other kind of problems you do the same\|

251 SAM: **yes but I think the multilingual class really represents a big effort for the teacher\|**

252 ANN: XXX yes\|

253 SAM: in all the subjects not only teaching English\|

254 IRV: **you have to adapt the material\|\| you have to try to do something easy to go on to start and go on\|**

Chapter VIII. Dialogue analysis

For the preservice teachers, the job profile consists of CBA's such as "making the subject interesting", "promote interaction", "be very sensitive (to topics dealing with other cultures)", "know the individual point of view of each child", "look for support from other teachers" and "adapt the materials to each culture". As the Group 1 preservice teacher Elsa remarks:

(104) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

133 ELS: if you know that a person is not going to understand and you have to think how to do it\|

There seems to be a general awareness from the preservice teachers that they must re-construct the categorization of the monolithically homogenous, monolingual classroom to adapt to a new categorization of linguistic diversity in the classroom.

(105) Preservice group 1.5 Multilingualistic task (Lilian, Elsa, Moira)

244 ELS: more and more there are coming more immigrants and they are living here so_ but I think that we have to think that maybe we can work in a class like this and_ well you have to be conscious\|

Consequently, they seem to be more inclined to construct an understanding of the teacher's job as something flexible, collaborative and in need of constant revision; they must follow the curriculum but "change a bit". As Kelly puts it:

(106) Preservice group 2.1 Multilingualistic task (Jill, Kelly, Annabelle)

187 KEL: but you can leave your method and do it in different ways teach the same in different ways\|

The diversity also provides a welcome source of new material for the preservice teacher in order to make their classes more "interesting" and more "innovative". Also, the construction of the linguistically diverse classroom,

despite having attributes of “difficult”, etc. is attenuated by the fact that, for the preservice teachers, the problems are really no different from other classes.

(107) Preservice group 2.1 Multilinguistic task (Jill, Kelly, Annabelle)

146 JIL: yes they can help each other with different things I think also the difficulty is that eh it’s eh difficult to make-| XXX clear for all the children maybe\| **but I think when you have only your culture you have that same problem (...)**

In these extracts, it is possible to see that there is no external, pre-given social structure which is being used to accomplish categorization. If that were so, then arguably the preservice and inservice teachers’ categorizations would not be so comparably different. Instead, the dialogue participants are invoking their own sense of social structure from which they must “assemble” accounts. In this accounting it is possible to observe how some of the preservice teachers negotiate and reconstruct their categorizations as the dialogue develops, based on newly acquired information. In the preservice groups’ dialogue, it is relevant to note that in several occasions, the initial categorization of a multilinguistic class is “difficult”. However, the evolution of the categorization takes on more positive attributes as the discussions go on and also as they are developing their ideas in their writing journals. At the end of extract 108 below, the dialogue participants have reconstructed the categorization to indicate that there are many alternatives possible for the teaching of this class and that they “don’t think it’s a big problem” despite the fact that during the assembling process negative CBA’s did emerge (turns 185, 187, 191, 194).

(108) Preservice group 1.4 Multilinguistic task (Maud, Cindy, Julie)

180 CIN: yes advantages it’s better to know other cultures\|

181 MAU: yeah\|

Chapter VIII. Dialogue analysis

- 182 CIN: to be more tolerant\|
- 183 MAU: yeah\| <7>
- 184 MAU: cultures tolerance tolerant <8> maybe conflict between the
cultures\| <9>
- 185 CIN: more disadvantages\|
- 186 MAU: they are difficult to teach\|
- 187 CIN: yes XXX\|
- 188 MAU: but it depends if you're an English teacher it's ok because they
are in the same level in a way so it's we discussed last time the_|
- 189 CIN: I think it's it's more difficult mm for the traditions eh\|
- 190 MAU: eh so for example if you have the topic Christmas_|
- 191 CIN: yes\|
- 192 MAU: you can't can't discuss the topic but you can make Christmas
lessons because a lot of children-|
- 193 CIN: or Ramadan\|
- 194 JUL: or you can explain and they can do· different_|
- 195 MAU: yeah maybe they can explain what's_|
- 196 JUL: celebration\|
- 197 MAU: Christmas for them\|
- 198 JUL: yes and they can do like festivals or celebrations\|
- 199 MAU: multicultural\|
- 200 JUL: **yeah I think it's_ I don't think it's a big problem\|**
- 201 MAU: mm\|
- 202 JUL: this | only that you you have to do is eh I don't know eh_|
- 203 MAU: **discuss\|**
- 204 JUL: **understand** and_|

The preservice group 2's stock of knowledge was more international and more intercultural than preservice group 1. Relevancy seemed to revolve

more around the role of the teacher herself as a cultural mediator and there was a higher incidence of CBA's which included the need for innovation, open mindedness and willingness to do whatever possible to make sure that all students have equal opportunities within the classroom. The preservice group 1 had more tendency to assemble CBA's related to language teaching itself, such as the possibility of using linguistic diversity as a platform for teaching the target language or worries about linguistic interference. This coincides with a similar categorization that Group 1 made in a different task which dealt with language acquisition and indicates a common stock of knowledge which is more germane to group 1 than to group 2.

(109) Preservice group 1.J Language acquisition task (Elsa, Lynette, John)

118 LYN: so yeah I think it could be_\\

119 ELS: XXX\\

120 LYN: XXX very much XXX XXX students make mistakes and try
XXX if everyone studies XXX\\

121 ELS: mm\\

122 LYN: XXX that could happen but not_

123 JOH: yeah\\

124 LYN: not XXX\\

125 ELS: yeah but that can be possible or so\\

Not surprisingly, the two groups of preservice teachers did have some differences in consequentiality of MCDs according to certain features common to each group, for instance, the insistence on language teaching factors for group 1. Nonetheless, there were several MCDs with similar consequentiality between the two preservice groups which could be differentiated from the inservice group, principally the MCDs of "linguistic diversity" with positive attributes.

Chapter IX. Conclusion

This final chapter outlines and discusses some general issues which have been revealed and/or raised from the transcript analysis. Placement into “categories” is the focus of this research and the principal focus of the conclusions outlined here. The first section of this chapter provides observations about similarities in the members’ categorizations according to groups and the second section discusses general differences of their categorizations. The third section looks at the differences between category assembly of the two preservice groups and the fourth section discusses whether any type of evolution in the category assembly procedures could be detected amongst the three subject groups. The next two sections outline some inevitable limitations of scope found within the research and possible paths for future research which have been opened up by this particular research endeavor. The last section provides some final closing thoughts.

9.1. Similarities in categorizations amongst groups

This section will deal with the ways in which the categorizations of the groups hold similarities in their assembly work, their use and their attributes. The first subsection will consider comparable features in the categorization of “normal” versus “other” classroom and the implicit socio-political consequences of such categorizations. The categorizations found in the research are compared with the results of a study conducted in Madrid and consequences of categorizations set in opposition are discussed as well as the way in which the saliency of one category may “override” another category and thus lead to re-negotiation of the categories.

The research has shown how the individuals *constructed their understandings* of their social world, thus allowing some insight and possible inferences about the ways in which all the members’ “accounting practices” constituted references to their organized activities of everyday life within the classroom. Some of the category accomplishments did occur across the groups and with some similar frequency. However this is taken as an indicator of similarities in dialogic backgrounds and is not assumed to indicate cause- and-effect or innate relationship.

Chapter IX. Conclusion

The degree of similarity seen across the transcripts of all the groups' category assembly work gives validity to the structure of the task set-ups designed to initiate conversation about diversity. The similarity shows that the tasks were not done in a superficial manner simply to fulfill class-time obligations. The similarities reveal that the members of all three groups dedicated time and attention to giving quality thought to the task at hand. The participants' level of attention (all of the groups used their fully allotted time for task completion and some even asked for more time) was indicative of their common interest in what apparently was perceived as a very real issue for them in their chosen profession of teaching. Otherwise there would have been more variability and extraneous input such as laughter, etc. Notwithstanding that there were incidences of some informality, generally there was not a facetious attitude in completing the tasks.

The similarities also show that overall the participants were aware of the need for addressing multicultural issues despite their own very different points of origin. This also implies that all the groups had a common stock of knowledge about immigration, linguistic and cultural diversity and multicultural education. The similarities add credential to the applicability of the analysis results beyond these particular sessions. Importantly, too, the category accomplishments of the three groups were similar to the study conducted by Martín Rojo (2003) which demonstrated that the teachers involved in multicultural classrooms had generalised and stereotypical understandings of their students, based on the students' origins. This implies that the common stock of knowledge of the educational world is quite marked by such categorizations.

It can be noted that all the groups constructed categories of the linguistically diverse class with CBA's of "time-consuming" or "lack of preparation" to "teaching-linguistically-diverse-class", nonetheless, it was not such a predominant theme for preservice as it was with the inservice

Chapter IX. Conclusion

teachers. It is assumed that this is likely due to the macro-context of the different groups: inservice teachers often work in conditions in which there is a lack of resources while preservice teachers may have not experienced similar situations. Still, all the teachers did construct CBA's consisting of "problems of preparation", "lack of training", "lack of information", "lack of materials" and "lack of time".

In reviewing similarities amongst the three groups in their category assembly work, it is opportune to address the first question in Chapter V: were there any predominant categorizations of linguistic and cultural diversity in the interactions between groups of preservice and inservice teachers? *As can be seen by the number of occurrences of consequentiality of negative categories concerning diversity, it is evident that "problematic", "difficult", "hard" and other such attributes were the most frequently generated attributes for all the groups.* However, notwithstanding the predominant consequentiality of the negative category accomplishments amongst all three groups, *the research approach allowed further exploration into differences in the degree, use and frequency of re-negotiation of the negative assembly work.* This is discussed in further detail in Section 9.2.

There were several resources used for the assembling work amongst the three groups which seemed to come from a common dialogic background. Among the resources, the more frequent and more relevant to diversity in the classroom was a shared agreement that the situation of the monolingual or bilingual majority should be altered as little as possible. Linguistic diversity, while seen as an advantage in some areas, was never constructed as a possible "normal" situation, as can be observed in the way in which the teachers established the categories of "normal" in opposition to "other" classroom. The recognizability of the "normal" classroom relied on the attributes that the majority of the students were speakers of the school language. This placed

Chapter IX. Conclusion

the speakers of the vehicular language in a privileged situation, which remained unchallenged throughout the dialogues.

Linguistic and cultural diversity was assembled with attributes such as “conflict” and possible “teaching problems” inside the classroom by all the groups. Inevitably this incorporates a negative component into the framework of multilingualism; multilingualism is construed as a possible threat to the intactness and well-being of the classroom (and possibly, society). As Skutnabb-Kangas & Phillipson (1989:55) put it, there seems to be an implicit assumption that “many languages divide a nation”. Inevitably, this socio-political background can be found in the dialogic voices of the transcripts as well. Just as the monolingual society is viewed as more solidified, likewise, the monolingual classroom is “commonsensically” understood as an easier, less problematic base to begin language instruction. Even though linguistic diversity was assembled by some of the groups as possible teaching resources for languages and multicultural education, without exception, the foundation of the successful classroom seemed constructed upon the idea of “one language” as preferable for class management and for instruction.

The question of “normal” in opposition to “other” was clearly related to the assembly work of the category of “immigrant”. It was common among the three groups to assemble categories of “immigrant” with “emblematic” social and cultural attributes, albeit the category assembly work of “immigrant” itself was not bound to an intrinsically fixed symbolic meaning for any of the groups. “Immigrant” was assembled as a very broad category device to include varied students from different backgrounds according to its respective “occasionality”. For instance, in some cases, the category was inclusive of newly arrived students from many different countries; in other cases it was used by teachers to categorize students who were born in Catalonia from parents of nationalities other than Catalan. In other cases it was assembled for both situations. It was apparent that the category of

Chapter IX. Conclusion

“immigrant” was salient for all the groups because it was not only a device deployed to describe the social circumstances of its members, but also deployed to describe the social and cultural activities of the members.

The category “immigrant” also served as a discursive resource for the preservice and inservice teachers about their understanding of the attributes of working and teaching in a diverse culture. At times, the categorization of immigrant was held in contrast to the categorization of “language learner”. Interestingly, the two categories were not always contrastive when the discourse participants discussed the attributes of “young learner”. All the groups assembled “young language learner” with attributes of “natural”, “easier to learn” or “better able to acquire a language” no matter which origin. On the whole, when the teachers (both inservice and preservice) discussed “immigrants” with the attribute of “young”, the assembly work was quite different from other times with the category “immigrant” without the attribute of “young”. This indicates that “young learner”, when used concomitantly, was more salient than only “immigrant”. In such cases, all the members assembled the category of “young immigrant” as “not a problem”.

While this may seem like a “natural” categorization for them, considering the fact that “young” seems to hold more saliency than “immigrant” in such cases, it does not completely explain why “young” proves more salient than “cultural, racial or religious problems” which were often the attributes for “linguistic or cultural diversity” and were also concomitantly used with students of all ages. In other words, it would appear that the teachers generally categorize “linguistically diverse students” as “problematic” after a certain age, despite the fact that they have also categorized “immigrant” of all ages (young included) as having problems of adaptation due to leaving their country, their families and friends, etc.

9.2 General differences between the groups' category work

The second section of this chapter provides an outline of some differences found in the categorizations, according to group. The research demonstrates that while the broad category assembly of diversity is negative, the examination of differences within the attributes of that category provides clearer insight into the way in which teachers view diversity. The section looks at the different ways in which the groups categorize teacher and student roles and the different categorizations which emerged concerning language learning and language learners. Finally, it discusses the differences of category assembly concerning ethnicities.

The orientative question in the research (Chapter V) as to whether there were any significant differences in the categorizations of the preservice and inservice teachers groups concerning linguistic and cultural diversity proved to be especially fruitful in the final analysis. Looking at the dialogues from a global perspective it becomes evident that the consequentiality, use and appropriation of *negative* CBA's of the MCD of "linguistically diverse class" is used to bring relevancy to that particular categorization on several occasions throughout the dialogues. This phenomena occurs with all three groups and as far as categorization of linguistic diversity goes, the negative attributes outnumber the positive ones. Nonetheless, it *is* possible to distinguish significant differences about the use of the negative categories amongst the groups. This research highlights how the members deploy "hard, difficult, problem, etc." in different ways and with different degrees of "negativity". Unlike claiming that *x* number of *y* total questionnaire respondents said "linguistic diversity" proves a negative factor, the use of this type of analysis shows the "what" and "how" of the participant's negative category construction. Thus negative attributes that led to the categorization of "difficult" (such as "lack of resources", "not prepared" or "impossible") may be understood as correctable and not immutable.

Chapter IX. Conclusion

For instance, the research data shows that the inservice group's negative CBA's occur more frequently and are not often accompanied by attenuating positive attributes. Positive attributes are sometimes resisted totally, as exemplified by Irving's resistance to the categorization of "good" Moroccan students (transcript 40, Chapter VIII). In contrast, for both of the preservice groups, positive attributes become a part of the negotiation and reconstruction of the category of "linguistic diversity", resulting in new CBA's in which diversity is seen as a favourable resource. An evolution of the category assembly work from generally negative to more positive attributes was detectable. In the transcripts, it was possible to see how different understandings of linguistic diversity were proposed and made available by the conversation members and in many cases were eventually appropriated, thus indicating new assembly work by the members in order to come to new understandings of diversity.

9.2.1. Teacher - student roles

There were certain distinctive patterns which were predominant in the categorizations according to which group was doing the assembly work. For instance, inservice teachers had a higher frequency of teacher job profile categorizations as "time-consuming", "lots of work", "lack of materials" and "lack of support" while preservice teachers assembled the job profile with CBA's such as "making the subject interesting", "promote interaction", "be very sensitive (to topics dealing with other cultures)", "know the individual point of view of each child", "look for support from other teachers" and "adapt the materials to each culture". Nonetheless, the issue of the amount of work, personal commitment and time, augmented by the lack of resources was an attribute of the MCD of the teacher of linguistically diverse classrooms for all the groups.

Chapter IX. Conclusion

There is a clear difference concerning the categorization about the roles of students and teachers when discussing the multilinguistic classroom. In the dialogues of this study, the inservice teachers tended to place the responsibilities extensively upon the students for adapting to the classroom, for understanding the roles and rules of the classroom, as well as the general learning process. The inservice teachers' category assembly work concerning the teacher's role implicitly incorporated CBA's of a process-product model of teaching which principally contains the point of this view that teaching *causes* learning. This perspective sees teaching largely as a technology, in which the teacher is the agent transmitting the procedure to students, so that the students may produce pre-conceived outcomes. "In this theoretical framework, learning is underscored as a passive action directed by the teacher rather than self-directed by students" (Saez Brezmes, in print). It follows that this type of categorization (of "agency") produces a situation in which the teacher will be less inclined to work extensively with students who they do not perceive as able to "produce" the "end product". Such social context inevitably places onus of learning and adaptation upon the student.

The topic of "adaptation" was far less salient for the inservice group than for the preservice groups. When the category did occur in the conversations, the CBA's tended to reveal "student responsibility" for the adaptation. On the other hand, preservice teachers tended to construct teachers roles as more active and perceived their role as bearing greater responsibility in providing the students with resources, not just for academic learning but also for social learning and for helping in the adaptation process.

There seemed to be an association between categorizations based in linguistic deficiency and an understanding of the adaptation process via *assimilation*. As a consequence, the CBA's of "adaptation" included the perspective that it is the student's responsibility to assimilate to the new culture, without any reciprocal behaviour from the host community and

Chapter IX. Conclusion

therefore it became a part of the assembly work for “student role”. This categorization of assimilation (whose consequentiality was more relevant to the inservice group than the others) incorporates the idea of a “natural learning process through exposure” which is not affected by social factor variability such as language and social experience in the family, the peer group, the school, etc. As can be expected, this categorization often leads to rather prescriptive interpretations of student performance as well as evaluations of students’ abilities based on fairly standardized benchmarks. This is exemplified by the categorizations deployed of “good” levels of language, for instance.

It is important to understand how teachers construct their roles because it can provide an important tool for confronting difficult issues within the classroom. A part of the teacher’s role should be guiding the students in understanding diversity in the classroom. This cannot be accomplished if the teachers are uncertain about diversity themselves. In the dialogues, teachers (especially preservice teachers) revealed apprehensions by the construction of their MCDs of cultural diversity that included racial, religious or cultural discrimination, intolerance or even conflict amongst the students. As was discussed in the Chapter VIII, the CBA “conflictive” is accomplished against a common stock of knowledge which seems to be obtained predominantly from the mass media. By making teachers aware that they can re-negotiate their categorization, deploying other resources and other “devices”, they will be better equipped to face their roles as leaders in the process of adaptation to diversity. The teachers indicated apprehension about controversial situations, however, according to Fairclough (1995), being clearly political in education is nothing to be alarmed about. As Fairclough states, “being committed does not excuse you from arguing rationally or producing evidence for your statements” (1995: 5). If the preservice teachers are given the proper tools for self-reflection about how they themselves assemble these categorizations,

then they will be better able to help themselves and their students understand the same process and assemble new, more tolerant categorizations as well.

This is a conceivable scenario because the preservice teachers did indicate a certain “open-ness” to discussion of cultural topics when dealing with linguistic diversity. Again, this categorization was more frequent with the preservice teachers, in particular group 2 as could be seen in extract 102, Chapter VIII in which the categorization of a classroom open for discussion of opinions and feelings was assembled by the three participants. As was frequent amongst the preservice teachers’ dialogues, this type of construct emphasized the teacher’s responsibilities when working with a linguistically diverse class, instead of focusing on the students’ individual responsibilities of adapting to the norms of the “regular” classroom. To a certain degree, the preservice group 2 assembled the MCD of “teacher of linguistically diverse classroom” with an attribute of cultural mediator. The role extended into a new categorization of the multilingualistic class with positive attributes such as a means of sharing different cultural ways of problem-solving.

This category assembly is in alignment with the preservice group 2’s stock of knowledge, which was more international and more intercultural than the other groups’ multi-voiced backgrounds. This can help explain why they placed more relevancy on the role of the teacher as a cultural mediator, with CBA’s which included the need for innovation and open mindedness. The fact that the preservice group 1 had more tendency to assemble CBA’s related to language teaching than did preservice group 2 is also coherent with their own (group 1) common stock of knowledge which is more directly related to EFL training. While their category assembly work did demonstrate open-ness to diversity, it was not as frequent nor did they construct categories with CBA’s of cultural and social mediator. Because the preservice group 2’s prior training included intercultural education it follows that their category assembly work reflects this dialogic background.

The fact that the two categorizations (cultural-diversity-can-bring-problems- into-the-classroom and teacher's-role-as-cultural-mediator) co-existed within the dialogues should be seen as heartening because it may indicate that the members accept the premise that students of all ages must be made aware of what may be seen as “controversial” or difficult political and social issues. Implicitly, this means that there is a recognition of their own responsibility, as teachers, in this process. For some, this meant incorporating multicultural education into their teaching. Nonetheless, the category assembly of “multicultural education” was different for the groups. The preservice teachers saw multicultural education as an integral part of the overall education of all students and the fact that they had diversity in the classroom was seen as a resource to exemplify premises that they would be teaching anyway. The inservice teachers, on the other hand, saw multicultural education merely as a means of *avoiding* potential problems such as inter-ethnic conflict, rather than attributing it as a general developmental resource for the students.

9.2.2. Differences in categorization of language learning & language learner

Differences between the groups can be found concerning the teacher's role in the language classroom, concretely, the CBA of classroom management. Part of classroom management includes the decision about which language to be used in management. The inservice teachers categorized *Catalan* as the “language of classroom management” for an EFL class several times in contrast to the preservice teachers who categorized the “*English-as-the-classroom-management-language*” as a “natural fact”. The inservice teachers were especially likely to assemble the MCD of Catalan-or-Spanish-as-language-for-classroom-management-or-grammatical-instruction in cases of linguistic diversity or in situations where they felt that grammar or

Chapter IX. Conclusion

linguistic prescription were more relevant to the classroom than communication. This differed from the preservice teachers who did not generally categorize different levels of any language (English, Catalan or Spanish) as a reason for switching from English as the vehicular language in an EFL classroom.

These differences are congruent with how the respective groups categorized language learning and also with their backgrounds concerning EFL training. The transcripts of the inservice teachers demonstrated a tendency to focus on language structure rather than the language used as a means of communication, and as a consequence, the inservice teachers were more concerned about the ensuring that instructional ‘information’ be transmitted rather than focusing on communication itself. This group’s assembly work of “language learning” included the CBA of “sequential” learning. Implicitly then, the inservice group’s MCD of “linguistic diversity” must derive from a device of “multiple monolingual competencies” versus “varied multilingual competencies”. “Multiple monolingual competences” refers to the concept of equally proficient “monolingualisms” while “varied multilingual competencies” does not require equal proficiency in each language. This term recognizes the reality of inevitable variation in use, proficiency and experience in each language.

Despite the inservice teachers’ foreign language teaching background, their categorizations are parallel to some studies which show that many people who have had little or no exposure to bilingualism or multilingualism tend to view multilingual competencies as adding monolingualisms together. For instance, a representation of multilingualism as being complicated and a cause for confusion is common among monolingual children (Castelloti & Moore, 2001). It is also common among older children (Castelloti & Moore, 1999) and even in specialized language teaching circles (Puren, 2000). Furthermore, perceived personal lack of proficiency in a foreign language

Chapter IX. Conclusion

(“translating” from one language to another as an aid) is cause for “shame” and seems “taboo” for adults who have learnt a foreign language (Castelloti, 1997). The inservice teachers’ category assembly of language learning seemed to fall more along the lines of monolingual-plus-monolingual language acquisition.

Assembling “multilingualism” as “multiple monolingual competencies” implies a value system applied towards languages which is quite paradoxical. The educational system views a repertory of specific languages as vessels for culture and learning (predominantly English, French, Portuguese or Spanish, probably stemming from past colonial history) and thus incorporates them into the curriculum as foreign languages classes. At the same time, recent history of globalization and new social transformations such as higher numbers of immigratory movements have contributed to new linguistic and cultural diversity on more local levels. However, the heritage languages of the newly arrived students are not valued as part of the students’ “multiple monolingual competencies”. (For more information on this topic, see Heller and Jones, 2001.) The inservice teachers’ category assembly work indicate that they are more compliant to the dominant dialogic voices of such educational policies which promote “prestigious language” learning over different heritage language classes.

On the other hand, teachers who are more willing to accept a framework for understanding of “multilingualism” as “varying competencies of multiple discourses” are more likely to have positive attitudes towards bilingualism and multilingualism (Martín Rojo, 2003). They are also more likely to see the teaching of the student’s heritage language as advantageous for learning other languages (as well as other advantages) and to view monolingualism as an exception to most situations in the world. This fits into the category assembly work of both preservice groups who tended to categorize “language classes” more openly and with less focus on teaching

Chapter IX. Conclusion

language syntax. The CBA's associated with multilingualism were oriented towards "varied multilingual competencies" as is evidenced by their orientation towards "communicative abilities" rather than "linguistic perfection". There were differences between the assembly work of the two preservice groups, arguably resultant of their respective macro-contexts. The preservice group 1, studying to become EFL teachers, saw linguistic diversity as a resource for "helping each other with the target language" or "getting them to use the target language" and the preservice group 2 focused on the categorizations of "language teaching" with attributes such as "discussion", "sharing of ideas and perspectives". (This may be a consequence of the fact that they were non-Catalan speakers doing their practice teaching in Catalan schools and had to use English as the vehicular language in their practice teaching). It should be recalled that the preservice group 2, different from the other two groups, had had little or no exposure to language teaching methodologies.

The preservice group 2, composed of students who had experience with intercultural communication and had been involved in teaching practice in other countries different from their own, showed categorizations which were more open towards the idea of linguistic diversity as an advantage in the language classroom. Furthermore, there were also indications that they re-assembled some of their early category work about language teaching due to self-reflection; some of this reflection extended from discussion with others and some as part of their reflective journals. One interesting re-assembly of categories in this group dealt with foreign language teaching. Over time, for this group, the categorization about language learning changed from being a category about "words and learning words" to a category about "language as a meaning system". This group's subsequent CBA's went from "knowing words" to "knowing the systems and patterns to create meaning". This new categorization could prove to be an important resource for integrating

Chapter IX. Conclusion

linguistically diverse students into the language classroom by focusing on “language speaker’s communicative knowledge”. This is similar to the other preservice group, whose assembly of “foreign language teachers included CBA’s of “placing conscious attention on the language” as well as “placing attention on cultural aspects of languages”. In general, the preservice teachers’ orientations and assembling of “language teaching” comes closer to the objectives of language teaching endorsed by the EU’s Common European Framework of Languages (1998, 2001).

This argument is supported by the evidence of new conceptualizations of language shown by the preservice group 1. At the beginning of the semester, the preservice students assembled categories of language which indicated that some languages are more complex or more primitive than others. Over time, this orientation became less relevant and shifted towards a categorization of the multilingual student with a CBA of better language learning abilities, no matter the mother tongue, thus discarding the notion of primitive versus complex languages. This re-assembly of languages and language learning also indicates an increase in language awareness.

As far as language learners are concerned, the groups demonstrated different category assembly work as well. The inservice group frequently assembled MCDs of the language learner which included social and cultural traits as being relevant to the ability or inability to acquire a language. Some of their MCDs of certain ethnic groups included attributes of being a “good” or “bad” language learner. This assembly work reveals that the participants construct the category of language learner with different associations of intelligence and ability. This presumes that mental capacities are something ‘innate’ leading to the subsequent orientation that little that can be done in way of changing it. This type of assembly work done by the inservice groups is supported by similar findings in the previously mentioned Madrid study (Martín Rojo, 2003). It was found that the teachers in the Madrid study

tended to see certain minority language students as having limited cognitive abilities for language learning. Also, these teachers indicated an understanding that the use of a minority heritage language was an obstacle to learning another language. The inservice group in this research mirrored these findings with their category constructions concerning language learning.

On the other hand, ethnic attribute assemblies associated with language learning were less frequent with the preservice groups and tended to be positively inclined in the sense that certain language speakers were seen as advantaged in foreign language acquisition, with none constructed negatively. The assembly work which was revealed in both preservice groups (especially group 2), focuses the process of language learning away from innate intelligence or ability and focuses more on the processes within the classroom. Again, this demonstrated a category construction of the teacher role rather than emphasizing the individual as responsible for the entire process and subsequent success or failure.

9.2.3. Differences in attributes assigned to ethnicities

Category assembly work concerning ethnicities was common among all three groups, especially in the discussion which ensued from task 2. However, there were distinguishable features relative to each group's assembly work as well as differences in the subsequent attributes. For instance, the inservice teachers' categorizations of ethnic attributes were more rigid and self-contained in their category constructions. The ethnic groups which were mentioned more frequently were minority groups with whom they had had previous experience in their schools; the inservice teachers' ethnic assembly work usually included groups which have been historically associated with immigration to Catalonia. The inservice teachers were more likely to associate certain groups within their resource groups with negative attributes. These category accomplishments were similar to the results of the

Chapter IX. Conclusion

Madrid study (Martín Rojo, 2003) which showed that, in general, the teachers perceived the knowledge and ability of their students differently according to whether they came from immigrant backgrounds or not. Furthermore, the inservice teachers showed very few incidences of re-negotiating their negative assemblies. Even in dialogue extracts where the members were confronted with evidence that their negative accounting may be erroneous, the inservice teachers tended to resolutely maintain their already established.

The preservice groups also constructed categories based on ethnic attributes in ways which associated student traits with ethnicity, but they were more likely to assemble categories based on physical features only without extending those categories into socio-cultural attributes about the groups as learners. Attributes of language learning were more general, that is, they were more likely to produce attributes about the category of “linguistic diversity” which was not reduced to the parameters of certain ethnic groups. This does not mean that assembly work attributing language acquisition and certain ethnic groups was not carried out by the preservice teacher groups 1 and 2. It can be seen that such categories were constructed (see extract 10 or extract 52), however they did not tend to be as frequent, as negative or as “resistant” as the categories constructed by the inservice teacher group. Moreover, for both preservice groups, there were higher incidences of re-negotiation of such categories when it came to the discussion about “best methods” for EFL classes with linguistically diverse students. The preservice group 2 did not generally associate ethnic groups with any type of attribute concerning language learning.

The issue of whether the students should be allowed to use their mother tongue in the classroom was most salient for the inservice group, and was consequential for the preservice group 2, while it was not “made relevant” in the category work of preservice group 1 at all (this may be because of the fact that preservice group 1 constructed “English as the classroom management

Chapter IX. Conclusion

language” as a “natural” category). The inservice group categorized the use of mother tongue as a barrier to vehicular and foreign language learning. The preservice group 2 demonstrated uncertainty in their categorizations about the use of mother tongue. The value placed on the mother tongue of the student will affect the way the heritage language is attributed as a positive or negative factor to the student’s learning. As could be seen in the inservice teachers’ transcripts, students whose heritage language was Arabic were not seen as good language learners and their language was considered to be detrimental to their learning of the school’s vehicular language and also *cause for delaying access to foreign language classes*. On the other hand, in the preservice teachers’ transcripts, there was little mention of other languages which might prove to be detrimental to the acquisition of the vehicular language, and some languages were considered to be a solid base for the acquisition of languages in general (usually languages which were seen as related to or similar to Catalan).

The importance of how the teachers categorize language learning and language learners cannot be understated. The attitudes of language teachers towards linguistic diversity, especially towards languages which are valued differently will have repercussions in the teacher’s behaviour and teaching schemes once they are inside the classroom. For instance, the fact that the dialogue participants felt that some ethnic groups had more “innate” or “natural” abilities in language learning probably will have an effect on how these students are treated in the class. If the teacher has assembled a category device of specific ethnic groups as “good” language learners, expectations of members of those students will generally be positive. Likewise, teachers who have assembled CBA’s of “difficulties” in learning or adaptation regarding specific students may hold negative expectations about those same students.

9.3. Preservice teachers' categorizations: different dialogic background resulting in different category accomplishments

This section reviews the Chapter V research question concerning the possibility of finding differences between category assembly of the two preservice groups according to their international and intercultural background. Differences in consequentiality of some attributes of diversity will be discussed and a comparison of fluidity of category assembly among the groups is given. The importance changeability of categories will have for professional formation of future teachers is briefly engaged.

The question of whether experiences in international and intercultural projects or exchanges made a comparative difference in perspectives between the preservice teachers was not as clearly identifiable as some of the other research questions posed in Chapter V. Principally, this was because it was difficult to empirically designate global differences between the two preservice groups. Both groups contained international members who were completing academic stays in Barcelona, therefore their experiences, in many ways were similar. Slight differences occurred in the ways of accounting of the students with international experience in the transcript analysis.

Generally, the assembly work of group 2 (the group made up entirely of international students in Barcelona and who had experience in intercultural education) placed more relevancy on the role of the teacher as a cultural mediator and on the teacher responsibility of providing all students with equal opportunities within the classroom. As far as CBA's associated with teaching, the group 2 had a slightly higher degree of consequentiality of attributes such as "innovation" and "open mindedness".

The transcripts indicated that there was a greater "fluidity" in the categorization process amongst the preservice teachers than could be found in the inservice transcripts. The preservice teachers' transcripts showed more negotiation in their assembly work. In particular, the preservice teachers who

had in some way or another been exposed to multicultural ideologies and/or intercultural studies showed much more dialogue and negotiation in their category accomplishment. This bodes well for possibilities of new understandings (and better preparation for the challenges) of diversity, beginning in preservice teacher training. The fact that the preservice teachers more frequently “shifted” in their positioning and re-constructed some of their categorizations and their attributes within the dialogues seems to indicate that these categories are not as fixed as some of the inservice teachers’ categories. Moreover, in the group 2’s transcripts, the indexicality of “open-ness” for the category accomplishment of diversity indicates that their dialogic background includes receptivity towards the idea of diversity in the classroom.

It can be surmised that more “open-minded” perspectives about diversity will be related to an open-ness to change. Notwithstanding that preservice teachers may lack resources for dealing with new situations (something their transcripts indicate they are aware of), they haven’t yet formed habits and shortcuts of classroom management which may be threatened by diversity. This means that it is worthwhile getting preservice teachers to recognize that their categorizations regarding situations, concepts or interventions in the diverse classroom are not uniform, nor are they stable. By raising their awareness, they will also become more aware of the ways in which they are influenced by personal and professional background and formation, by the immediate participants in the social interaction and by the social and cultural texture which makes up the environment in which they live.

9.4. Evolution of category accomplishments

This section will propose two ways of considering changes in category accomplishment in order to encompass both in situ changes which are due to group negotiation and eventual changes which take place over time. The importance of reflection for sustainable category changes is considered in

Chapter IX. Conclusion

view of evidence seen in both the preservice groups' transcripts and the journals.

A final question which was posed for the research asked whether there was any indication of evolution in the category accomplishments of the groups over the course of the research. The question itself was posed before the collection of data was begun and this meant that some events which occurred during the compilation of data could not be foreseen. Due to unexpected circumstances, only one task could be completed in common for all groups. There was not opportunity for collecting research journals from the inservice group or any other tool which might indicate processes of reflection for this group. Due to this unexpected outcome, the one task that was completed in common by all the groups is examined for changes *in situ* by analyzing the changes in category accomplishments that occur through “negotiated re-assembly” of the categories during the conversations. The examination of evolutionary change was applied to the preservice groups because they had learner’ journals and in the case of the preservice group 1, had various tasks in the course of the semester. This allowed for a perspective of changes in category accomplishments on more individual levels and can be considered as “evolution” in the category assembly work.

The findings in this research imply that all the groups engaged in reflection, negation, construction and negotiation of categories in differing degrees of complexity. Their perspectives, personal meanings and social meanings all depended primarily on the immediate context, but also on the social relations of the participants, the available linguistic and ideological resources and the teachers' individual understandings of the topics discussed. The analysis of the transcripts demonstrates that the dialogue participants were in constant negotiation and re-negotiation in order to construct, maintain, combine and change their various categorizations and attributes of

Chapter IX. Conclusion

the categorizations. This indicates that they were willing to reach new understanding of their own and others' social identifications, at least most of the time. In many of the cases, the orientation led to re-assembling the category with more positive attributes, although there were incidences where the orientation of a member's category assembly work was uncooperative and this led the member to re-orient the occasioned topic differently.

This is not to say that the constructed categories become permanent categorizations for these participants. As it has been stated in the first part of this research, the researcher's premise asserts that such categorizations are *changeable*. The categorizations can be modified, as was demonstrated by the way in which the members re-assembled their categorizations *in situ*. However, the changing requires appropriate conditions and contexts to do so. Otherwise, as Dingwall (1981), Sacks (1972, 1984, 1992), Schutz (1953, 1962) and Heritage (1984) have shown, the categories tend to be appropriated and assumed to be "natural", which is more difficult to change. In situations where the categories seem natural, the members have little reason to re-consider and re-assemble their categories and the category becomes fully integrated into their common stock of knowledge and a part of their "inference-making machine".

The transcripts demonstrate clearly that both preservice and inservice teachers relied on a common stock of knowledge when "culture" and "ethnicity" were used as resources for category assembly. The analysis of the dialogues also indicated that at times the teachers (in all groups) were aware of the possibilities of different category assembly work, the processes of category accomplishment and its effects, but this did not mean that they were able to re-negotiate and *sustain* new categories at will. However, there were indications of sustainable changes in the category processes of the preservice teachers, *especially revealed by those who wrote reflective journals*. There were also indications that the preservice teachers' were at times aware of their

Chapter IX. Conclusion

dialogic background and interrogated it, thus leading to re-assembly of some of the categories.

By following the dialogues chronologically and comparing the category processes with comments the preservice teachers made in their journals, it was possible to distinguish a progressive change from rather negative attributes to more positive attributes concerning linguistic diversity. The new assembly work appears to be based on newly acquired information, for instance, it is possible to observe how the initial categorization of a multilinguistic class as “difficult” is re-assembled with more positive attributes as the discussions go on. It is also possible to observe how the category assembly work changes as the preservice teachers explicitly discuss their own categorizations and develop their ideas further in their writing journals.

This provides support for the proposal that teacher training which incorporated self-reflection would serve as a useful platform for new constructions of categorizations concerning diversity. By reflecting on their own categorization processes and learning ways to re-negotiate some of their conceptions about linguistic and cultural diversity the teacher trainees may begin to include CBA’s such as “enriching” rather than “problematic”. Along these lines, the transcripts indicate that there was a general awareness amongst the preservice teachers of the need to re-construct the categorization of the monolithically homogenous, monolingual classroom to adapt to a new categorization of linguistic diversity in the classroom. Also, in a circular manner, by becoming more aware of their own categorizations concerning situations involving diversity, these future teachers will be better equipped to make knowledgeable judgments about such situations and to become more reflective teachers.

9.5. Limitations of scope

Due to size and time limitations, the study is not exhaustive. There could be further studies with more varied sampling and more indepth collection approaches in order to broaden the understanding of the processes involved in the formation of teachers' assembling of categories dealing with linguistic diversity or any other controversial subject. Also, different sessions for collection of data could be carried out over a longer period of time, thus providing greater comprehensiveness to the actual results. However, in the case of this research, this was not possible due to the international composition of the groups. Because a large percentage of the participants returned home after their period of time of study in Spain was over, continuity was impossible.

While communication did not constitute a problem, it should be remarked that all the subjects in the study were using English as the language of communication and in only one case was English the first language of the subjects (one of the subjects was an Erasmus student from Scotland). Still, the command of English for all the subjects was quite high and thus proficiency differences did not represent a problem in communication, although it could be argued that in some cases, the subjects may not have expressed themselves quite as clearly and concisely as they would have in their first language.

9.6. Further research

Ideally the results found here will serve as a comparative base for further research in order to determine how many categorizations are sustained over time, not only by the members of the teaching community but other subjects in similar contexts and which MCDs are more frequently re-negotiated. Longitudinal studies of the same kind would also help indicate

Chapter IX. Conclusion

how the categorizations change and which factors (personal, social, political) in the common background of knowledge seem to influence such changes the most. Finally, longitudinal studies would help focus on the procedural dimensions of the teachers' accounting and whether there was any awareness of the accounting procedures by the teachers themselves and if so, how this awareness might be augmented through the incorporation of self-reflection approaches in teacher training.

This research opens intriguing possibilities of further research. Firstly, as a research approach, it can be used for other research on category topics other than diversity, for instance, the members' assembly work on teaching methodology, classroom organization, student profiles, etc. These are all topics which came up in the transcripts of this research but which were not included in the analysis.

Also, the research approach could be used for further in-depth study into ethnic, cultural and linguistic diversity. The study would ideally span the participant's entire teacher training period, from first year to completion of preservice training. As part of the approach, incorporation of reflective journals would be used throughout their training. The classes would be formatted in a way to allow recording discussion groups at different periods during the participants' coursework. Perhaps a comparative inservice group could be drawn from a group willing to participate in recorded dialogue sessions over a several-year period.

As Minami & Ovando have stated in their chapter in *Handbook of Multicultural Education* (1995), teachers interact differently with students from sociocultural and linguistic backgrounds different from their own and this results in educational biases. In order to mitigate the educational biases against these students, teachers' roles must be redefined. Teachers must be seen as *experiencing, active participants* in the learning process rather than authoritative figures. According to the authors, this requires a new

understanding of the way in which linguistic, cognitive and sociocultural processes all interact within the classroom.

A long-term research approach could help provide some insight into whether preservice teachers are indeed constructing new understandings of these processes. It could also help demonstrate whether members' awareness of their own categorization process leads to sustainable positive category assembly over time and in different social contexts. By changing variables such as member composition of dialogue groups, time-frames, and dialogue contexts the researcher may be able to identify frequent consequentiality of category devices for the members. And of course, long-term reflection work can help the members themselves identify the category devices derived from the dialogic background resources and provide them with the tool of critical awareness about the appropriateness of the resources they use for their assembly work.

9.7. Final thoughts

According to John Elliot, society is in need of “professional” teachers (Elliot, 1993). Elliot’s understanding of “professional” involves persons who “reach out to their publics” because professional knowledge “relies crucially upon information and insights provided by those whom professionals work: pupils, students, patients, families, parents” (Nixon, 31). Nixon claims that professional training of both preservice and inservice teachers does not pay enough attention to the “moral dimensions of professional practice”. It can be assumed that the “moral dimensions” would include training to teach foreign language in such a way that it does not only pay attention to *how to teach language structures*. Improved teacher training must recognize that competence in teaching cannot be defined simply in terms of the ability to apply pre-ordained categories of specialist knowledge. “Moral dimensions” would include training teachers to use their students’ resources (such as

Chapter IX. Conclusion

diversity) *to teach language as a tool for communication*. It would train foreign language teachers how to act intelligently in situations which are relatively unknown (such as linguistically diverse classrooms) and to respond in appropriate ways.

As has been shown in this research, in many cases, when confronted with new situations the preservice teachers were able to jointly construct *different, innovative* categorizations of the linguistically diverse classroom, thus indicating that they have the potential to become “professional” teachers. It is possible to see that there is an emerging categorization of the “teacher” which includes the CBA of “dialogue facilitator”, “cultural mediator”, and other such CBA’s to which one could accurately apply the term “moral dimensions” of teaching. This is especially true for preservice group 2, which had had considerable training in resolving intercultural conflict via dialogue. This is coherent to the views proposed by Zeichner & Hoeft (1996) who state that teacher training needs to focus on helping teachers construct attitudes, knowledge and skills which will be effective when working with diverse student population. Their argument is based on the perspective that “all individuals are intercultural beings and all teachers have to be concerned with the challenge of intercultural communication regardless of their particular cultural identity” (Op. cit., 525). To a certain degree, the preservice group 2 assembled the MCD of “teacher of linguistically diverse classroom” in line with Zeichner and Hoeft’s profile of the “intercultural” teacher. This group was able to construct a category of the language teacher whose role extended into a new categorization of cultural mediator.

The importance of how the teachers categorize these factors pertaining to the linguistically diverse classroom cannot be understated. Their attitudes and perspectives will have repercussions in their behaviour and teaching schemes once they are inside the classroom. If their category assemblies include CBA’s of certain ethnic groups as having “innate” or “natural”

Chapter IX. Conclusion

abilities in learning, or in contrast, having “inherent deficiencies”, this will have an effect on how these students are treated in the class. Herein the research develops a wider perspective on the “Pygmalion Effect”, showing how initial expectations are *partially influenced by the socially constructed category assembly going on within the classroom*. This part of the recognition of expectations places the focus on the *in situ* construction; however, what influences the construction? Where do the expectations come from? Because teacher activity in this research has been described in terms of Bakhtinian dialogics, this enlarges the analysis to a concurrent second sector. The unconscious use of devices coming from an intertextual background implies compliance to the “normative discourses” (Foucault, 1979) of the culture and society as contemplated in Foucauldian power relationships.

Furthermore, without interrogation, teachers are at risk of perpetuating the power infrastructure. As John Elliot (1993) has pointed out, learning and maintaining the ways of thinking about the world as differentiated by culture perpetuates its theoretical and normative discourses. It can be recalled that the preservice teachers in group 2 showed compliance to their government’s policy of forbidding heritage language use in the classroom. Arguably, preservice teachers who show compliance now will probably do so in the future, unless they are shown ways to resist. According to Foucault (1979), individuals can always refuse to conform, and thereby they are able to create *reverse discourses* which operate in resistance to the dominant ones. Foucault admits that refusing to conform is not usually easy. It would appear that once a resource or category device has become “natural” it is harder to change and being compliant to that assembly is related to Schutz’s (1962) “naïve” stage in which the member is “unaware”. Such conclusion appears to provide all the more support for raising teachers’ awareness of the dialogic background involved in their category assembly work concerning diversity.

Chapter IX. Conclusion

Finally, this research has been a humble attempt to help provide a nexus of such important concepts as “professional” practice in teaching and awareness of intercultural beings’ voices which are in the conversational background of everyday lives. More importantly, this research has highlighted the fact that such “moral dimensions” can be achieved by demonstrating the increasing awareness of the preservice teachers in this research concerning diversity. Such interactions will help to further “shape” or “construct” new understandings held by the research participants and to help “construct” more professionalism in the educational system of the future.

X. Glossary

Accountable features: these features are used by members involved in verbal discourse; accountable features are created through the members' interaction, according to their concepts of "reciprocity of perspective".

Apparatus: *See category.*

Attribute: the associated characteristics or features of a category. They may be explicit or implicit.

Category: *In this research, this term is understood as similar to apparatus.* Category refers to descriptions "gathered" and deployed by members in specific contexts in order to make his or her "meaning" inferrable for other members. The description contains normative assumptions that are based on cultural and social organization, including but not limited to rules of how members will act and react to the category devices deployed.

Category Accomplishment: Sometimes called *category construction*, *category accounting* or *category assembling (assembly)*. This refers to the way in which discourse participants *construct* typical categorizations in their talk through strategies that generate descriptions. These descriptions (categorizations) are applied and invoked in order to construct intelligible narratives which are seen as natural by all category members. Categorizations are constructed on occasions and are not idealized prototypes.

Category Assembling: *See category accomplishment.*

X. Glossary

Category bound activities and attitudes (CBA). This term describes how certain activities are commonsensically tied to specific categories and devices. They are considered commonsensical because they involve a conceptualization of “collections” or a shared “stock of commonsense knowledge”.

Category Construction: See *category accomplishment*.

Consequentiality: this deals with the notion that category-identities are brought up and used in conversation to achieve specific ends and that they not randomly chosen or aleatory occurrences which cannot be controlled by the participants in the conversation.

Indexicality: this term refers to the fact that a category device receives part of its constructed meaning from the local surroundings.

Inference-making machine: term employed by Sacks to explain how culture serves as a descriptive apparatus that can be deployed in specific contexts in order to make his “meaning” inferrable for other members. This apparatus (or resource) is used such a way as to be recognizable to other members.

Membership Categorization Analysis (MCA): a means of analyzing the orderliness of discourse through identification of the systematic use of interactional methods such as “devices”, “systems”, an “apparatus”, etc. which are used by discourse members as solutions to specific organizational problems in social interaction. These devices are not idealized prototypes, in fact they are both quite general and at the same time, permit highly refined adaptation to local circumstances.

X. Glossary

Membership Categorization Device (MCD): any collection of membership categories which may be applied to some population containing at least a member. The category (by the use of some rules of application) allows for the pairing of at least a population members and a categorization device member. A device is a collection plus the rules of application which create a set of otherwise random objects into a “category” with “members”. The device is used to bring together the implication that anything mentioned within the text are somehow joined in a set. Category memberships are based on social interaction.

Occasionality: the fact that a word must fit into the expectations or demands of the local environment. The word must be used within the range of other appropriate categories of the topic for it to be *occasioned*. If this does not happen, a topic shift must be initiated to make sure the other talk participants understand which occasioned topic is being appropriated.

Orientation: refers to the fact that once an identity-category has been made relevant, the rest of the participants will react or orient themselves to the implications involved in the categorization. Orientation is not always carried out cooperatively because other members may reject the orientation of the categorization.

Recognizability: similar to *typicality*. This term refers to the features of something that make it recognizable as an attribute of a category for a discourse member. Recognizability serves as a resource for the categorization procedure and is based on members’ common sense knowledge and their “catalogue of experience”. Recognizability refers to the way members socially interact in order to “orient” their actions and interaction in order to mutually “accomplish” social organisation.

X. Glossary

Relevancy: the use of a certain identity of a category member over other possible identities. The use of the determined identity must be clearly indicated to other members for it to take on *relevancy*.

Resource: device used by members to make their categorizations relevant for the category assembly taking place at the moment. The device draws largely from the background understanding of different membership categorizations.

Shared Agreement: various social methods for accomplishing the member's recognition that something was said-according-to-a-rule and the demonstrable matching of substantive matters. The appropriate image of a common understanding is therefore an operation rather than a common intersection of overlapping sets.

Shared Agreement of Sense: agreement by discourse members about the meaning of events all members, using "background expectancies" as a *scheme of interpretation* to reach the shared agreement.

Strong recognizability: ways of direct reference to the categories or devices which go along with the topic orientation of the discourse interaction.

Typicality: See *Recognizability*.

Weak recognizability: indirect reference to the categories or devices which go along with the topic orientation of the discourse interaction. Examples of weak recognizability are associations, attributions and activities.

XI. Bibliography

Abunuwara, E. (1992) "The structure of the trilingual lexicon," *European Journal of Cognitive Psychology* 4, 311-322.

Ahukanna, L., Lund, N., Gentile, J. (1981) "Inter- and intralingual interference effects in learning a third language," *Modern Language Journal* 65, 281-287.

Alred, G. et al. (2003) *Languages for Intercultural Communication and Education 2: Intercultural Experience and Education*. Alred, G., Byram, M. And Fleming, M. (Eds.) Clevedon: Multilingual Matters Ltd.

Alasuutari, P. (1997) "The Discursive Construction of Personality." In: Amia Lieblich and Ruthellen Josselson (Eds.) *The Narrative Study of Lives* Vol. 5. Newbury Park, California: Sage. 1-20.

Alves-Mazzotti, A.J. (1994) *Representações sociais: aspectos teóricos e aplicações na educação*, Em aberto, Brasília, 14 (61): 78.

Antaki, C. and Widdicombe, S. (1998) "Identity as an achievement and as a tool." In C. Antaki and S. Widdicombe (Eds.) *Identities in Talk*. pp. 1-14. London: Sage Publications.

Anders, P. L., & Richardson, V. (1991) "Research directions: Staff development that empowers teachers' reflections and enhances instruction." *Language Arts*, 68, 316-320.

Aronin, L. & O Laoire, M (2001) "Exploring multilingualism in cultural contexts: towards a notion of multilinguality," *Proceedings of the Second International Conference on Third Language Acquisition and Trilingualism (CD-Rom)*, Leeuwarden. Netherlands.

Artigal, J. (1995) "Multiways towards multilingualism: the Catalan immersion programme experience." Skutnabb-Kangas, Tove (Ed.) (1995), *Multilingualism for all*. Lisse, Swets & Zeitlinger, 169-181.

Ashton, P., & Webb, R. (1986) *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.

Atkinson, J. Maxwell, and Drew, P. (1979) *Order in court*. Oxford Socio-Legal Studies. Atlantic Highlands, NJ.

XI. Bibliography

- Avery, P. G., & Walker, C. (1993) "Prospective teachers' perceptions of ethnic and gender differences in academic achievement." *Journal of Teacher Education*, 44(1), 27-37.
- Avramidis, E., Bayliss, P., & Burden, R. (2000) "A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority." *Educational Psychology*, 20(2), 191-211.
- Baetens Beardsmore, H. (Ed.) (1993) *European Models of Bilingual Education*. Clevedon: Multilingual matters.
- Baiget i Bonany, E. (2001) "Three languages in contact at school in Catalonia: Does it promote language awareness?" in *Language Awareness in the Foreign Language Classroom*. Lasagabaster, D. & Sierra, J.M. (Eds.) Pais Vasco: Servicio Editorial de la Universidad del País Vasco.
- Baker, C.D. (1982) "Adolescent-adult talk as a practical interpretive problem". In G. Payne and E. Cuff (Eds.) *Doing Teaching: The Practical Management of Classrooms*, London: Batsford, 104-125.
- Baker, C. (1992) *Attitudes and Language*. Clevedon: Multilingual Matters.
- Baker, C. (1997) "Membership categorisation and interview accounts." In D. Silverman (Ed.) *Qualitative research: Theory, method and practice* (pp. 130-143). London: Sage.
- Baker, C. & Jones, S.P. (1998) *Encyclopedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters.
- Bakhtin, M. (1984) *Problems of Dostoevsky's Poetics*. Trans. Caryl Emerson. Minneapolis: University of Minnesota Press.
- Bakhtin, M. (1981) Michael Holquist (Ed.) *The Dialogic Imagination: four essays*. Austin: University of Texas Press.
- Bakhtin, M. (1986) *Speech Genres and Other Late Essays*. Trans. By Vern W. McGee, Austin, TX: University of Texas Press.
- Baluch, B., & Besner, D. (1991) "Visual word recognition: Evidence for strategic control of lexical and nonlexical routines in oral reading." *Journal of Experimental Psychology: Learning, Memory, and Cognition*. 17,644-652.

XI. Bibliography

- Bandura, A. (1986) *Social foundations of thought and action: A social cognitive*. Englewood Cliffs, NJ: Prentice Hall.
- Baron, R., Tom, D., Cooper, H. (1985) "Social Class, race and teacher expectations." *Teacher expectancies*. Dusek, J. (Ed.) New Jersey: Lawrence Erlbaum Associates, Publishers. 251-269.
- Baynham, M. (1986) "Action and reflection: the Freirean argument in ESL." Paper given at the Linguistics and Politics conference, University of Lancaster, April 1986.
- Beach, R. H., & Lindahl, R. (2004) "Identifying the knowledge base for school improvement." *Planning and Changing*, 35 (1&2), 2-32.
- Becker, H. (1952) "Social Class Variations in the Teacher-Pupil Relationship." *Journal of Educational Sociology*, 25, 451-465.
- Benard, B. (1991) *Fostering resiliency in kids: Protective factors in the family, school and community*. Portland, OR: Northwest Regional Educational Laboratory.
- Bentahila, A. (1975) *The influence of L2 on the learning of L3*. M.A. dissertation. University College of North Wales, Bangor.
- Berners-Lee, T., Hendler, J., Lassila, O. "The Semantic Web: A new form of Web content that is meaningful to computers will unleash a revolution of new possibilities." *Scientific American*, May 2001.
- Bernstein, R.J. (1983) *Beyond Objectivism and Relativism*. Oxford: Basil Blackwell.
- Beyer, L. (1984) Field experience, ideology and the development of critical reflectivity. *Journal of Teacher Education*, 35, 36-41.
- Billig, M. (1987) *Arguing and thinking*. London: Cambridge University Press.
- Billig, M., Condor, S., Edwards, D., Gane, M., Middleton, D., Radley, A.R., (1988) *Ideological Dilemmas*, London: Sage Publications.
- Blease, D. (1983) "Teacher expectations and the self-fulfilling prophecy," *Educational Studies* 9: 123-30.

XI. Bibliography

Bogdan, R. C., & Biklen, S. K. (2003) *Qualitative research for education: An introduction to theories and methods*, (4 th ed.). Boston: Allyn & Bacon.

Boyer, J. B., & Baptiste, H. P., Jr. (1996) "The crisis in teacher education in America: Issues of recruitment and retention of culturally different (minority) teachers." In J. Siluka, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 779-794). New York: MacMillan.

Boyle, J.S. (1994) "Styles of Ethnography." In Morse, J.M. (Ed.) *Critical Issues in Qualitative Research Methods*. California: Sage Publications, 158-185,

Breidbach, S. (2002) "European Communicative Integration: The Function of Foreign Language Teaching for the Development of a European Public Sphere. *Language, Culture and Curriculum*. v15 n3 p273-83.

Brereton M.F., Cannon D.M., Mabogunje A, Leifer L.J. (1996) "Collaboration in design teams: how social interaction shapes the product." In Cross N., Christiaans H. and Dorst K. (Eds.) *Analysing Design Activity*. John Wiley & Sons Ltd, Chichester, England, 319-342.

Briscoe, C. (1996) "The teacher as learner: Interpretations from a case study of teacher change." *Journal of Curriculum Studies*, 28, 315-329.

Brookhart, S.M., and Freeman, D.J. (1992) Characteristics of entering teacher candidates. *Review of Educational Research*, 62(1), 37-60.

Brookover, W.B. *et al* (1967) *Self-Concept of Ability of School Performance. III Final Report*. Michigan State University.

Brophy, J.E. and Good, T.L. (1970) "Teachers' communication of differential expectations for children's classroom performances," *Journal of Educational Psychology* 61: 365-74.

Brophy, J. and Good, T. (1974) *Teacher-Student Relationships: Causes and Consequences*, New York: Holt, Rinehart & Winston.

Bruffee, K.A. (1986) "Social Construction, Language, and the Authority of Knowledge: A Bibliographic Essay." *College English* 48.8 (1986): 773-90.

Bruner, J. (1966) *Toward a Theory of Instruction*. Oxford: Oxford University Press.

XI. Bibliography

Bruner, J. (1986) *Actual Minds, Possible Worlds*, Cambridge Massachusetts: Harvard University Press.

Bruner, J. (1996) *The culture of education*. Cambridge, MA: Harvard University Press.

Buchmann, M. (1984) "The use of research knowledge in teacher education and training." *American Journal of Education* 93, 421-439.

Bullough, R. (March/April, 1989). Teacher education and teacher reflectivity. *Journal of Teacher Education*, 40(2), 15-21.

Byrnes, A. Deborah and Cortez, D. (1996) Language diversity in the classroom. In Byrens, D.A. & Kiger, G. (eds.) *Common bonds: Anti-bias teaching in a diverse society*. Wheaton: Association for Childhood Education International.

Cambra, M., Ballesteros, C., Palou, J., Civera, I., Riera, M., Perera, J. & Llobera, M. (2000a) "Creencias y saberes de los profesores en torno a la enseñanza de la lengua oral." *Cultura y Educación*, 17/18, 25-40.

Cambra, M. (2000b) "El pensament del professor: formació per a la pràctica reflexiva". In Camps, A., Rios, I. & Cambra, M. (coord.) *Recerca I formació en didàctica de la llengua*. Barcelona: Graó, 161-172.

Cameron, D., Frazer, E., Harvey, P., Rampton, M.B.H. & Richardson, K. (1992) *Researching Language: Issues of Power and Method*. London & New York: Routledge.

Camitta, M. (1993) "Vernacular writing: Varieties of literacy among Philadelphia high school students." In B. Street (Ed.) *Cross-Cultural Approaches to Literacy*. Cambridge: Cambridge University Press.

Cannella, G. S., & Reiff, J. C. (1995) "Teacher preparation for diversity." *Equity and Excellence in Education*, 27(3), 28-33.

Casson, R.W. (1983) "Schemata in cognitive anthropology." *Annual Review of Anthropology*, 12, 429-462.

Castellotti, V. (1997) "Langues étrangères et français en milieu scolaire : didactiser l'alternance?" in *Etudes de Linguistique Appliquée*, n° 108, 401-410.

XI. Bibliography

- Castellotti, V. & Moore, D. (1999) "Schémas en coupe du plurilinguisme" in *Bulletin Suisse de linguistique appliquée*, VALS-ASLA n° 70, 27-49.
- Castellotti, V. & Moore, D. (2001) "Comment le plurilinguisme vient aux enfants", dans Castellotti, V. (Dir) *D'une langue à d'autres, pratiques et représentations*, Rouen: Presses universitaires de Rouen, coll. "DYALANG", 151-189.
- Cargile, A., H. Giles, et al. (1994) "Language attitudes as a social process: A conceptual model and new directions." *Language & Communication* 14: 211-235.
- Carvalho, A.M.P. and Gil-Péres, D., (1993) *Formação de professoras de ciências*, 2nd Edition, São Paulo: Cortez Editora.
- Cenoz, J. (1996) "Learning a third language: Basque, Spanish and English," Roca, A. & Jenson, B. (Eds.) *Spanish in contact*. Somerville, Cascadilla Press, 2-13.
- Cenoz, J. & Genesee, F. (1998) "Psycholinguistic perspectives on multilingualism and multilingual education." In J. Cenoz & F. Genesee (Eds.) *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon: Multilingual Matters. 16-32.
- Cenoz, J., (2001) "Three Languages in Contact: Language Attitudes in the Basque Country." *Language Awareness in the Foreign Language Classroom*. Lasagabaster, D. & Sierra, J.M. (Eds.) Pais Vasco: Servicio Editorial de la Universidad del País Vasco.
- Cenoz, J., Hufeisen, B. & Jessner, U. (2001) Towards trilingual education. *International Journal of Bilingual Education and Bilingualism*. 4, 10-10.
- Cenoz, J. & Jessner, U. (Eds.) (2000) *English in Europe: the Acquisition of a Third Language*. Clevedon: Multilingual Matters.
- Chang, I. (2002) *Formations and Transformations of Teachers' Ethnic Identifications and Attitudes Toward Language Diversity: A Recursive Path Analysis*, Unpublished doctoral thesis, UNC-Chapel Hill, USA.
- Chaudron, C. (1988) "Second language classroom: Research on teaching and learning." In van Lier, L. (Ed.). *The classroom and the language learner*. Cambridge: Cambridge University Press.

XI. Bibliography

- Clandinin, D.J. & Connelly, F.M. (1987) "Teachers' personal knowledge: What counts as in studies of the personal." *Journal of Curriculum Studies*, 19, 487-500.
- Clark, C.M. (1988) "Asking the right questions about teacher preparation: Contributions of research on teacher thinking." *Educational Researcher*, 17 (2) 5-12.
- Clark, C. M., and P. L. Peterson. (1986) "Teachers' thought processes." In Wittrock, Merlin C. (Ed.) *Handbook of research on teaching*. 3rd edition. New York: Macmillan Publishing.
- Clark, K., and M. Holquist. *Mikhail Bakhtin*. Cambridge: Harvard UP, 1984.
- Clift, R., Houston, W., & Pugach, M. (Eds.). (1990) *Encouraging reflective practice: An examination of issues and exemplars*. New York: Teachers College Press.
- Clyne, M. (1997) "Some of the things trilinguals do," *International Journal of Bilingualism* 1, 95-116.
- Colville-Hall, S. McDonald, S., & Smolen, L. (1995) "Preparing preservice teachers for diversity in learners." *Journal of Teacher Education* 46 (4), 295-303.
- Cook, B. (2001) "A Comparison of Teachers' Attitudes Toward Their Included Students with Mild and Severe Disabilities.(Statistical Data Included)" *Journal of Special Education*, Wntr. 2001.
- Cooper, H. and Good, T. (1983) *Pygmalion Grows Up: Studies in the Expectation Communication Process*. New York: Longman.
- Cooper, H. (1985) "Models of teacher expectation communication," in J. B. Dusek (Ed.) *Teacher Expectancies*, London: Erlbaum.
- Cots, J.M. (1995) "El desarrollo de la competencia comunicativa oral." *Textos de didáctica de la lengua y de la literatura*. No. 3, 17-23.
- Cots, J.M. (2000) "El discurso de los profesores de lenguas sobre su práctica docente." In *Discurso y Sociedad*.
- Cots, J. M. & Nussbaum, L. (1999) "Schooling, Language and Teachers: Language Awareness and the Discourse of the Educational Reform in Catalonia." In *Language Awareness*, vol. 8, no. 3& 4, 174-189.

XI. Bibliography

Cots, J.M. & Nussbaum, L. (2001) “L’aprenentatge de llengües estrangeres en un context multilingüe i pluricultural” *Aprendre i Ensenyar Llengües Estrangeres: Escola Catalana*. Febrer 2001, no. 377; 10-14.

Coulon, A. (1995a). *Ethnomethodology* (J. Coulon & J. Katz, Trans.). London: Sage.

Coulon, A. (1995b) *Etnometodología y educación*. Trad. Olga Gracia Aguirre. Barcelona: Ediciones Paidós Ibérica, S.A.

Coulter, J. (1979) *The Social Construction of Mind*. London and Basingstoke: Macmillan.

Coulter, J. (1983) *Rethinking Cognitive Psychology*. London and Basingstoke: Macmillan.

Coulter, J. (1989) *Mind in Action*. London and Basingstoke: Macmillan.

Council of Europe (1998) *Modern Languages: Learning, Teaching, Assessing. A Common European Framework of References*. Strasbourg: Council of Europe.

Council of Europe (2001) *Common Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Crano, W.D. and Mellon, P.M. (1978) “Causal influence of teachers’ expectations on children’s academic performance: a cross-lagged panel analysis,” *Journal of Educational Psychology* 70: 39-49.

Creese, A. & Martin, P. (Eds.) (2003), *Multilingual Classroom Ecologies. Inter-relationships, Interactions and Ideologies*. Clevedon, Avon, Multilingual Matters.

Cros, A. & Vilà, M. (1998) “L’ensenyament de la llengua oral.” In Camps, A. & Colomer, T. (coord.) *L’ensenyament i l’aprenentatge de la llengua i la literatura en l’Educació Secundària*. Barcelona: ICE-Horsori, 35-48.

Cross, N. and A. Clayburn-Cross. (1996) Observations of Teamwork and Social Processes in Design. In Cross N., Christiaans H. and Dorst K. (Eds.) *Analysing Design Activity*. John Wiley & Sons Ltd, Chichester, England, 271 - 299.

XI. Bibliography

Crotty, M. (1998) *The Foundations of Social Research. Meaning and perspective in the research process*. London: SAGE Publications.

Cummins, J. and Swain, M. (1986) *Bilingualism in Education*. New York: Longman.

Day, Dennis (1999) "Being ascribed, and resisting, membership of an ethnic group." In Charles Antaki & Sue Widdicombe (Eds.), *Identities in talk*, London: Sage, 151-190.

De Almeida and Saint-Dizier (1998) "Conception assistée par le dialogue: des interactions verbales aux règles de fonctionnement du pilote d'un multi-robot." In Kostulski, K. & Trognon, A. (Eds): *Communications interactives dans les groupes de travail*, Presses Universitaires de Nancy, 159-182.

Deering, T. E., & Stanutz, A. (1995) "Preservice field experience as a multicultural component of a teacher education program." *Journal of Teacher Education*, 46(5), 390-394.

Delpit, L. (1995) *Other people's children: Cultural conflict in the classroom*. New York: The New York Press.

Department of Education and Science and the Welsh Office (1988) *English for ages 5 – 11*. London: HMSO.

Díaz de Rada, A. & Velasco H. (1997) *La lógica de la investigación etnográfica. Un modelo de trabajo para etnógrafos de la escuela*. Madrid: Trotta.

Dingwall, R. (1981) "The ethnomethodological movement." In Payne, G., Dingwall, R., Payne, J., and Carter, M. (Eds.) *Sociology and Social Research*, London: Croom Helm, 124-138.

Dinham, S.M. & Stritter, F.T. (1986) "Research on Professional Education." In M.C. Wittrock (Ed.) *Handbook of Research on Teaching*, 3rd edn. New York: Macmillan.

Dixon, J. (1985) "Study Group 1: Language, Politics and Public Affairs," *Language, Schooling and Society*, Tchudi, S.N. (Ed.), New Jersey: Boynton/Cook Publishers, Inc. 135-144.

Douglas, J. (1964) *The Home and the School*. London: MacGibbon & Kee.

XI. Bibliography

Dusek, J. and Joseph, G. (1983) "The bases of teacher expectancies: a meta-analysis," *Journal of Educational Psychology* 75: 327-45.

Dusek, J. (Ed.) (1985) *Teacher Expectancies*. London: Erlbaum.

Edwards, D. & Potter, J. (1992) *Discursive psychology*. London: Sage.

Eisenhart, M.A., Shrum, J.L., Harding, J.R., & Cuthbert, A.M. (1988) "Teachers' Beliefs: definitions, findings and directions." *Educational Policy*, 2(1), 51-70.

Elbaz, F. (2001) "Understanding what goes on in the heart and the mind: learning about diversity and co-existence through storytelling". *Teaching and Teacher Education*, vol. 17, no. 2, 133-146.

Elliot, J. (1993) "Professional Education and the Idea of a Practical Educational Science", in J. Elliot (Ed.) *Reconstructing Teacher Education*, London: Falmer Press.

Elliot, J. (1996) "School Effectiveness Research and its Critics: Alternative Visions of Schooling". *The Cambridge Journal of Education*. Vol. 26, No. 2.

Ericsson K.A. and Simon H.A. (1984/1993). *Protocol analysis; verbal reports as data*. MIT Press.

Evertson, C., Brophy, J., & Good, T. (1973) "Communication of teacher expectations." Second grade (Report 92). Austin: The University of Texas, Research and Development Center for Teacher Education.

Fairclough, N. (1989) *Language and Power*. London: Longman.

Fairclough, N. (1992a) *Discourse and social change*. Cambridge: Polity Press.

Fairclough, N. (1992b) "Discourse and text: linguistic and intertextual analysis within discourse analysis". *Discourse and Society*, 3, 192-217.

Fairclough, N. (1995) *Critical Discourse Analysis*. London: Longman.

Fairclough, N. & Chouliaraki, L. (1999) *Discourse in Late Modernity. Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press.

XI. Bibliography

Feiman-Nemser, S., & Flooden, R.E. (1986) "The cultures of teaching." In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ea., pp. 119-161). New York: MacMillan.

Fenstermacher, G.D. (1986) "Philosophy of Research on Teaching: three aspects." In M.C. Wittrock (ed.) *Handbook of Research on Teaching* 3rd edn. New York: Macmillan.

Ferguson, R. F. (1997) *Teachers' perceptions and expectations and the black-white test score gap*. Cambridge, MA: Malcolm Wiener Center for Social Policy, John. F. Kennedy School of Government.

Fetterman, D. M. (1989). *Ethnography: Step by step*. Newbury Park, CA: Sage.

Foucault, M. (1972) *The archaeology of knowledge*. London: Tavistock/Routledge.

Foucault. M. (1973) *The birth of the clinic: an archaeology of medical perception*. New York: Vintage Books.

Foucault, M. (1977) *Discipline and punish: The birth of the prison*. New York: Pantheon.

Foucault, M. (1979) *The History of Sexuality: Volume I*. Harmondsworth: Penguin.

Foucault, M. (1980) *Power/Knowledge: Selected Interviews and Other Writings. 1972-77*. C. Gordon (Ed.) Brighton: Harvester.

Fouser, R. (1995) "Problems and prospects in third language acquisition research," *Language Research* 3:1, 387-414.

Freeman, D. (1994) "The use of language data in the study of teachers' knowledge." In I. Carlgren, G. Handal and S. Vaage (Eds.) *Teachers' Minds and Actions: Research on Teachers' Thinking and Practice*. London: The Falmer Press. 72-92.

Freire, P. (1972) *Pedagogy of the Oppressed*. London: Penguin Press.

Freire, P. (1985) *The Politics of Education*. New York: Macmillan.

Gardner, H. (1993) *La mente no escolarizado. Cómo piensan los niños y cómo deberían enseñar en las escuelas*. Barcelona: Paidós, 1993.

XI. Bibliography

- Gardner, R.C. and MacIntyre, P.D. (1993) "On the measurement of affective variables in second language learning." *Language Learning*, 43, 157-194.
- Garfinkel, H. (1959) "Common Sense Knowledge of Social Structures," *Transactions of the Fourth World Congress of Sociology*, 4, Milan. 51-65.
- Garfinkel, H. (1967) *Studies in Ethnomethodology* Englewood Cliffs, New Jersey: Prentice Hall.
- Gay, Geneva. (1995) "Curriculum theory and multicultural education." Banks, A. J. & Banks, A.M. Cherry (Eds.) *Handbook of research on multicultural education*. New York: Macmillan Publishing. 25-43.
- Gee, J.P. (1994) "Orality and Literacy: From *The Savage Mind* to *Ways with Words*," J. Maybin (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters. 168-192.
- Genesee, F. (1987) *Learning through two languages*. Cambridge, Newbury.
- Gentner, D. and Gentner, D.R. (1983) "Flowing waters or teeming crowds: Mental models of electricity." In Gentner, D. and Stevens, A., (Eds.), *Mental Models*. New Jersey: Lawrence Erlbaum Press.
- Gergen, K.J. (1982) *Toward Transformation in Social Knowledge*. New York: Springer.
- Gergen, K.J. (1985) "The social constructionist movement in modern psychology". *American Psychologist*, 40:266-75.
- Gilbert, G.N. & M. Mulkay. (1984) *Opening Pandora's Box: a sociological analysis of scientist's discourse*.
- Gilroy, P. (1997) "*There ain't no black in the Union Jack*": *The cultural politics of race and nation*. London: Hutchinson.
- Glassner, B. And Loughlin, J. (1987) *Drugs in Adolescent Worlds: Burnouts to Straights*. New York: St. Martin's Press.
- Glesne, C., & Peshkin, A. (1992) *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.

XI. Bibliography

- Goddard-Spear, M. (1983) "Sex bias in science teachers' ratings of work and pupil characteristics," in *Contributions to the Second GASAT conference*, Norway.
- Good, T.L. "Two Decades of Research on Teacher Expectations: Findings and Future Directions." *Journal of Teacher Education* 38 (1987): 32-47.
- Good, T. L., & Brophy, J. E. (1972) "Behavioral expression of teacher attitudes." *Journal of Educational Psychology*, 63, 617-624.
- Good, T.L. and Brophy, J.E. (1987) *Looking in Classrooms*, 4th ed., New York: Harper & Row.
- Goodenough, W.H. (1965) "Rethinking 'status' and 'role': towards a general model of the cultural organization of social relationships." In *The Relevance of Models for Social Anthropology*. ASA Monograph no. 1, Tavistock.
- Goodman, Y. (1985) "Study Group 5: Language and Multicultural Education," *Language, Schooling and Society*, Tchudi, S.N. (ed.), New Jersey: Boynton/Cook Publishers, Inc., 177 –183.
- Goodman, J. (1988) "Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives." *Teaching and Teacher Education*, 4, 121-137.
- Gordon, E.W. & Yowell, C. (1994) "Educational reforms for students at risk: Cultural dissonance as a risk factor in the development of students." In R.J. Ross (Ed.), *Educational reforms and students at risk*. New York: Teachers College Press.
- Graddol, D. (1994) "Three Models of Language Description," David Graddol and Oliver Boyd-Barret (Eds.) *Media Texts: Authors and Readers*. Clevedon: Multilingual Matters. 1-21.
- Graff, S. (1994) "The Legacies of Literacy." In Janet Maybin (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters. 151-167.
- Greenleaf, C., Hull, G., & Reilly, B. (1994) "Learning from our diverse students: Helping teachers rethink problematic teaching and learning situations." *Teaching and Teacher Education*, 10, 521-541.
- Goffman, E. (1959) *The Presentation of Self in Everyday Life*. New York: Doubleday Anchor.

XI. Bibliography

Goffman, E. (1961^a) *Asylums*. New York: Doubleday Anchor.

Goffman, E. (1961b) *Encounters: Two Studies in the Sociology of Interaction*. Indianapolis: Bobbs-Merrill.

Goffman, E. (1964). *Stigma: Notes on the management of a spoiled identity*. Englewood Cliffs, N.J.: Prentice-Hall.

Goffman, E. (1974) *Frame Analysis*. New York: Harper & Row.

Goffman, E. (1981) *Forms of Talk*, Oxford, Basil Blackwell.

Gomez, M. L. (1993) "Prospective teachers' perspectives on teaching diverse children." *Journal of Negro Education*, 62(4), 459-474.

Good, T. (1987) "Two decades of research on teacher expectations: Findings and future directions." *Journal of Teacher Education*, 38, 32-47.

Goodman, Y. (1985) "Study Group 5: Language and Multicultural Education," *Language, Schooling and Society*, Tchudi, S.N. (Ed.) New Jersey: Boynton/Cook Publishers, Inc.; 177 –183.

Goodwin, A. L. (1994) "Making the transition from self to others: What do preservice teachers really think about multicultural education?" *Journal of Teacher Education*, 45(2), 119-131.

Goodwin, C. & Heritage, J. (1990) "Conversation analysis." *Annual Review of Anthropology* 19: 283-307.

Goodwin, C. & Opper, S. (1992) "Rethinking context: an introduction." In A. Duranti & C. Goodwin (Eds.) *Rethinking context. Language as an interactive phenomenon*. Cambridge: Cambridge University Press. 1-42

Goody, J. (1977) *The Domestication of the Savage Mind*. Cambridge: Cambridge University Press.

Graff, H. (1979) *The Literacy Myth: Literacy and Social Structure in the 19th Century City*. New York: Academic Press.

Graff, H. (1994) "The Legacies of Literacy," In J. Maybin (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters. 151-167.

XI. Bibliography

- Grant, A. (1986) "Defining literacy: Common myths and alternative readings." *Australian Review of Applied Linguistics*.
- Greenman, N.P. & Kimmel, E.B. (1995) "The road to multicultural education: potholes of resistance." *Journal of Teacher Education* 46 (5), 360-368.
- Grice, H. P. (1976) "Logic and conversation". In P. Cole & J.L. Morgan (Eds.), *Syntax and Semantics: Volume 3*. New York: Academic Press, 41-58.
- Gubrium, J., Holstein, J. (2000) "Analyzing Interpretive Practice." In N. K. Denzin, Y. S. Lincoln (Eds.) *The Handbook of Qualitative Research 2nd edition*. Thousand Oaks, California: SAGE Publications. 487-508.
- Guskey, T. (1986) "Staff development and the process of teacher change." *Educational Researcher*, 15(5), 5-12.
- Halkes, R. & Olson, J. (1984) *Teacher thinking: a new perspective on persisting problems in education*. Lisse, Netherlands: Swets and Zeitlinger.
- Halliday, M.A.K., McIntosh, A. & Stevens, P. (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.
- Halliday, M.A.K. (1978) *Language as a Social Semiotic*. London: Edward Arnold.
- Halliday, M.A.K. (1985) *An Introduction to Functional Grammar*. London: Edward Arnold.
- Hallinan, M. T. and A. B. Sorensen (1987) "Ability Grouping and Sex Differences in Mathematics Achievement." *Sociology of Education* 60(April): 63-72.
- Hammersley, M., & Atkinson, P. (1983) *Ethnography: Principles in practice*. London: Taveston.
- Hammersley, M. (1990) *Reading ethnographic research: A critical guide*. New York: Longman.
- Hammersley, M. (1994) "Introducing Ethnography." *Researching Language and Literacy in Social Context*. Graddol, D., Maybin, J., and Stierer, B. (eds.) Clevedon: Multilingual Matters. 1-17.
- Harré, R. (1983) *Personal Being: A Theory for Individual Psychology*. Oxford: Basil Blackwell.

XI. Bibliography

Harré, R. (1986) "An outline of the social constructionist viewpoint." In R. Harré (Ed.) *The Social Construction of Emotions*. Oxford: Basil Blackwell.

Harris, M.J. and Rosenthal, R. (1986) "Four factors in the mediation of teacher expectancy effects." In R.S. Feldman (Ed.) *The Social Psychology of Education: Current Research and Theory*. Cambridge: Cambridge University Press.

Harter, S. (1975) "Developmental differences in the manifestation of mastery motivation in problem solving tasks," *Child Development* 46: 370-8.

Harter, S. (1978) "Effective motivation reconsidered: toward a developmental model," *Human Development* 1: 34-64.

Havelock, E.A. (1982) *The Literate Revolution in Greece and its Cultural Consequences*. Princeton, NJ: Princeton University Press.

Hayakawa, S.I. (1965) *Language in thought and action*. London: George Allen and Unwin, Ltd.

Heath, S.B. (1982) "What no bedtime story means: Narrative skills at home and at school." *Language in Society*, 11. 49-76.

Heath, S.B. (1983) *Ways With Words*. Cambridge: Cambridge University Press.

Heller, M. (2000) "Bilingualism and identity in the post-modern world". *Estudios de Sociolinguística*, 1 / 2.

Henderson, N. & Milstein, M.M. (1996) *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, CA: Corwin Press, Inc.

Heritage, J. (1984) *Garfinkel and ethnomethodology*. Cambridge: Polity Press.

Hoffmann, C. (1998) "Luxembourg and the European Schools." In J. Cenoz and F. Genesee (Eds.) *Beyond Bilingualism: Multilingualism and Multilingual Education*. Clevedon: Multilingual Matters. 143-174.

Holquist, M. (1991, 2nd ed. 2002) *Dialogism*. London & New York: Routledge.

XI. Bibliography

Honeycutt, Lee. "What Hath Bakhtin Wrought: Toward a Unified Theory of Literature and Composition." (Master's thesis, UNC Charlotte, 1994, online. Accessed 8 August 2003.)

Horowitz, E.L. (1936) "Development of attitudes towards Negroes." In H. Proschansky and B. Seidenberg (Eds.) (1965) *Basic Studies in Social Psychology*, New York: Holt, Rinehart & Winston.

Hull, G. & Schultz, K. (2002) (Eds.) *School's Out! Bridging Out-of-School Literacies with Classroom Practice*. New York: Teachers College Press.

Hunsaker, L., & Johnston, M. (1992) "Teacher under construction: A collaborative case study of teacher change." *American Educational Research Journal*, 29(2), 350-372.

Hymes, D. (1971) *On communicative competence*. Philadelphia: University of Pennsylvania Press.

Hymes, D. (1994) "Toward Ethnographies of Communication." Janet Maybin (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters.

Ittner, D.D., Lewis, D.D., Alui, D. "Text categorization of low quality images." *Proceedings of SDAIR-95, 4th Annual Symposium on Document Analysts and Information Retrieval*, Las Vegas, USA, 301-315, 1995.

Jayussi, L. (1984). *Categories and the moral order*. London: Routledge.

Jennings, T. E. (1995) "Developmental psychology and the preparation of teachers who affirm diversity: Strategies promoting critical social consciousness in teacher preparation programs." *Journal of Teacher Education*, 46(4), 243-250.

Jessner, U. (1999) "Metalinguistic awareness in multilinguals: Cognitive aspects of third language learning." *Language Awareness* 8: 3 & 4, 201-209.

Kerman, S. (1979, June) "Teacher expectations and student achievement." *Phi Delta Kappan*, 716-717.

Kirkpatrick, J. (1983) *The Marquesan Notion of the Person*. Ann Arbor, Michigan: UMI Research Press.

XI. Bibliography

- Kuhn, T. (1962) *The Structure of Scientific Revolutions*, Chicago: University of Chicago Press.
- Labov, W. (1970) "The study of language in its social context." In W. Labov (1972) *Sociolinguistic Patterns*. Oxford: Basil Blackwell.
- Lakoff, G. (1987) *Women, fire and dangerous things: What categories reveal about the mind*. Chicago, IL: University of Chicago Press.
- Ladson-Billings, G. (1995) Multicultural teacher education: Research, practice, and policy. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research in multicultural education* (pp. 747-762). New York: MacMillan.
- Laishley, J. (1971) "Skin colour awareness and preference in London nursery-school children," *Race* 13(1): 47-64.
- Larke, J. Patricia. (1990) "Cultural diversity awareness: Assessing the sensitivity of preservice teachers. *Action in Teacher Education*. 12(3), 23-30.
- Larke, J. P., Wiseman, D. and Brandley, C. (1990) "The minority mentorship project: changing attitudes of preservice teachers for preservice teachers for diverse classrooms." *Action in Teacher Education*. 12(3) 5-11.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (Ed.). (1992) *The handbook of qualitative research in education*. San Diego: Academic Press.
- Leestinen, L., Petrucijová, J., & Spinthourakis, J. (2004). *Identity in Multicultural and Multilingual Contexts*. CiCe Guidelines. CiCe Thematic Network Project, Institute for Policy Studies in Education, London Metropolitan University, London: UK.
- Leigh, P.M. (1977) "Great expectations: a reconsideration of the self-fulfilling prophecy in the context of educability," *Educational Review* 29: 317-24.
- Lewis, D.D., Schapire, R.E., Callan, J.P., Papka, R. "Training algorithms for linear text classifiers", *Proceedings of SIGIR-96, 19th ACM International Conference on Research and Development in Information Retrieval*, Zurich, Sw, 296-306, 1996.
- Lincoln, Y. S., and Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

XI. Bibliography

- Lindblom-Ylänne, S. & Nevgi, A. (2002). *Yliopisto – ja korkeakouluopettajan käsikirja* (Handbook of the university and higher education teacher). Helsinki: WSOY.
- Litkowski, K. “Category Development Based on Semantic Principles.” Conference on Computers and the Social Sciences, Minneapolis, 1996.
- Lladó, J. & Llobera, M. (1999) *Reflexions i propostes per al tractament de les llengües en els centres d’ensenyament*. Mallorca: COFUC i Editorial Moll.
- Logan, K. R., and Keefe, E. B. (1997) “A comparison of instructional context, teacher behavior, and engaged behavior for students with severe disabilities in general education and self-contained elementary classrooms.” *Journal of the Association for Persons with Severe Handicaps*, 22, 16-27.
- Long, M. (1980) “Inside the ‘Black Box’. Methodological Issues in Classroom Research on Language Learning.” *Language Learning* 30, 1-42.
- Magolda, M. B. B. (Ed.) (2000) *Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning Series, No. 82. San Francisco: Jossey-Bass.
- Marchant, C. (1995) “Teachers' views of integrated preschools.” *Journal of Early Intervention*, 19, 61-73.
- Marsh, A. (1970) “Awareness of racial differences in West African and British Children,” *Race*, 11, 289-302.
- Marshall, C., & Rossman, G. (1980/1995) *Designing qualitative research*. Newbury Park, CA: Sage.
- Martín Rojo, L. (dir). (2003) *¿Asimilar o Integar? Dilema ante el multilingüismo en las aulas*. CIDE, Madrid: Solana e Hijos, A.G., S.A.
- Masats, D. (2001) “Language Awareness: An International Project.” in *Language Awareness in the Foreign Language Classroom*. Lasagabaster, D. & Sierra, J.M. (Eds.) País Vasco: Servicio Editorial de la Universidad del País Vasco.
- Mayer, R. E. J. L. Dyck, and L.K. Cook. (1984) “Techniques that help readers build mental models from scientific text: Definitions, pretraining, and signaling.” *Journal of Educational Psychology* 76. 1089-1105.

XI. Bibliography

- Maynard, D. (1989) "On the ethnography and analysis of discourse in institutional settings", *Sociological Review*, 50, 207-223.
- McDonnell, J., Thorson, N., McQuivey, C., & Kiefer-O'Donnell, R. (1997) "Academic engaged time of students with low incidence disabilities in general education classes." *Mental Retardation*, 35, 18-26.
- McLaughlin, D. (1994). Critical Literacy for Navajo and other American Indian learners. *Journal of American Indian Education*, 33(3), 47-59.
- McLaughlin, B. & Nayak, N. (1989) "Processing a new language: Does knowing other languages make a difference?" Dechert, Hans Wilhelm/Raupach, Manfred (Hg.) *Interlingual Processes*. Tübingen, Gunter Narr, 5-16.
- Medina, F.X., (2000) "Alumnat magrebí a les escoles catalanes i ensenyament de la llengua àrab." *Aprendre i Ensenyar Llengües Estrangeres: Escola Catalana*. Febrer 2000, no. 377; 23-24.
- Michaels, S. (1981) "Sharing time": children's narrative styles and differential access to literacy," *Language in Society*. 10, 423-42.
- Mills, C.S. (1940) "Situated actions and vocabularies of motive." *American Sociological Review*, 5: 904-13.
- Minami, M. & Ovando, C.J. (1995) "Language issues in multicultural contexts." In J.A. Banks' & C.A.M. Banks (Eds.), *Handbook of Multicultural Education*. New York: Macmillan, 427-444.
- Moerman, M. (1965) "Ethnic Identification in a Complex Civilization: Who Are the Lue?" *American Anthropologist*, vol. 67, no. 5. 1213-1232.
- Moerman, M. And Sacks, H. (1971) "Accomplishing ethnicity" in Turner, R. (Ed.) *Ethnomethodology*, Harmondsworth: Penguin.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992) "Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms." *Theory into Practice*, 31(2), 132-141.
- Mortimore, P. (1988) *School Matters – the Junior Years*. Milton Keynes, Open Books.
- Nayar, P.B. (1997) "ESL/EFL dichotomy today: Language politics or pragmatics?" *TESOL Quarterly*, 31, 9-37.

XI. Bibliography

- Nespor, J. (1987) "The Role of Beliefs in the Practice of Teaching," *Journal of Curriculum Studies*, 19, 317-328.
- Ng, H.T., Goh, W. B., Low, K.L. "Feature selection, perception learning, and a usability case study for text categorization". *Proceedings of SIGIR-97, 18th ACM International Conference on Research and Development in Information Retrieval*, Philadelphia, USA, 67-73, 1997.
- Nisbett, R.E. & Roos, L. (1980) *Human inference: strategies and shortcomings of social judgment*. Englewood Cliffs, NJ: Prentice-Hall.
- Nieto, S. (1992) *Affirming Diversity: The sociopolitical context of multicultural education*. New York: Longman.
- Nixon, J. "What is theory?" *Educar* 34 (in press).
- Noguerol, A. (2000) Aprendre llengua (i altres coses) des de la diversitat. *Perspectiva i Diversitat: Suplement de Perspectiva Escolar* 10, 3-6.
- Ochs, E. (1979) "Transcription as theory." In E. Ochs and B.B. Schieffelin (Eds.) *Developmental Pragmatics*. London: Academic Press, 43-73.
- Ogbu, J.U. (1981) "Etnografía escolar. Una aproximación a nivel múltiple." Díaz, A.; García, F.J. & Velasco, H.M. (Eds.) *Lecturas de antropología para educadores*. Madrid: Trotta, 1999, reprinted. 145-174.
- Opie, A. (1992) "Qualitative research, appropriation of the 'other' and empowerment." *Feminist Review*, No. 40: 52-69.
- Ovando, C. J., & Collier, V. P. (1985) *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York: McGraw-Hill Book Company.
- Pajares, M.F. (1992) "Teachers beliefs and educational research: Cleaning up a messy construct." *Review of Educational Research*, 62(3), 307-332.
- Palou Sangrà, J. (2002) "L'ensenyament i l'aprenentatge del català com a primera llengua a l'escola. Creences i actuacions dels mestres amb relació a les activitats de llengua oral a l'estapa primària." Doctoral Thesis, directed by Cambra Giné, M. Universitat de Barcelona.
- Parker I. & Shotter J. (Eds.) (1990) *Deconstructing social psychology*. London: Routledge.

XI. Bibliography

- Phillips, S. (1972) "Participant structures and communicative competence," Cazden, C.B., Hymes, D.H. and John, V.D. (Eds.) *Functions of Language in the Classroom*, New York: Teachers College Press.
- Plan Regional de Compensación Educativa, Comunidad de Madrid, 2000.
- Pollard, A. and Tann, S. (1987) *Reflective Teaching in the Primary School: a handbook for the classroom*. London: Cassell Education.
- Pollner, M. (1975) "The Very Coinage of Your Brain: The Anatomy of Reality Disjunctures." *Philosophy of the Social Sciences* 5: 411-430.
- Posner, G.J., Strike, K.A., Hewson, P.W., & Gertzog, W.A. (1982) "Accommodation of a scientific conception: Toward a theory of conceptual change." *Science Education*, 66, 211-227.
- Potter, J., Wetherell, M. (1987) *Discourse and social psychology: Beyond attitudes and behaviour*. London: Sage.
- Potter, J., Wetherell, M., 1994, "Analyzing discourse", in Bryman, A., Burgess, B., (Eds), *Analyzing Qualitative Data*, London; Routledge.
- Potter, J., Wetherell, M., 1995, "Discourse analysis", in Smith, J., Harré, R., van Langenhove, R., (Eds), *Rethinking Methods in Psychology*, London; Sage.
- Pratt, D.D. & Associates. (1998) *Five Perspectives on teaching in adult and higher education*. Malabar, FL: Krieger.
- Proctor, C. (1984, March) "Teacher expectations: A model for school improvement." *Elementary School Journal*. 469-481.
- Puren, C. (2000) "Pour une didactique complexe" in M. Marquillo Larruy Martine (coord.), *Questions d'épistémologie en didactique du français (langue maternelle, langue seconde, langue étrangère. Les Cahiers FORELL (Revue de la Maison de l'Homme et des Sociétés, Poitiers)*, Actes Journées d'Étude de Poitiers des 20-22 janvier 2000. Poitiers, Université de Poitiers. 21-29.
- Reed, F. Daisy. (1993) "Multicultural education for preservice students." *Action in Teacher Education*. 15(3), 27-34.

XI. Bibliography

Resnick, L. B., Pontecorvo, C., & Säljo, R. (1997) "Discourse, tools, and reasoning: essays on situated cognition." In Resnick, L. B., Säljo, R., Pontecorvo, C., & Burge, B. (Ed.) *Discourse, tools, and reasoning: essays on situated cognition* (pp. 1-20). Berlin: Springer, 1997.

Richards, J., Platt, J.J., & Weber, H. (1985) *The Longman Dictionary of Applied Linguistics*. London : Longman.

Richards, J. C. and Rodgers, T. (1986) *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

Rist, R. (1970) "Student Social Class and Teachers' Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review*, 40, 411-450.

Rist, R. (1973) *The Urban School: A Factory for Failure*. Cambridge MA: The MIT Press.

Rockhill, K. (1987a) "Gender, language and the politics of somebody." In J.S. Gaskell and A. McLaren (eds.) *Women and Education: A Canadian Perspective*. Calgary: Detselig.

Rockhill, K. (1987b) "Literacy as threat/desire: Longing to be somebody." In J.S. Gaskell and A. McLaren (eds.) *Women and Education: A Canadian Perspective*. Calgary: Detselig.

Rogers, C.G. (1986) "Attributions for success and failure: the effects of classroom activity," BERA Annual Conference, Bristol, September.

Rogers, C. (1991) "Early admission: early labelling," *Growing up in a Changing Society*. Woodhead, M., Light, P. and Carr, R. (eds.) London & New York: Routledge. 163-178.

Rosch, E. (1978) *Principles of Categorization*. In Rosch, E. and Lloyd, B. B. (Eds.), *Cognition and Categorization*, Hillsdale, NJ, Erlbaum,.

Rosenthal, R. (1973) "The mediation of Pygmalion effects: a four-factor 'theory'" *Papua New Guinea Journal of Education* 9: 1-12.

Rosenthal, R., & Jacobson, L. (1968) *Pygmalion in the classroom*. New York: Holt, Rinehart & Winston.

XI. Bibliography

Rosenthal, R. (1985) "From unconscious experimenter bias to teacher expectancy effects." In J. Dusek (ed.) *Teacher Expectancies*. London: Erlbaum.

Ross, A. (1984) "Developing political concepts and skills in the primary school." *Educational Review* 36(2): 131-9.

Rutter, M., Maughn, B., Mortimore, P., Ouston, J. & Smith, A. (1979) *Fifteen thousand hours*. Cambridge, MA: Harvard University Press.

Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. (1995). Parents' perceptions after inclusion of their children with moderate or severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 20, 147-157.

Sacks, H., E.A. Schegloff, G. Jefferson. (1978) "A simplest systematics for the organization of turn taking for conversation." In: Schenkein, (Ed.) 7-55 (1974).

Sacks, H. (1972) "An initial investigation of the usability of conversational data for doing sociology." in *Studies in social interaction*. Edited by D. Sudnow, 31-74. New York: The Free Press.

Sacks, H. (1984) "Notes on methodology." In: Atkinson, Heritage, eds.: 21-7.

Sacks, H. (1992) *Lectures on conversation*. 2 vols. Edited by Gail Jefferson with introductions by Emanuel A. Schegloff. Oxford: Basil Blackwell.

Saez Brezmes, M.J. "J. Elliot's Influence in the International Educational Field: The Spanish Case" in *Educar*, 34 (in print).

Sanz, C. (2000) "Bilingual education enhances third language acquisition: Evidence from Catalonia." *Applied Psycholinguistics* 21, 23-44.

Schegloff, E.A. (1972) "Notes on a conversational practice: Formulating place." In D. Sudnow (Ed.) *Studies in social interaction*. Glencoe, IL: Free Press.

Schegloff, E.A., H. Sacks, (1973) "Opening up closings", *Semiotica* 8: 289-327.

XI. Bibliography

- Schick, J. and Boothe, D. (1995) "Survey of teachers' attitudes toward diversity: A pilot study." *Teachers of English to Speakers of Other Languages in Action*, 11, 10-12.
- Schutz, A. (1944) "The Stranger." *American Journal of Sociology*, Vol. 49, May.
- Schutz, A. (1945) "On Multiple Realities." *Philosophy and Phenomenological Research*, Vol. 4, June.
- Schutz, A. (1953) "Common Sense and Scientific Interpretation of Human Action," *Philosophy and Phenomenological Research*, Vol. 14, September.
- Schutz, A. (1962) *Collected Papers 1*. The Hague: Martinus Nijhoff.
- Schutze, H., Hull, D.A., Pedersen, J.O. "A comparison of classifiers and document representations for the routing problem." *Proceedings of SIGIR-95 19th ACM International Conference on Research and Development in Information Retrieval*, Seattle, USA, 229-237, 1995.
- Searle, J. (1969) *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Seidenberg, M. (1985) "The time course of phonological code activation in two writing systems." *Cognition*, 19, 1-30.
- Settles, D. and Ham, N. (1973) "Effectiveness of social and correctness reinforcers with different aged children," *Psychological Reports* 33: 787-92.
- Sharrock, W. W., & Anderson, R. J. (1986) *The ethnomethodologists*. Chichester, UK: Ellis Horwood/London, UK: Tavistock.
- Short, G. (1991) "Children's grasp of controversial issues." *Growing up in a Changing Society*. Woodhead, M., Light, P. and Carr, R. (eds.) London & New York: Routledge. 333-350.
- Shotter, J. (1984) *Social Accountability and Selfhood*. Oxford: Basil Blackwell.

XI. Bibliography

Shotter, J. (1993a) *Cultural Politics of Everyday Life: Social Constructionism, Rhetoric and Knowing of the Third Kind*. Milton Keynes: Open University Press.

Shotter, J. (1993b) *Conversational Realities: Constructing Life through Language*. London and New Delhi: Sage Publications.

Silberman, M. L. (1969) "Behavioral expression of teachers' attitudes toward elementary school students." *Journal of Educational Psychology*, 60, 402-407.

Silberman, M. L. (1971) "Teachers' attitudes and actions toward their students." In M. L. Silberman (Ed.) *The experience of schooling*. New York: Holt, Rinehart & Winston, 86-96.

Silva da, RN. and Nogueira, M. J.(1987) *A escola pública e o desafio do curso noturno*, (4th Edition), Cortez Editora: São Paulo.

Silverman, D. (1984) "Going private: ceremonial forms in a private oncology clinic", *Sociology*, 18, 191-202.

Silverman, D. (1993) *Interpreting Qualitative Data. Methods for Analysing Talk, Text and Interaction*. London & New Delhi: Sage Publications. 83

Skutnabb-Kangas, T. (1989) "Legitimizing or deligitimating new forms of racism: The role of researchers". Paper presented at Fourth International Conference on Minority Languages, Ljouwert/Leeuwarden, June 1989.

Skutnabb-Kangas, T. & Phillipson, R. (1989) "Wanted! Linguistic human rights." ROLIG-papir, No. 44. Denmark, 1-98.

Slembrouck, S. (2003) <http://bank.rug.ac.be/da/da.htm> (Last accessed 7 September 2004.)

Smith, R., Moallem, M., & Sherrill, D. (1997) "How preservice teachers think about cultural diversity: A closer look at factors which influence their beliefs towards equality." *Educational Foundations*, 41-61.

Smyth, J., (1989). "Developing and sustaining critical reflection in teacher education." In C. Eisele (Ed.), *Reflective teaching* (pp. 45-61). Normal, IL: Illinois State University.

XI. Bibliography

- Sola, M. and Bennett, A. (1994) "The Struggle for Voice: Narrative, Literacy and Consciousness in an East Harlem School," Maybin, J. (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters. 117-138.
- Sparapani, E.F., Abel, F.J., Easton, S.E., Edwards, P., & Herbster, D.L. (1995) "Preservice teacher education majors' understanding of issues related to diversity and exceptionality." Paper presented at the annual meeting of the Association of Teacher Educators. Detroit, MI.
- Speece, D. L., MacDonald, V., Kilsheimer, L., & Krist, J. (1997) "Research to practice: Preservice teachers reflect on reciprocal teaching." *Learning Disabilities Research & Practice*, 12, 177-187.
- Spinthourakis, J.A. & Katsilis, J.M. (2003) "Multiculturalism and teacher preparedness to deal with the new reality: the view from Greece." In A. Ross (Ed.) *Europe of many cultures*. London, UK: CiCe, Institute for Policy Studies in Education (University of North London), 93-98.
- Springer, C. (1999) "Que signifie aujourd'hui devenir compétent en langues à l'école?" In *Les langues modernes*, 3, 42-56.
- Stenhouse, L. (1975) *An introduction to curriculum research and development*. London; Heinemann.
- Stern, H.H. (1992) *Issues and options in language teaching*. Oxford: Oxford University Press.
- Street, B. (1984) *Literacy in Theory and Practice*. Cambridge: Cambridge University Press.
- Street, B. (1990) "Putting literacies on the political agenda. Open letter." *Australian Journal for Adult Literacy Research and Practice*. Vol. 1, No. 1. Deakin University.
- Street, B. (1993) *Cross-Cultural Approaches to Literacy*. Cambridge: Cambridge University Press.
- Street, B. (1994) "Cross-Cultural Perspectives on Literacy," Maybin, J. (Ed.) *Language and Literacy in Social Practice*. Clevedon: Multilingual Matters. 139-150.

XI. Bibliography

Swann, J. (1994) "Observing and Recording Talk in Educational Settings," *Researching Language and Literacy in Social Context*. Graddol, D., Maybin, J., and Stierer, B. (Eds.) Clevedon: Multilingual Matters, 26-48.

Tabachnick, G., & Zeichner, K. (1984) "The impact of student teaching on the development of teacher perspectives." *Journal of Teacher Education*, 35(6), 28-42.

Tajfel, H. & Turner, J.D. (1979) "An integrative theory of intergroup conflict." In W.G. Austin and S. Worchel, (Eds.) *The social psychology of intergroup relations*. Monterey, CA. Brooks-Cole.

Taylor, A.R. (1991) "Social competence and the early school transition: Risk and protective factors for African-American children." *Education and Urban Society*, 24(1), 15-26.

Teasley, S. (1997) "Talking about reasoning: how important is the peer in peer collaboration?" In Resnick, L. B., Säljö, R., Pontecorvo, C., & Burge, B. (Ed.). *Discourse, tools, and reasoning: essays on situated cognition*. Berlin: Springer, 361-384.

Thomas, J. (1992) "Metalinguistic awareness in second- and third language learning," R.J. Harris (Hg.) *Cognitive processing in bilinguals*. Amsterdam, North-Holland, 531-545.

Toh, G. & Raja, M. (1997) "ELT materials: Some perceptions on the question of cultural relevance." *Guidelines*, 19(2), 45-72.

Tusón, A. (1996) "El estudio del uso lingüístico." In Lomas, C. (Ed.) *La educación lingüística y literaria en la enseñanza secundaria*. Barcelona: ICE-Horsori, 67-108.

UNESCO. (2003) United Nations Education, Scientific, and Cultural organization UNESCO. "Accommodation curriculum in second language." In *Education in a Multilingual World*, Paris.

Ungerer, F. & Schmid, H.J. (1996) *An introduction to cognitive linguistics*. London: Longman.

Van Lier, L. (1988) *The Classroom and the Language Learner. Ethnography and Second-Language Classroom Research*. Harlow: Longman.

XI. Bibliography

Van Lier, L. (1995) "Some features of a theory of practice." *TESOL Journal* 4 (1):6-10.

Vico, G. (1965) *On the Study Methods or Our time*, trans. By Elio Gianturco. New York: Bobbs-Merrill.

Vygotsky, L.S. (1978) *Mind in Society: The development of higher psychological processes*. In M. Cole, V. John-Steiner, S. Scribner and E. Souberman. (Eds. and trans.) Cambridge, MA: Harvard University Press.

Vygotsky, L.S. (1986) *Thought and Language*. Alex Kozulin (Ed.). Cambridge: MIT Press.

Wactler, C. (1990) "How student teachers make sense of teaching: The derivations of an individual's educational philosophy." (Doctoral dissertation, Arizona State University) *Dissertation Abstracts International*, 51 , 26-27.

Waldron, N. L., McLaskey, J., & Pacchiano, D. (1999) "Giving teachers a voice: Teachers' perspectives regarding elementary inclusive school programs." *Teacher Education and Special Education*, 22, 141-153.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1995) "The effectiveness of collaborative school-linked services." In L. C. Rigsby, M. C. Reynolds, & M. C. Wang (Eds.), *School/community connections: Issues for research and practice*. New York: Jossey-Bass.

Ward, J. M. (1996) *The relationship of preservice teachers' cross-cultural experiences with their beliefs about teaching diverse students*. Unpublished doctoral dissertation. Kansas State University.

Watson, R. (1997) "Some general reflections on 'Categorization' and 'Sequence' in the analysis of conversation." In: Hester, S., P. Eglin, (Eds.) *Culture in action: studies in membership categorization analysis*. Washington, D.C.: University Press of America: 49-76 .

Watson-Gegeo, K.A. (1988) "Ethnography in ESL: defining the essentials." *TESOL Quarterly*, vol. 22, no. 4, 575-585.

Watson-Gegeo, K.A. (1992) "Thick explanation in the ethnographic study of child socialization: a longitudinal study of the problem of schooling for Kwara'ae (Solomon Islands) children." William, C. & Peggy, J.M. (Eds.) *Interpretive approaches to children's socialization*. San Francisco: Jossey-Bass, 51-66.

XI. Bibliography

- Watts, R. J. (1992). "Elements of a psychology of human diversity." *Journal of Community Psychology*, 20, 116-131.
- Weinstein, C.S. (1988) "Preservice Teachers' Expectations about the First Year of Teaching" *Teaching and Teacher Education*, 4, 31-40.
- Weinstein, C.S. (1989) "Teacher Education Students' Perceptions of Teaching," *Journal of Teacher Education*, 40(2), 53-60.
- Weinstein-Shr, G. (1993). "Literacy and social process: A community in transition." In B.V. Street (Ed.) *Cross-cultural approaches to literacy*. Cambridge, UK: Cambridge University Press, 272-293.
- Wenger, E. (1999). *Communities of practice. Learning, meaning and identity*. Cambridge: Cambridge University Press.
- Werner, E. & Smith, R. (1989) *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Adams, Bannister and Cox.
- Wertsch, J.V. (1985) *Vygotsky and the Social Formation of Mind*. Cambridge, MA: Harvard University Press.
- Wertsch, J.V. (1991) *Voices of the mind: a sociocultural approach to mediated action*. Cambridge, Mass.: Harvard University Press.
- Whitehead, M. (1998) "Reading – Caught or Taught? Some Issues Involved in Changed Approaches to the Teaching of Reading," Patricia Murphy and Bob Moon (eds.) *Developments in Learning and Assessment*. London: Hodder & Stoughton.
- Widdicombe, S. (2004) "Constructing national and religious identities in Syria: participants' projects, analysts' resources." Conference paper delivered at *El joc de les identitats en els discursos orals*, Jornades Tardor 2004, Organized by Xarxa d'Estudis del Discurs (XED) and Xarxa sobre l'educació lingüística i la formació d'ensenyants en contextos multilingües i multiculturals (XELFEMM). 1st & 2nd October 2004, Universitat de Pompeu Fabra, Barcelona.
- Willes, M.J. (1983) *Children into Pupils: a study of language in early schooling*, London: Routledge and Kegan Paul.
- Williams, R. (1977) *Marxism and Literature*. Oxford: Oxford University Press.

XI. Bibliography

Wood, D.J. and Cooper, P.J. (1980) "Maternal facilitation of 4-5 year old children's memory of recent events." *Proceedings of the XXIIInd International Congress of Psychology*. Leipzig, Germany: International Union of Psychological Science.

Wood, H.A. and Wood, D.J. (1983) "Questioning the pre-school child," *Educational Review* 35: Special Issue (15), 149-62.

Wood, D.J. (1986) "Aspects of teaching and learning." In *Children of Social Worlds*. Richards, M. And Light, P. (eds.) (1986) Cambridge: Polity Press, 191-212.

Woods, P. (1995) "Aprofundir en la vida de les coses: l'etnografia a la investigació educativa." *Temps d'Educació*, no. 14, 107-131.

Woods, P. (1996) *Teacher cognition in language teaching: beliefs, decision-making and classroom practice*. Cambridge, Cambridge University Press.

Woolgar, S. (1988) *Science: the very idea*. London: Routledge.

Wright, C. (1985) "The influence of school processes in the education of children of West Indian origin." In S.J. Eggleston *et al.* (eds.) *The Educational and Vocational Experiences of 15-18 Year Old People of Minority Ethnic Groups*. University of Keele, Department of Education.

Zeichner, K. M., & Hoefft, K. (1996) "Teacher socialization for cultural diversity." In J. Sikula, T. J. Buttery, & E. Guyton (Eds.) *Handbook of research on teacher education* (2nd ed., pp. 525-547). New York.

Zimmerman, D. H. (1998) "Identity, Context and Interaction." In C. Antaki & S. Widdicombe (Eds.) *Identities in Talk*. London: Sage Publications. 87-106.

Websites:

Council of Europe (1996) *Modern Languages: Learning, Teaching, Assessment. The Common European Framework of Reference*. <http://culture2.coe.int/portfolio/documents/0521803136.txt.pdf>. (Last accessed 31 August 2004).

XI. Bibliography

Departament d'Educació (2004) *Pla per a la llengua i la cohesió social*. Generalitat de Catalunya.

http://www.gencat.es:8000/ense/conthome/pdf/pla_lic.pdf (Last accessed 18 August 2004).

Equal Opportunity Commission of Hong Kong, (2001) *Final Report: Research on Content Analysis of Textbooks and Teaching Materials in Respect of Stereotypes* (abridged version), Centre for English Language Education Communication, Hong Kong: City University of Hong Kong, December 2001.

<http://www.hurights.or.jp/hreas/6/11Hongkong.htm> (Last accessed 9 February 2004). http://www.eoc.org.hk/TE/home_te.htm (Last accessed 10 October 2004).

XII. Annexus

XII. Annexus

Annex 1: Permission slip

You are invited to participate in a research project conducted by Melinda Dooly Owenby which will be used in her doctoral thesis directed by Dr. Luci Nussbaum from the Facultat de Ciències de l'Educació de la Universitat Autònoma de Barcelona. The study will be to explore pre-service students attitudes about teaching English as a Foreign Language. Participation will involved writing a journal with personal reflections of topics discussed in class, recordings of discussions in class and group interviews.

Only Melinda Dooly, Dr. Luci Nussbaum and an assistant for transcriptions will have access to the tapes or the writings for the purpose of transcribing them. All participants will be anonymous in the final research project and all identifying information will be removed from transcribed documents. The tapes and copies of journals will be stored in a locked file cabinet and only Melinda Dooly will have access to them. The material will not be kept for over five years and will only be used for research purposes. After five years it will be destroyed. **None of the material will be used for any type of evaluation of the students involved.** Reports of the results of this study will not contain any information that could personally identify any participants, however, complete confidentiality of responses cannot be assured since the investigator cannot control the release of information by other members of the group.

Melinda Dooly Owenby will be available to answer any questions or concerns that participants may have for the duration of the study. She may be reached at G5-108, Facultat de Ciències de l'Educació, Universitat Autònoma de Barcelona. Telephone: 93 581 26 82; email: melindaann.dooly@uab.es

I _____ have read and understood the above and consent to participate in the study. I agree to allow the data colled to be used for research purposes.

Signed:

Date:

Annex 2: General language task

What do you think?

Read these questions and reflect on your opinion about them individually. After you have thought about them, you will get into small groups and discuss your answers.

Do you think these are true or false?

- *Wherever humans exist, language(s) exist(s).*
- *Some languages are more primitive than others.*
- *Some languages will not allow for new words to be included in its already-formed vocabulary.*
- *All languages change through time.*
- *In a language, the relationship between sounds and signs (and their meanings) are natural, due to a natural relationship between the sign (symbol) and its meaning.*
- *All languages have a finite set of discrete sounds (or gestures) in order to form words.*
- *All languages have a finite set of sentences which can be formed from its sound system.*
- *Every spoken language has a class of vowels and a class of consonants.*
- *There are no similar grammatical categories which are universal to all languages.*
- *There are no semantic universals found in every language in the world.*
- *Every language has a way of referring to past time, negating, forming questions, issuing commands and so on.*
- *Competent speakers of any language are capable of producing an infinite set of sentences.*
- *To be bilingual means being equally competent in two languages.*
- *Any normal child, born anywhere in the world, of any racial, geographical, social or economic heritage, is capable of learning any language which he or she is exposed to.*
- *Differences found among languages is due to biological reasons.*

Annex 3: Discussion leader instructions

Person 1

Description: You will be the first discussion leader of your group. Try to get your group to discuss how, as language teachers, they would approach the following hypothetical classroom. You can use the steps indicated below as cues. Pictures are provided.

Step 1: Explain to your group that they must imagine that they are going to begin working as language teachers in a multilinguistic class.

Step 2: Show them the pictures and have them discuss which linguistic background their students' might have. (You have the answers on the back of the pictures, but do not tell them now). Get them to discuss their answers and to explain their reasons.

Step 3: Tell them the languages each student speaks (on the back of the pictures). Get the group to compare their own answers with the answers on the back.

✕-----

Person 2

Description: You will be the second discussion leader of your group. Your task is to get the group to discuss the advantages and disadvantages they see in having a multilinguistic class.

You can use the steps indicated below as cues.

Step 1: Try to get the group to focus first on the advantages and disadvantages globally (class dynamics, methodologies, adaptation, materials).

Step 2: Get the group to discuss what specific steps (if any) they feel should be taken for each student or a specific class.

✕-----

XII. Annexus

Person 3

Description: You will be the third discussion leader of your group. Your task is to get the group to discuss the different “teaching styles” as they are explained on the cards you have been given. You should try to get them to discuss which “style” best fits the hypothetical class you have been discussing until now.

You can use the step indicated below as a cue.

Step 1: Explain the different styles (you can read them out loud, but it may be better to give a summary in your own words).

Step 2: Ask them to each explain which style they like best personally and to give reasons why it is best suited for “their class”.

(If there are only 3 members in your group, you will also be discussion leader 4. See the card for instructions).

✕-----

Person 4

Description: You will be the fourth discussion leader of your group. Your task is to get the group to agree on the best “teaching styles” which you have just discussed.

You can use the step indicated below as a cue:

Tell them that, as a group, they have to decide on one of the “teaching styles” for “their” class. You may or may not be able to achieve this – don’t be inflexible. It is better to accept different opinions than to come to blows 😊 .

Annex 4: Details for classroom styles

Classroom 1

Distribution of furniture and resources:

- Large library corner (over 50 books available); sofa and 2 large, comfortable chairs; reference book shelf
- No desks – tables arranged around the edge of the room; wide open space in the middle of the room
- Tables are not assigned for individuals; they are for writing projects, maths manipulatives (buckets, measuring, etc.); listening (headphones and tapes); computer
- A table for group projects on one side of the room

Activity arrangement:

- Pupils' choice of activities (reading, writing, maths, listening, etc.)
- Writing activity: peer and teacher corrected; final copy typed by students and/or teacher
- Book groups (readings with teacher at different times throughout the day)

Assessment:

- Charts of completed books (by each student)
- Follow-up on attendance to different activities
- Writing folders (assessment on content)

Classroom 2

Distribution of furniture and resources:

- Small library corner (no chairs) – students select books and return to seats to read
- Desks arranged in U; arrangement changed for math groups
- Tables in corners with computer, fish aquarium, microscope, etc.

Activity arrangement:

(Day set up sessions):

- session 1: for practice of standardized tests
- session 2: reading (same book assignment for everyone)
- session 3: journal – reflection on reading
- session 4: free choice between computer, reading or writing
- session 5: maths exercise books (in groups per level)

Assessment:

- Periodic standardized tests
- Writing journals (teacher's comments on content but assessment on quality of finished product and amount of errors)
- Maths exercise books

Classroom 3

Distribution of furniture and resources:

- Reading corner (chair for teacher to read stories, pupils on floor)
- Desks in rows
- Tables in back for plants, reference books, writing samples

Activity arrangement:

(Day segmented into group activities):

- session 1: personal dictionaries – students write word on page, draw pictures, write sentence with word
- session 2: dictation – students listen to tapes of vocabulary words from story of the week; students write down the words they hear
- session 3: pre-reading tests (children explain what they know about the story to be read)
- session 4: reading – students take turns reading from a story
- session 5: book reports – students fill in photocopies
- session 6: reading test
- Once a week there is a “reading corner day”

Assessment:

- Reading tests (designed by teacher)
- List of completed work
- Writing samples (assessment based on “correctness” of writing)

Annex 5: Theory and Case Discussion

Do you agree with these statements? Think about them individually and then discuss them in groups.

Group A:

1. Adults learn a second language more quickly and easily than young children.
2. Language is learned mainly through imitating a speaker of the language.
3. A minority-language student should not be placed in a foreign language class until they have mastered the language used in the school because they may be confused by learning too many languages at once.
4. The higher IQ a student has, the better they are as language learners.
5. Students will learn a language faster if their parents try to use it a bit at home.
6. The more motivated a language student is, the more successful s/he will be in learning the language.
7. If a student is having problems with EFL comprehension, the more time that student spends listening to English, the more quickly s/he will learn the language.
8. Cognitive and academic development in the student's native language has an important and positive effect on second language acquisition.
9. For a second language, the younger one starts learning, the better.
10. Most mistakes in a foreign language are due to influence of the L1.

✕-----

Group B:

11. The culture of students doesn't affect how long it takes them to learn English as a Foreign language. All students learn language the same way.
12. There is plenty of evidence to support the organisation of an EFL syllabus (curriculum) from more simple to more complex grammar structures.
13. To know what a grammar rule is about means being able to use it successfully in real communication.
14. A teacher should correct a language learner's mistakes immediately.

XII. Annexus

15. It is better to avoid group work because language learner's will 'pick up' the mistakes of other language learners.
16. Students can learn anything about a language if it has been demonstrated/explained properly.
17. If a person speaks more than one language, they probably won't speak any of them perfectly.
18. A multilingual person is someone who can communicate in various languages, but not necessarily perfectly in any of the languages.
19. If an immigrant student can speak Catalan or Spanish in Catalonia but is failing in English, the problem is a learning disability because obviously they can learn languages.
20. Minority-language students who are not proficient in their native language will have difficulties in other subjects even after they have mastered the school's language.

XII. Annexus

These are some hypothetical situations involving language learning. Think about them and then discuss them in a group.

Group A:

1) You are a teacher in a language school. You have both the father and his son in two of your classes. You notice that the young boy is much better at the pronunciation of the language and can handle 'social language' well but the father masters the grammar much faster. Why do you think this happens?

2) Some years ago, the audiolingual method was very popular for teaching English as a Foreign Language. This method involved repeating sentences, questions and entire dialogues after hearing the teacher or after hearing a cassette. Why do you think this method largely failed to produce good language learners?

3) Amina has just arrived to Catalonia and is learning Catalan and Spanish. The school director does not want to put her in the EFL classroom because he thinks she will be confused by so many languages. However, in a few "trial" lessons, the EFL teacher has noticed that she seems to have not trouble at all adjusting to the lessons. Who do you think is right?

4) Ralph is a British sailor who quit school when he was 12 years old and immediately began a career at sea. He does not know how to read or write yet he can speak to all the members of the crew on his ship, including 2 Russians, 1 Polish sailor and 3 Frenchmen. Does this mean he is a genius?

5) A friend moved to Prague with her family six months ago. Yesterday, her daughter's teacher told her that her daughter is having some difficulties with the language so your friend has decided she will speak to her in Czech for an hour a day and bedtime reading will be in Czech from now on (even though her own Czech is still a bit shaky). What do you think the results will be?

6) Last year you were told that if you learned German you could get a job with the United Nations in Geneva. You are very excited about the prospect but after six months in a German class you still cannot say more than a few basic things. Are you not motivated enough?

7) Your aunt has told you she has decided to learn Japanese. However, because she is a bit tight and doesn't want to spend any money on the lessons she has contracted digital television and sits in front of the TV all day,

XII. Annexus

listening to the broadcasts from Tokyo. Do you think she will ever learn Japanese?

8) You are a language teacher in a public school. You have noticed that the students who are doing better in the language arts course in Catalan are also doing better in your EFL class. Do you think they are related?

9) Your school has just hired you to teach English to 3 year olds. You have noticed that after several classes of 1 hour per week, they do not seem to remember anything about what you told them before. Why do you think this happens?

10) Typical mistakes in an EFL classroom:

I eated apples.

I goed to Barcelona yesterday.

Do you think these mistakes are because of influence from the students' native language?

×-----

Group B:

11) Miriam has just moved to Catalonia from Israel. You have noticed that in your EFL classroom, she does not seem to be able to follow the classbook or the workbook, yet she is the most talkative one in the class. Why do you think this is happening?

12) You are well into the middle of the year in your EFL classroom. You have already covered several units in the book but now you think you might have to go back to the beginning. Most of your students are fine when they have to answer what their friends are doing, or something of that sort, (using present continuous tense) but they cannot seem to explain the basic things about their family, which of course only involves the simplest structure: present simple. Why is this?

13) Several teachers are in the teachers' coffee room, talking about their classes. They are stupified by the fact that no matter how often they explain the different 'conditional cases' to their students, they cannot use them correctly on their exams! What would you say to them?

XII. Annexus

14) You are in a French course and have been asked to give a presentation. You are extremely nervous because you notice that Marie, the teacher, corrects every mistake the students make as they go along.

Now it's your turn to do the presentation ... and your mind goes blank! What has happened?

15) Which do you think is more likely to happen in the following situation:

A teacher gives the student a group task and asks them to discuss it in English.

- a) the students who make mistakes in English are corrected by the others in the group.
- b) The students who make mistakes in English are not corrected by others in the group.
- c) The students who make mistakes influence the others' use of English and everyone begins to repeat the same mistakes, spreading them like the flu!

16) Several teachers are in the teachers' coffee room, talking about their classes. They are stupefied by the fact that no matter how often they explain 'future perfect' to their students, they cannot use them correctly on their exams! What would you say to them?

17) Try to think of situations where you do not understand what is being said, even though it is in your own language (eg) lawyers speaking to judges, doctors in a medical convention. Do you think this means that you are not a competent speaker of your language?

18) You have been studying English, Portuguese and Finnish for many years and can communicate in those languages in many different situations. However, you do not know how to explain to a policeman that someone has just run past you completely naked except for a pair of orange socks. Does this mean you are not multilingual?

19) Talia arrived to Catalonia from the Phillipines last year. The teachers have noticed how well she is able to communicate with the other students when they are in they playground but when Talia is in class, she does not

XII. Annexus

seem to be able to progress. The head director has decided that Talia must have a learning disability. Do you agree?

20) Rashid has been in Catalonia for several years and although he now speaks very fluent Catalan, he is falling behind in his other subjects because he does not seem to have assimilated the most basic concepts of the subjects and therefore cannot progress. Why do you think this happened?

Annex 6: Journal Guidelines

Here's a possible outline for your reflective journal to be kept up-dated during your time spent in the intercultural practice teaching sessions.

Reflective journal 1: Learning goals

Some questions you might consider are:

- What do you want to learn personally with respect to the school practice?
- What are your expectations about the school practice?
- Can you already foresee some problems which you need to handle?

Reflective journal 2: First Reflections

Some questions you might consider are:

- Looking back at week 1 and 2 do you want to change your personal learning goals? Why?
- Did you witness or were you part of some situations which caused some doubts about your learning process?

Reflective journal 3: Personal Involvement in the Project

Some questions you might consider are:

- Did you witness or were you part of some situations which caused some doubts about your learning process?
- Can you describe what you learned so far if you reflect on your learning goals? What went well or wrong?
- Do you have the feeling that you personally are properly involved in the project at your practice school?

Reflective journal 4: Personal involvement and implementation of the Project

Some questions you might consider are:

- Can you give a detailed account of the progress that you have made with respect to your described learning goals? What do you still need to learn?
- Do you have the feeling that you personally are properly involved in the project at your practice school?
- Can you give a detailed account of your personal role in the project implementation? What went wrong or well?

Reflective journal 5: Evaluation and the final report

It is suggested that you reflect on your personal learning experience so far during this course. Some questions you might consider are:

- Do you have the feeling that you personally are properly involved in the project at your practice school?
- Can you give a detailed account of the progress that you have made with respect to your described learning goals? What do you still need to learn?

Annex 7: Catalogue of Categories with extracts (example)

European values (similar) versus other (Asian, African)

(1) MER: maybe if we were from I don't know another_ China or Japan our our view was different from us because_ I_ maybe the culture is too different as here Germany and Spain more or less are all in Europe

HAN: yes European

MER: XXX no?

LAU: yes but the way for example in German X people who are_ yeah eh maybe it's a bit different as as it's the way we do | XXX intercultural children in classes lines 324 –330 UAB 1

(2) he looks like Korean no? I don't know

HAN: mm

MAR: XX Japanese or_ and mm he has little competences on on English

HAN: ok | what do you think

DAN: I think that he is Japanese

MAR: yes? ok

DAN: Japanese X eh he can understand some English perhaps I don't know lines 61-67 UAB 2

(3) SIL: they don't look eh European | at least

CRI: no in general no [riu] lines 69 – 70 UAB 3

(4) MAR: and the last picture_

???: XXX could be for whatever part of the_ of Europe XX lines 195-196 Inservice 1

(5) eh in the second_ no the second image the China_ the Chinese boy_

SAR: mm

CRI: yes | he speaks Chinese or Mandarín | it's the same mm? Lines 144-146 Inservice 1

(5) SAR: or about oh the teacher say did I don't I didn't understand nothing and things about XX when you talk about this I remember and it's it's very very necessary if if the people is mm Chinese or_ lines 300-301 Inservice 1

(6) SUS: the face is not a_

LAR: is not typical Chinese lines 65-66 Inservice 2

Association of ethnic groups with character traits:

(1) LAR: eh do you know something about Rumanian people or_

SUS: no no only the_

LAR: what to do with them?

MAR: only they |||

XII. Annexus

[parlen en veu baixa]

LAR: do you have a previous opinion that they are all robbers? Lines 75-80
Inservice 2

(2) MAR: I think people from the East Europe European East European countries_

???: countries

MAR: XXX really fast a language | Catalan Spanish I mean they really get the_

SUS: yes?

MAR: the language X the difficult thing is when they are Chinese or_ especially Chinese I suppose

SUS: I never have a student from those countries | I don't know | I'm sure they get language they_ quicker than the others lines 83-90 Inservice 2

(3) ISI: I think they learn more language in the street than in the school | and I'm agree with her when she said that some students it depends of the country or where they come from eh they adapt easily or with more difficulty

MEL: XXX

ISI: I think for example_ I think for example in Arabian people in people_ students from Morocco_ I never met one or two good students from Morocco

MEL: XXXX?

ISI: good students from Morocco?

MEL: never? are they_?

ISI: I try to get memory but_

MEL: you have XXX in your English class or XXXX?

ISI: in an English class or in school lines 188-199 Inservice 3

(4) ISI: for example I never met an Arabian student with a good level | never

SAR: I have students from Morocco and they are good students

ISI: yes? Lines 218-220 Inservice 3

(5) ISI: but I don't think that this kind of student can be able to work alone because they don't know what they have to do and then I think that this organisation of classroom can be able if the other students_ lines 472-474 Inservice 3

Annex 8: Transcripts

Inservice group 1 Multilinguistic task Sharon – Kim – Marion

[...]

1 ???: now/|

2 TCHR: yes\|

3 SHA: my name is Sharon\|

4 KIM: hello my name is Kim [laughs] \|

5 MAR: hello my name is Marion | stop no/|

6 [pause]

7 MAR: ok Kim | eh now I am the leader of the group\| of your group_ of this group and I | {(&) will} try eh_|

8 SHA: acosta't acosta't perquè si no estan parlant_|

9 MAR> I will try to- to discuss the XXX of a multilinguistic class\| you have to imagine that you are teachers
of a multilinguistic class\| language teachers\|

10 ???: mm\|

11 MAR: so what is your opinion/| about that?|

12 SHA: but | a multilingual teacher about different languages to learn/|

13 MAR: you are a language teacher_|

14 SHA: yeah\|

15 MAR> of a multilanguage class\|

16 SHA: yes\ | yes\| I understand | yes\|

17 MAR: and what is your opinion? what do you think? because they are a lot of languages that the- children
speak in the in the class\| so it's XXX|@

18 KIM: yes it is\|

19 MAR: mm | but we have to X\|

20 KIM: so it_|

21 SHA: excuse me | yeah | you have to say your name every_ in every moment that you speak or you speak or
I speak\|

22 MAR: yes\ ok\|

23 SHA: I suppose\|

24 MAR: ok me is Marion [laughs] ok Kim\|

25 KIM: I think the first thing to do is to- to find a common language\|

26 MAR: mm\|

27 KIM: a language to use in the class that everybody understands\| otherwise it will be XXX XX you can use
your body gestures- but | in the English class it's it's easier because you also use your body and it's a foreign
language for everybody_|

28 MAR: aha\|

29 KIM> but if you have to teach mathematics | science and so on_ mm it's it's not enough to have body
language and gestures or photos or images you have eh you have to find a language that everybody can
understand and everybody | in the class should have a minimum level of that language\ no/ I think that's the first
thing to do in a multilingual class\ [coughs]|

30 SHA: my name is Sharon | eh in my opinion I agree with you in in every aspects of what you are saying\| I I
think that in a multilinguistic class there are eh very_ a lot of moments that you have to- to do different groups
and to do different tasks and and in in some areas like for example English\ | eh- we could we could do a a global
activity and use English and use gestures and mimic | but in in other areas and in other classes it's better in my
opinion to- to make groups | for languages | the level | no? so_ =depenent=

31 MAR: =XXX=

32 SHA: it depends of the X_ =depending= on the level\|

33 KIM: =XXX=

34 MAR: I am Marion and I think it's eh easier to do this when the children are very young\| because they are
the_ all the the classes are very dynamic and with eh pictures images so it's easier | but when the children are
very are very XX are not that younger are older\| it's difficult because you have to teach you have to teach
science mathematics and it's it's more difficult\| so I think the the age of the children it's very important to do
this this things\ no/| and on the other hand a multilinguistic class is very rich so older children
have differents languages and they can eh | eh_|

35 KIM: learn\|

36 MAR> learn of the others\ no/ learn others_|

37 SHA: mm\|

38 MAR> other languages and your mind is | more open\|

39 KIM: mm\|

XII. Annexus

40 MAR: that if you have only one language | I think so | ok/
41 SHA: ok\
42 MAR: next | you have to· to see these pictures so_ you have to think the_ what the students speak\
and write\
43 SHA: excuse me | can you repeat the question/
44 MAR: so look at these pictures and think | which_
45 SHA: XXX\
46 [pause in the recording]
47 MAR: about the languages and the activities that the children have done\
48 KIM: XXX\
49 MAR: ok\ so let's go\
50 SHA: start\
51 MAR: letter a || I think they s_ these children_ Cristina\
52 [laughter]
53 MAR: these children speak French or Berbere XXX Berber\
54 [laughter]
55 MAR: what do you think?
56 KIM: I think_
57 MAR: Sharon/
58 SHA: yes | Sharon | I think the same as you because I don't know | but I suppose they speak they speak
Japanese\
59 MAR: or Chinese/
60 KIM: Chinese\
61 MAR: Chinese | I I think the first picture I am {(&) not sure} eh | in the first pictures maybe they they speak
Arab | I don't know_
62 SHA: Arab\
63 MAR> how to say | Arab or French but I think it's_ sure is is Arab maybe and the second Chinese or
Japanese | and the first picture they are from the street or or they are playing in the school\
64 KIM: mm\
65 MAR: I don't know | but it's a ludic eh_
66 KIM: ludic activity\
67 MAR> activity or maybe I think | they could also Catalan XX because_
68 KIM: [laughs] yes\
69 MAR> this photo maybe is is taken in Catalonia and they can speak Catalan or Spanish\
but then of course that_ when the_ I am XXX when they are in_ they are talking to them they also X talk their language\
70 KIM: mm\
71 MAR: is these are XXX they talk in Arab not in in_
72 SHA: XXX\
73 MAR: if they are if they are brothers or sister yes but if they they have they have met in the school I think
they speak in in Catalan | I think\ no/
74 KIM: yes yes yes yes\
75 SHA: I observe_ I I say that in a playground on different times if they are_ for example two are XXX and
they are friend they speak Arab\
76 KIM: mm\
77 SHA: more times yes XXX don't know speak in Catalan but X apart from sisters and brothers they try to to
use their mother tongue\
78 MAR: XXX\
79 SHA: a lot of times\
80 MAR: and the others XX the other pictures the XXX\
[they look at something in the picture]
81 KIM: XXX yes\
82 MAR: the kid in in picture d it_ eh he looks like he is from the north of Europe\
83 KIM: XXX\
84 MAR: he is from the_ maybe German or | Swede [looks for confirmation] Swede/ and they speak [laughs]
he speaks a different language\
85 KIM: mm\
86 SHA: ok my my name is Sharon | I'm with you that in every cases_
87 MAR: mm\
88 SHA> eh_ if children from different countries but possible eh X they are speaking Catalan
89 KIM: yes\
90 SHA: or speaking Castellano\
91 MAR: XXX yes | because in Catalan they will have_
92 SHA: yes\
93 MAR: from all the countries in the world_ we have XXX\
94 SHA: multilinguistic_
95 MAR: another XXX\
96 SHA> classes\
97 KIM: XXX\

XII. Annexus

98 [overlapping, unintelligible]
99 MAR: XXX the answers\
100 SHA: XXX\
101 KIM: and/| stop/|
102 [pause in recording]
103 MAR: I am Marion and now we have to discuss about the different language that the children speak write
and read | so XXX we have [laughs] say the eh the XX language but in the others we have to to do_
104 KIM: XXX\
105 MAR> XXX so we have to discuss about that\
106 KIM: XXX\
107 MAR: the first XX we have say that they speak Arabic and it's it's XXX\
108 SHA: yes\
109 MAR: but I don't_ I can't s_ eh\
110 KIM: XXX\
111 MAR: that they understand Hebrew | Hebrew\
112 SHA: yeah\
113 MAR: XXX with a XXX\
114 KIM: yes\
115 MAR: yes because from the picture you cannot guess from which part of Asia of Africa they are\
116 KIM: I thi_ I thought that it_ they was from Morocco | XXX\
117 SHA: Morocco\
118 <1>
119 KIM: because yes they look like the children we have in the school and we see every day so they look like
people from Morocco\
120 MAR mm\
121 KIM: eh in the second_ no the second image the China_ the Chinese boy_
122 SHA: mm\
123 KIM> yes\ | he speaks Chinese or Mandarin | it's the same\
124 MAR: mm\
125 SHA: and | about_ eh my name is Sharon about letter b you say about XXX it's eh_
126 MAR: yes it's XXX\
127 SHA> the language | *bueno* it's the XXX the_
128 MAR: Finland | *sí*
129 KIM: he looks like from northern of Europe\
130 SHA: eh/
131 KIM: he looks like from =northern=
132 SHA: =northern=
133 KIM: of Europe\
134 SHA: languages of Europe\
135 KIM: yeah\
136 SHA: next to Swiss\
137 KIM: yeah yeah\
138 SHA: and_
139 KIM: a Nordic XXX a Nordic Nordic XXX\
140 MAR: and eh_ but he speaks Spanish | some knowledge of English\
141 SHA: mm\
142 MAR: I think he doesn't speak_
143 KIM: *sí* no/
144 MAR: d\ no/| letter d\
145 SHA: d? *ah vale*
146 MAR: speaks Finnish | Finnish and under=stands= some English\
147 KIM: =stands some English=
148 MAR: mm\
149 KIM: I don't XXX that the e and f was {(@)Spanish children\}
150 SHA: yes\
151 KIM: I thought maybe they could be English but no Spanish\
152 SHA: I suppose it's an_
153 KIM: XXX\
154 MAR: XXX\
155 SHA: XXX XXX\
156 KIM: yeah\
157 SHA: because the XXX_
158 ???: mm\
159 SHA: XXX XXX\
160 ???: mm\
161 MAR: but I think | eh it's an present photograph | because there are some_
162 ???: XXX\

XII. Annexus

- 163 MAR> schools where you have to wear this kind of clothes\
164 ???: it remembers 'Cuéntame cómo pasó' [a Spanish TV series]\
- 165 SHA: yes\
166 [laughter]
167 [overlapping; unintelligible]
- 168 MAR: and the_ and their hair their hair\ [laughs]
169 SHA: yeah\
170 ???: my god\
171 SHA: their hair style | yes\
172 MAR: and the last picture_
173 ???: XXX could be for whatever part of the_ of Europe XXX\
174 SHA: yes\
175 MAR> I don't know XXX\
176 SHA: it's blonde | the hair it's blonde XXX\
177 MAR: they could be Spanish English French\
178 SHA: yeah\
179 MAR: XXX\
180 [pause in the recording]
- 181 KIM: Kim | I'm the second leader of the group | and we have now to discuss the advantages and disadvantages that we have in a multilinguistic class | eh first we have to talk about mm a global idea | of having a multilinguistic class and | we have to discuss about the class dynamics methodologies adaptations and materials | ok? so what are the_
182 ???: advantages\
183 KIM> yes what XX is it positive and negative of_ in a multilinguistic class? || ok let's start [laughs] let's start with the disadvantages that it's easier to see\ [laughs]
184 SHA: ok | yes\
185 KIM: and then XXX points is | as we said before so try to find a common language in the class | and | and give the same level | the same language level for everybody in the class | it's hard to- to get XXX\
186 SHA: it's hard to get/
187 KIM: to get a good level a good language level in in that class\ | ok/
188 SHA: XXX/
189 KIM: yes it's a disadvantage | I think_ because you have to focus your attention in the language and you cannot_
190 SHA: yeah | but XXX_
191 KIM: mm | yes\
192 SHA: less\
193 KIM: other negative that it | i-t || hasn't to be negative but it is because you need a lot of materials a different materials and normally you cannot | you cannot have | this material\
194 SHA: XXX\
195 KIM: because the school doesn't have it or because the person in charge of this eh does doesn't pay attention to- every school\
196 MAR: I agree with you | we have a lot of material but I think we need a lot of hours | three hours_
197 KIM: mm\
198 MAR> to do this material because normally this material is no is no XXX is an adaptation because normally we don't have the material in in any book | you have to to try to do this if you different_ from differents books diferents images | so we have to prepare this materials sometimes | and we have to to spend a lot of time with every children and so I think we have a lot of hours XXX to this materials eh to dedicate to these children to these children\
199 SHA: my name is Sharon | about disadvantages I agree with you with Cristina and Marion and about advantages I suppose that eh different languages are a a rich knowledge and a rich input and eh people XXX can communicate in different ways and it's a_ this is a_ an advantage | in my opinion | another advantage is that you can't work with with groups and with an active methodology and the different groups can't do different tasks | and it distributes different groups and changing the activity from every time | a determinate time\
200 KIM: mm\
201 SHA: and I don't know | what do you think about advantages\
202 MAR: the positive is XX it's good eh for the children to have contact with different cultures with different languages because this is the future this society in Catalunya they are going to work with eh different cultures eh in the street there are different cultures and the school is a reflection of the society | so- in inside the school we have to to teach them how to deal with this differences [coughs] eh to prevent_ to avoid the *ra_ racismo ¿cómo se dice?*
203 ???: the racism\
204 MAR: =racism= and intolerance\ [laughs]
205 SHA: =I suppose=
206 KIM: I think it's a an advantage but I think the group have to have to have eh few children I think a group with twenty-five children with differents cultures and languages for only one teacher_ it's impossible to do | I think it's better eh groups who is I think || maximum ten students no more eh when we_ you do the XXX eh

XII. Annexus

- make groups I agree with you but I think we can't make the groups only de | depending of the of the XXX of the_ this country from the country | a group from Morocco a group with XX from China or_
- 207 ???: but_
- 208 KIM: no | I think it's better to interesting to mix mix the the students\|
- 209 ???: mm | yes | it's interesting\|
- 210 KIM: because they can to do the XXX XXX I think it's better few students with XXX the teacher XXX is XXX to discuss XXX and we have eh that the teacher could discuss with other teacher with the same problems_
- 211 SHA: yes\|
- 212 KIM:> because I think teachers could eh help\|
- 213 MAR: mm\|
- 214 KIM: every every teacher could help an another teacher | ok what are the specific steps we should take with with every student? so XX when an new student came to the class she or he doesn't speak any Spanish of Catalan? so what should we do with this mm student? pupil\|
- 215 SHA: ok | my name is Sharon | I think that when a pupil | stay in a class the the the XX place he or she maybe to to receive classes in a in a small group to_ in order to adaptate to the new situation the language the- the timetable and all the things and after a_ this time | this period of time we have to introduce the_ at that class | and the steps more or less are to- to divide this this time in different moments | I don't know_ what do you think? |
- 216 TCHR: I'm I'm gonna interrupt you because they could XXX it might be that the task is not very clear | there's three different organisations of classes | where XXX XXX which of these organisations would you think XXX this particular XXX not XXX\|
- 217 KIM: XXX multilingual/|
- 218 TCHR: yeah\|
- 219 SHA: yeah\|
- 220 TCHR: yeah ok | so would you_ because they_ it wasn't XXX\|
- 221 KIM: we are finishing the second_
- 222 MAR: I think the the steps_ I'm Marion | I think the steps it depends of the children because they are children that in in the future they speak probably eh one language maybe Catalan or Spanish and they are another that has some problems_ they last a lot of time\ no/| so it depends | eh I think the XXX thing that we can do is communication | the first thing it's to do facilitate or a communication | maybe with sign language maybe with pictures I don't know but it's important that the children could communicate their problems their situation their opinions and their meanings eh thoughts eh and their problems XXX normally these children eh have left their country and | have left their their family and_
- 223 ???: mm\|
- 224 MAR> normally they are not not very happy\ no/|
- 225 ???: yeah\|
- 226 KIM: *pues* I think it's_ it depends on the mother language the children has because XXX a language near to the Spanish and Catalan the time of learning the new language is shorter but if the child is for example from China so it will take long_ a a long time to to learn the new language and I think the teacher should_ no not learn should have at least a a dictionary in class from the mother language of the chi child because there are eh situations stress situations when the XXX to communicate something important_
- 227 ???: but XXX_
- 228 KIM> to the child and the the the body is not_ we cannot_
- 229 ???: XXX
- 230 KIM: you =you can't speak=
- 231 ???: =XXX=
- 232 KIM: with with the body so it's important to have a dictionary and then to to take the child apart | in the group | and eh teach the the language eh of the school | and patient [laughs]
- 233 SHA: and sometimes- when you say about they have problems with they are changing of your country and this_ eh it's true because I remember the the last year that eh some of the students *hispanoamericanos*_
- 234 ???: mm\|
- 235 SHA> they know *castellano* but eh in spite of this they eh they need to speak about oh XXX I have to to come to México to Bolivia\|
- 236 ???: mm\|
- 237 SHA: they need to speak about problems and about how they fe_ how your XXX\|
- 238 ???: mm\|
- 239 SHA: or about oh the teacher say did I don't I didn't understand nothing and things about XXX when you talk about this I remember and it's it's very very necessary if if the people is mm Chinese or_
- 240 ???: mm\|
- 241 SHA: it's very very necessary\|
- 242 ???: yes\|
- 243 KIM: and about that I now I_ now I remember a teacher from from Croatia they tend to do a lesson from from teachers and I think people from Croatia or these these these countries more or less_
- 244 ???: yeah\|

XII. Annexus

- 245 KIM: right/ so Yugoslavia XXX have a language with a lot of phonetic X so eh in two hours this person could say some words some phrases in_ sentences in Catalan I was very surprised but XXX very was easier | for me it's difficult | speaking Croatian\|
- 246 ???: yeah\|
- 247 KIM: no in Croatian or in English | I study a lot of time English_ |
- 248 SHA: yeah\|
- 249 KIM> I I can't in English but she in two hours speak a little in Catalan_ |
- 250 SHA: but if it was a teach_ if she was a teacher\|
- 251 KIM: yeah | she was a teacher but I think some languages have eh phonetic XX that_ |
- 252 SHA: yeah yeah\|
- 253 KIM: that make easier to learn another another tongue\|
- 254 SHA: yes yes\|
- 255 MAR: yes Croatian I don't know Croatian if X language have got a lot of var_ phonetical variations_ |
- 256 ???: exactly\|
- 257 MAR: physiologically_ |
- 258 KIM: your mind it's open | your mind your_ it's your ear it's open to_ so you've done eh listen XXX XXX and I I remember that Spanish people English people have_ sometimes have more difficulties that XXX_ |
- 259 SHA: yeah\|
- 260 KIM: and many XXX\|
- 261 SHA: like Catalan and French | eh | I didn't study French never but French is similar to Catalan\|
- 262 ???: XXX\|
- 263 SHA: it's easier because in a_ [pause in the recording]
- 264 SHA: ok I am Sharon I'm the third leader of your group and now we are going to speak about teaching styles | and now I'm explain XXX the the three teaching styles and we have to speak about what style could be adapted to a multilinguistic class\| [pause in the recording]
- 265 SHA: I am Sharon eh about the three teaching styles I think that the style number one it's better than the others in a multilinguistic class | because the style number one in the methodology it could be mm more dynamic | because for example there are_ [change side of cassette] and about activities peoples choice different activities and this is a good a good solution because the peoples need to proof your possibilities and they can they can different choices | and about assessment it's based on charts of completing books and it helps to to self-assessment by each student | and apart from this the follow-up by the teacher it permits to to see the the results and to think is the methodology should be to change or what else and writing folders about contents it can help to to study the grammar points XXX the the contents eh more ne necessary | in conclusion I think that te_ classroom number one it could be the better and classroom number two and three it's a methodology more traditional and in a multilinguistic class it could_ it can't work\|
- 266 MAR: I think the_ I am Marion and I think the classroom one has two advantages | the first for for this class | for this kind of class it's more_ eh it's very very important the group | and I think it's the very important work in group because it's eh reacher and it's XX and the other other thing XXX now | it was_ ay *se me ha olvidado*\|
- 267 SHA: it doesn't matter\|
- 268 MAR: was the the group and_ ah the pupils can choice the activities so this is eh better because have more motivation to_ is is easy for the pupil | they choice their activity because sometimes eh you prefer reading or writing or listening so the children have_ can eh choice but have a problem for me | eh | you_ the teacher have to do a eh great organisation because if e every children could could choice and could do what they want_ it's very difficult for the teacher to control that to help the the students | I think | so I think it's very good but it's complicated to do in the class\|
- 269 SHA: it requires a- a lot of preparation and very very hard\|
- 270 ???: Kim\|
- 271 KIM: the first style mm I think it has good points but it has some negative points | the good points are the the library it's very important | XXX pupils reads a lot and this is this is_ | I think this is ok and they have a lot of freedom in choosing the activities and on the books they want to read and the things the they want to know | because the the choose the projects and so on | mm but I think with a multilingual class it's not_ exactly suitable because eh the levels are so different and when you have a lot of_ when your class is multilingual and you have a lot of pupils that came from other countries and they don't know the the mother lang_ the language of_\|
- 272 ???: of the school\|
- 273 KIM> of the school | they get lost | it's like they don't know anybody they don't have friends and they [laughs] then cannot understand so they are | maybe they they take a a book and they are looking the pictures and_ but they are not really making an effort to understand the language so I think this methodology gives too much freedom to the children that in some points or areas it's ok but not in in all the lessons it's ok\|
- 274 [pause in the recording]
- 275 MAR: XXX two I think it's for me it's no very good because they has only a small library | for this classroom the library the books are not so important | for me it's better the classroom one because I think it's better a big library\|
- 276 ???: mm\|
- 277 MAR: and eh the table is fixed so I think it's better that the children and the tables in a school and a class could be moved because you have to to to work in pairs in group or eh only a person | so it's better that it would be movement\ mm/ the_ in the tables | and I think corners with computers XXX it's good it's a good idea | and the sessions are very fixed | I think it could be eh it's important the XXX are very important but I think it's very

XII. Annexus

- fixes I think I like flexibility in the in the school because I XXX it's better to_ | you start with a test and you finish with with exercise books | I think eh eh they are a lot of test in in this classroom | I think it's better to do things and the observation of the teacher than all the time eh making test and test because the children could be eh feel that they all the time they examination\|
- 278 ???: mm\|
- 279 MAR: all the time they are ex exam\|
- 280 KIM: yes I agree with you but not so_ I think this methodology doesn't fit the the || [laughs] the learning process of the students because mm for example in the activity arrangement all the children have to read the same book and they have to do the same test for everybody and I think that | this is not good in a multilingual class\|
- 281 MAR: and I I think there are few groups | they the the children don't work in group | in this methodology\|
- 282 KIM: no\|
- 283 MAR: teacher teachers it's the is who_ XXX guides\|
- 284 KIM: the class and the_ any children have to do the exercises but they are no interaction about interaction\|
- 285 MAR: mm it's individual_
- 286 KIM: exam\|
- 287 SHA: yes I agree with you 'cause eh I think this classroom two is based on reading and writing | and it could be a problem in a multilinguistic class 'cause the necessa_ the main objective is to communicate | to speak and to receive and input_
- 288 ???: mm\|
- 289 SHA> and this methodology is bases on_ in my opinion for early_ for higher levels for example in a secondary school or in another_ or adult classes for example but in a multilinguistic classes it's better to to_
- 290 ???: interact\|
- 291 SHA: to interaction communicate to use images to use performings\|
- 292 MAR: yeah reading is secondary_
- 293 SHA: is secondary\|
- 294 MAR: yes\|
- 295 SHA: it's it's important but_
- 296 MAR: secondary\|
- 297 SHA: in a XXX\|
- 298 ???: ok the the last style\|
- 299 [laughter]
- 300 ???: XXX your name\|
- 301 KIM: Kim\|
- 302 [laughter]
- 303 KIM: so is focus on reading and writing because they work the they work the vocabulary and they read the words or picture write a sentence with the word they do dictations\|
- 304 <3>
- 305 ???: XXX\|
- 306 KIM: but there are no speaking in this in this classroom\|
- 307 MAR: no and not listening also\|
- 308 ???: XXX\|
- 309 KIM: in the classroom two and the classroom three have the same problem\|
- 310 SHA: yeah\|
- 311 KIM: they are not speaking in this classroom | I think when you have a multilingual multilinguistic class you need to speak and children need to speak\|
- 312 SHA: to speak\|
- 313 KIM: and explain the situation\|
- 314 SHA: yeah\|
- 315 KIM: yeah but I_ for example the_ this this thing I think it's very good | the reading corner XXX to read stories I think it's XXX\|
- 316 SHA: yes\|
- 317 KIM: because this is listening\|
- 318 SHA: listening\|
- 319 KIM: and the stories are are very good to learn a new language\|
- 320 MAR: I don't understand because chair for teacher to read stories and peoples on floor | this is typical for children very young\|
- 321 SHA: yeah\|
- 322 MAR: three four five six seven years but no for older children | and XXX the the activities I think is for older childres childrens\|
- 323 SHA: yes\|
- 324 MAR: it's dictation it's eh reading it's XXX XXX\|
- 325 ???: mm\|
- 326 MAR: photocopies eh for me I don't =XXX=
- 327 ???: =XXX=
- 328 KIM: yeah but I don't think this is a_ to to read stories I don't think it's an activity for younger_ =for young students=

XII. Annexus

329 MAR: =no no no children=
330 KIM: or pupils | ok =maybe= the distribution yes but maybe if they seat_ the pupils_
331 MAR: =XXX=
332 SHA: XXX\
333 KIM: sit down on the chairs maybe_
334 MAR: no I I I agree with you I agree with you the corner is perfect | I don't understand the other part | =I agree with you= in the corner\
335 SHA: =because I suppose= this type of class is teacher gives and information in this case a story and prepare activities in a in a writing way\
336 ???: mm | maybe\
337 SHA: based on reader | and in a multilinguistic class in could be a_
338 KIM: a good *contingut* | o no\
339 SHA> could be good but it's better the the number one as we we said before\
340 KIM: mm\
341 SHA: I think the same as Marion | it could be good at early levels\
342 KIM: mm\
343 SHA: for example three four five or six eh age but at high levels a a story with old people_
344 KIM: but not sitting on the on the floor\
345 SHA: yeah but_
346 KIM: but read_ to read the =XXX=
347 SHA: =yes\= no/
348 KIM: at any age XXX good\
349 MAR: but yes but yes yes yes but I think it's eh it's important too that the the pupils could eh do something | could_ for me it's better theatre_
350 SHA: yeah\
351 MAR> that only reading because XXX_
352 SHA: to identify\
353 MAR: to dramatisise this situation\
354 KIM: mm\
355 MAR: and how to use the language | I don't know | for me it's better than XX because it's passive | this is classes passive and the other is more active\
356 KIM: mm\ ||mm/
357 SHA: yes | now I was thinking in this afternoon 'cause we a picture of a witch either XXX people and in a first level they start to say for example what's that they knew and they to to start to get sentences without eh to know to to wha_ to say sentences but | for example *Sharon com es diu =això?*=
358 ???: =XXX=
359 SHA: and they try to motivate and at the end a lot of peoples say sentences more or less_
360 ???: yeah/
361 SHA> with the words that you use and it's true that when they have to use or the have to say something they are to_
362 ???: mm\
363 SHA: to XXX_
364 KIM: I I *és veritat* | in session three there is some speaking for reading tests you don't explain what they know about the story XXX\
365 SHA: yeah | for example_
366 KIM: so it is XXX | and they read the story as_ they have to read XXX | XXX maybe_ I think XXX maybe this style is not so bad\
367 SHA: yes\
368 KIM: with some modification [laughs]
369 SHA: yes some XXX\
370 MAR: I think the better methodology is a combination_
371 KIM: mm\
372 MAR: about this\
373 KIM: yes\
374 MAR: the four skills\
375 KIM: yeah\
376 MAR: reading XXX more more listening and speaking but | the the =four_=|
377 SHA: yes\
378 MAR> skills\
379 SHA: XXX if we mix one two and three [laughs] is the ideal class\
380 KIM: yeah\
381 SHA: yes\
382 MAR: that's our conclusion\
383 [laughter]

Inservice Group 2 Multilinguistic Task

Sally – Mary – Lisa

- 1 SAL: XXX the time without XXX|
2 TCHR: but XXX|
3 ????: ok you want to start|
4 LIS: I introduce you this group because this this a group you have to teach and this is a multilinguistic class | as you can see there are different people from different places | so how_ what's your opinion about teaching this kind of group and what could you do in your class to teach this group|
5 SAL: yes but_|
6 LIS: and_ XXX how can you do this|
7 SAL: yes but I think it refers to teach all the subjects | not English or language | all the subjects can be/ what do you think? because here I cannot read anything about language/ I have to find advantages and disadvantages about this | if I_ it's_ to teach all the subjects I can find advantages because some_ well people from different countries can give us another ideas and another meaning of things_ what do you think about this?|
8 LIS: a different way of life|
9 SAL: yes | exactly|
10 LIS: I they can explain to the others_|
11 SAL: for me it could be an advantage_ one only one|
12 LIS: but as your group is a multilinguistic group and I think they they don't have the same language|
13 SAL: eh | then for me all are disadvantages then|
14 LIS: although you want they to explain to the rest of the class_|
15 SAL: then it's the problem|
16 LIS: I think it's very difficult because if they don't_|
17 SAL: I agree|
18 LIS: the same language|
19 SAL: I agree with you|
20 LIS: how how can you do this?|
21 SAL: I have a girl from from_ I don't know from *Marruecos* I think and she doesn't speak Spanish and Catalan and then for us it's a problem she doesn't understand anything in the class|
22 LIS: and what do you think about_?|
23 SAL: then it's a disadvantage|
24 MAR: but not English eh she she doesn't have a problem because it's a new language and all the students it's_ for them it's a new language too and then eh they are learning the same|
25 SAL: but in all the subjects it's horrible because they didn't_ she doesn't understand anything | science maths|
26 LIS: any idea XXX/ I think nothing|
27 MAR: no I I maybe agree with Lourdes|
28 [laughsres]
29 LIS: Sally|
30 SAL: Sally|
31 [laughter]
32 MAR: I think many things|
33 TCHR: just to be able to XXX|
34 [laughter]
35 MAR: I agree with Sally | I think I think maths could be included in those subjects that you can teach without knowing the language | that XXX girl from Poland and XXX|
36 SAL: mm|
37 MAR: and she perfectly understands maths because it's something very visual so you can go on with maths and with English as well but_ yes the problem is with the subjects that she needs Catalan or Spanish and that she has to understand things and XXX really difficult things|
38 LIS: well we have here the pictures of the group eh || what language do you think they speak | every one of them? or where do you think they come from?|
39 <5>
40 SAL: China/ Chinese|
41 ????: XXX|
42 LIS: first_ the first photo maybe China or_ not really|
43 SAL: no|
44 MAR: XXX|
45 LIS: not really|
46 SAL: the face is not a_|
47 LIS: is not typical Chinese|
48 SAL: yes|
49 <3>
50 LIS: eh maybe Thailand or_|

XII. Annexus

51 SAL: yes it can be\
52 LIS> or Hawaii | something like that || or_ this girl this girl in the second photograph she seems like people
in Rumania\
53 MAR: yes it can be\
54 SAL: yes\
55 LIS: eh do you know something about Rumanian people or_
56 SAL: no no only the_
57 LIS: what to do with them?
58 MAR: only they\|\|\|
59 [mumbles]
60 LIS: do you have a previous opinion that they are all robbers/
61 ???: XXX\
62 LIS: XXX\
63 MAR: I think people from the East Europe European East European countries_
64 ???: countries\
65 MAR> XXX really fast a language | Catalan Spanish I mean they really get the_
66 SAL: yes/
67 MAR: the language XXX the difficult thing is when they are Chinese or_ especially Chinese I suppose\
68 SAL: I never have a student from those countries | I don't know | I'm sure they get language they_ quicker
than the others\
69 MAR: yes because maybe when it is a new language it's easier even when this language is really similar to
the one you are using | for instance if you are from South America it is really difficult to learn Catalan\
70 SAL: are you sure/ I don't think so\
71 MAR: maybe not to speak to write it and to_ yes I think so I don't know\
72 LIS: XXX with_
73 SAL: we have students from *sudamèrica* and they have a good level of Catalan\
74 LIS: but with South America_
75 SAL: I think it's more difficult XXX\
76 LIS: Southamerican people have the advantage that_
77 SAL: yes | XXX\
78 LIS> they know Spanish in advance in advance so they only have to learn one one more language
79 SAL: that's true\
80 MAR: I think it's not not difficult for them_
81 LIS: maybe we could have_ this group we can divide this group into two or three because I think eh this
girl and this other girl in the photograph maybe maybe could come from the same country\ no/ b and c\
82 SAL: yeah can be but I'm not sure because for me it's difficult to guess the language only seeing the faces\
83 LIS: and what do you think about eh these photographs?
84 MAR: the eh he seems_
85 LIS: XXX\
86 MAR: XXX XXX no sorry\
87 LIS: you think you think they come from Africa or from America/
88 MAR: America/ I think so\
89 SAL: yeah yeah\
90 LIS: not Africa/
91 ???: not\
92 LIS: they don't look like African people/ they look like American people/ well maybe they know English
very well | so_ that can be an advantage for us\
93 <20>
94 SAL: and wha_ which ones do you think are the advantages of having a multilingual class?
95 MAR: I think I said that that people can explain different experiences from their countries and types of food
different kinds of food different kinds of timetables to do things to get up and_
96 SAL: yes but then_
97 LIS: XXX\
98 SAL: oh sorry\
99 LIS: no no no\
100 SAL: then if they are_ if they are really XXX if they are children and the arrangement XXX in that country
it is very difficult to settle down surrounded by people that are not from that country\
101 MAR: yeah\
102 SAL: yesterday_ did you see yesterday that programme on TV3 which spoke about that
103 LIS: I think we have to change our | first impression our opinion because the new information I have about
this group is that they they are not the first time they are in Spain so most of them speak Spanish or Catalan and
their own language | they are not the first time they are in Spanish\
104 SAL: they are going_
105 MAR: XXX Spain\
106 LIS: they know Spanish | some of them some of them know Spanish and Catalan and they can they can
speak and write them\
107 MAR: we didn't know it\

XII. Annexus

- 108 SAL: it's not just because we saw the photos | just seeing the photos you cannot say they are from Spain or they are from Morocco or they are from XXX from all over the world but just because we are talking about that XX they came from another country | I mean we were not prejudging or *com es digui això*\\
- 109 ???: yes\\
- 110 LIS: but the real thing we have to teach this kind of people | they are mm_ it's a multilingual class but the disadvantage of the eh knowledge when we thought we thought previously that they they don't know Spanish and they do they do they know it\\
- 111 MAR: I didn't know it XXX I would have asked eh when then will have entered my class | what what level are they in Catalan or Spanish | that's the first thing because maybe that girl is Chinese but she has been born in Barcelona or_
- 112 ???: yeah mm\\
- 113 MAR> she has been living here for five years or six years so I would first ask that | I think we will all do that\\
- 114 LIS: well | our first impression was that these girls were from Rumania and they speak Arabic | both <2> she speaks Arabic and Spanish | this girl speaks Arabic and some Spanish | and this one speaks and writes and reads Arabic and speaks some Spanish and this one this girl and this boy eh can speak and write Spanish and Catalan\\
- 115 SAL: are you sure/ are you_/
- 116 LIS: yeah | here we have the information\\
- 117 [laughter]
- 118 SAL: I know\\
- 119 LIS: and this one speaks Spanish and Mandarin\\
- 120 SAL: what is it? what is it? you know/
- 121 LIS: I don't know\\
- 122 SAL: good for him\\
- 123 [laughter]
- 124 ???: XXX but_
- 125 LIS: and this this beautiful girl speaks reads and writes Spanish and Catalan and she speaks also Tagalog\\
- 126 SAL: interesting really interesting | Tagalog <4> ok we've got three types of teaching | I don't know || three teaching styles and you can XXX three styles of teaching just looking at the class how the class is distributed | how is the distribution of furniture and everything | I think it's really difficult to XXX that and_ to resume that\\
- 127 LIS: XXXX large XXX corner so XXX\\
- 128 SAL: like a really open class\\
- 129 LIS: this is not_ that's so XXX and armchairs\\
- 130 MAR: it would be nice to have this\\
- 131 LIS: yes\\
- 132 SAL: you will have ten ten pupils or eleven but not twenty-five\\
- 133 MAR: how many have you got?
- 134 SAL: eh twenty-two\\
- 135 MAR: and you/ well you have a lot of classes but the_
- 136 LIS: between eighteen and twenty-six\\
- 137 MAR: mm mm | it's a big number\\
- 138 SAL: I think that is a utopia\\
- 139 LIS: utopia\\
- 140 SAL: yes | it would be it would be XXX_
- 141 MAR: no but it's possible eh I have only twelve pupils in class not utopia it will be close_ a closing school
- 142 SAL: you only have to buy a sofa\\
- 143 [laughter]
- 144 SAL: and that's all || eh/
- 145 LIS: well this is not my type\\
- 146 MAR: it's a good thing to work like that but it's very difficult because you have to prepare your classes and it takes a lot a lot of time to do that | but XXX\\
- 147 LIS: but you need to have a a small group of students in the class if you want to do_
- 148 MAR: yes yes
- 149 LIS> all this kind of thing\\
- 150 MAR: yeah yeah\\
- 151 LIS: it's really impossible\\
- 152 SAL: it's impossible you have a big group\\
- 153 LIS: twenty-five children in the same class at the same time so\\
- 154 ???: mm\\
- 155 LIS: for me it's not possible\\
- 156 SAL: it's impossible to do XXX\\
- 157 MAR: me too I think XXX\\
- 158 SAL: perhaps this year I could do that because I have_
- 159 MAR: we have to work in a more traditional_
- 160 ???: yeah\\
- 161 MAR> way of working\\

XII. Annexus

162 SAL: yeah but sometimes the traditional way of working is the XXX\
163 MAR: yes it works\
164 ???: yes\
165 SAL: for me the foolish that people do sometimes\
166 MAR: foolish things\
167 SAL: yes | it doesn't work\
168 LIS: yes\
169 [laughter]
170 SAL: and the second one is_ I think more or less the one that we are using XXX eh small library corner |
desk XXX no you are not using that one\
171 LIS: because maybe if you have eh few people in the class this this class of arrangement_
172 SAL> it's it's a good one to be honest I tried that one but yes_
173 MAR: but me_
174 [general overlapping]
175 LIS: XXX to put twenty-five desks\
176 MAR: we we have to do that\
177 LIS: you cannot to do\
178 MAR: in in my case we have the English class in that way in u | I don't like it but my my colleague eh likes
it and then last_
179 LIS: but with a lot of people\
180 MAR: yes\
181 LIS: with a lot of people\
182 SAL: this is a problem | because last last year I had twenty-four students in the class and for me it was
horrible because when they are in front they can_ hello and I hate this I prefer the traditional way\
183 ???: [laughter]
184 SAL: but my colleagues say yes yes I like ok\
185 LIS: well\
186 SAL: and this year I only have twelve fourteen fifteen and then this year I'm not angry but last year I XXX
killed her | I said_ she knows I don't like it\
187 LIS: I notice that this kind of disposition when there are few people in the class_
188 ???: I think it XXX\
189 LIS: it's positive because you are in the middle of them\
190 SAL: in the middle | I do that\
191 LIS: and all them are looking at you and they are | they put the focus\
192 MAR: yes\
193 LIS: in your person and all the times\
194 MAR: but I think it's_
195 LIS: but they are distributed in little groups eh there are more possibility that they can_
196 SAL: yes\
197 LIS: XXX their imagination XXX\
198 ???: yes\
199 LIS: but if there are a lot of people_ mm\
200 MAR: I I like this perhaps one day or_ to do different activities but not for all of the
sessions\
201 LIS: sometimes when I have XXX I use this distribution\
202 MAR: yes/
203 LIS: I use it | yes\
204 MAR: when?\
205 LIS: when I have only half group\
206 MAR: ok yes because you have less\
207 LIS: ok because with eight or ten people_
208 MAR: yes mm\
209 LIS: it works\
210 MAR: it can be | yes\
211 [overlapping]
212 LIS: XXX for me it's possible but I don't like it\
213 MAR: me too\
214 LIS: I don't like it\
215 SAL: ok then XXX one\
216 MAR: reading corner XXX\
217 SAL: desk in rows\
218 [someone speaks in a low voice]
219 ??? : XXX\
220 SAL: XXX\
221 LIS: the traditional\
222 SAL: yeah | I like this\
223 MAR: [laughs]

XII. Annexus

224 LIS: do you do do you do do you use to have dictation/
225 MAR: in class/
226 LIS: yes\
227 MAR: no | which courses do you XXX but do you teach *cinquè i sisè*/| perhaps\ XXX *i tercer i quart*\ no/| I I
don't do that perhaps is good I don't know\
228 SAL: I do it | I do it\
229 MAR: you XXX\
230 SAL: in Catalan and Spanish | yes\
231 LIS: well XXX in Catalan and Spanish\
232 SAL: in Catalan | but in English/
233 MAR: in English\
234 SAL: XXX XXX\
235 MAR: I think in English is senseless eh because I think that first they have to learn listening | it's it's better
not not writing | sometimes number dictation\
236 SAL: numbers | yes\
237 LIS: number dictation | yes\
238 MAR: and perhaps in *cinquè i sisè* but not *tercer i quart* I don't like to do a lot of writing activities\
239 SAL: I like writing\
240 LIS: not dictation activities\
241 MAR: you like/
242 LIS: not dictations | eh I like students eh learn to write in English\
243 MAR: yeah\
244 LIS: XXX sentences and after little compositions | I like I like it very very much\
245 MAR: in *tercer i quart* also/
246 SAL: but XXX\
247 LIS: yes\
248 MAR: yes/
249 LIS: yes | they do beautiful descriptions | very nice\
250 MAR: I have never done this\
251 LIS: XXX\
252 SAL: yes\
253 LIS: beautiful mm XXX descriptions\
254 MAR: yes and and easy\
255 LIS: my best friend\
256 MAR: XXX yeah XXX\
257 LIS: XXX with structures\ ok/ | they can use only XXX she is ten years old\
258 MAR: mm\
259 SAL: the XXX XXX\
260 LIS: XXX blue eyes and fair hair and her XXX\
261 SAL: body\
262 LIS: XXX colour is_ ok/ and they are changing colours they are changing ages and the composition is_ I
think it's it works a lot I like use it very much but not dictation\
263 [tape stops]
264 TCHR: which one of these classrooms you say_ this particular group in which XXX group | yeah\
265 MAR: we were talking about_ in general\
266 TCHR: no no no I was talking about XXX but it's ok | it's ok I mean_ XXX which class would you choose
with this one?
267 MAR: ok\
268 TCHR: which organisation would you choose for XXX this?
269 MAR: and we only have talked XXX students\
270 ????: mm\
271 TCHR: this/ yes\
272 [laughter]
273 TCHR: but it is very XXX\
274 MAR: multilingual group | ok then_
275 LIS: so | this is different_ this is a different case\
276 MAR: yes\
277 SAL: mm XXX table XXX | I think I would mix the first one and the second one because working_
278 MAR: which which_?
279 SAL> with the first one is really difficult and boring\
280 MAR: what are you going to mix?
281 SAL: and boring\
282 LIS: yes\
283 SAL: first one and the second one\
284 MAR: ok\
285 SAL: yes | but non_
286 MAR: this is the traditional/

XII. Annexus

287 LIS: this is the opposite opposite XXX\
288 MAR: ok\
289 LIS: this is the opposite XXX_
290 MAR: ok then first and_ yes\
291 LIS: I think this is the opposite case to our actual classes | so if we have_ if we normally have the the room
in the traditional distribution | now for this kind of group we have to choose another kind of disposition | I agree
with you | eh sometimes the first option and sometimes the second one | with this kind of people I think we case
use the u | the desks in u\
292 MAR: one XXX three four five XXX\
293 LIS: XXX XXX I think it's a very good option in this case and not the traditional group in rows because if
you_
294 SAL: XXX/
295 LIS> have few people in the class and you have rows | it's eh cold\
296 ???: mm\
297 LIS: yes it's too sad | yes yes [laughs] and we can | motivate people I think <2> looking directly theacher_
ok/
298 ???: mm\
299 LIS: and you can activate it_ you can activate the class\
300 SAL: XXX\
301 MAR: XXX questions\
302 LIS: XX the desk in u more than in in if you have rows\
303 SAL: if they are only seven or eight it depends they can participate more and_
304 LIS: rows is good\
305 MAR: you wouldn't do row and you wouldn't do a u for a big class\
306 SAL: it's di_ it's very difficult\
307 MAR: it's difficult | I did that last year but sometimes it's a problem because there are a lot of students and
it's difficult to maintain the tension\
308 TCHR: and why | why? I mean I don't know I've never had XXX group | why is it hard to maintain the
tension in the u than in rows?\
309 SAL: because the children can_ don't see the blackboard | well can see the blackboard but looking at that_
can't see the colleagues the the friends XXX\
310 TCHR: so you think that it would be more under control/
311 SAL: yes\
312 TCHR: XXXX the back in rows | XXX but you XXX see him\
313 SAL: no but_
314 TCHR: XX to me then you could see the students better in a u\
315 SAL: yes but children_
316 TCHR: then the children cannot XXX\
317 SAL: normally when they are in a row they can do that but eh it's not common\
318 TCHR: yes the one at the back XXX | doing things_
319 SAL: oh yes but for me it's ok\
320 TCHR: you don't mind\
321 SAL: no | it's_
322 LIS: but the shape of the class_ if you have to put twenty-five or twenty-six X in u maybe the shape of the
class is smaller than the space you need_
323 MAR: XXX and XXX well it was arranged in u I just saw I couldn't do that\
324 ???: why?\
325 MAR: they were like that\
326 SAL: yeah\
327 MAR: on the walls they were\
328 SAL: because the classes are not_
329 TCHR: XXX a problem of the architecture of the buildings/
330 SAL: yes\
331 MAR: yes\
332 TCHR: XXX not_
333 SAL: well the architecture or maybe the number of children\
334 MAR: of students | yes\
335 TCHR: so what did you do XXX? XXX rows or_/\
336 SAL: yes | rows\
337 MAR: there XXX other way to put them\
338 TCHR: and in small groups/
339 SAL: small groups is better than in rows\
340 TCHR: yeah/
341 SAL: for small groups it's better\
342 TCHR: no but I mean if you've got twenty thirty students and you put them XXX in small groups XXX\
343 SAL: ah XXX it depends of of the group and it depends of the teacher eh sometimes people like one
system and I think it's it's better the system that works good for you\

XII. Annexus

344 TCHR: so you have to sort of adapt to each group\
345 SAL: yes\
346 MAR: and I think it depends on the XXX on the age too because if they are_ if they've got eh_
347 SAL: twelve\
348 MAR> sever years or eight-
349 SAL: it's XXX groups\
350 MAR: XXX\
351 SAL: but twelve/
352 MAR: twelve XXX\
353 SAL: no\
354 MAR: you have to look all the time to the teacher XXX you have to listen look at the look at the blackboard\
355 SAL: the contents are more difficult\
356 LIS: I don't really think so | I think you can use all together_ it depends on the activity you are doing-
357 SAL: if if you are doing a works that need people_ like now_ now we are speaking about this_ now is good
but sometimes if you have to write a composition alone you don't need to join with four four_
358 LIS: but if you're writing a composition and there are in the same group different levels I think that's good
for them_
359 TCHR: they can help each other\
360 LIS: a good student can help mm a student who who doesn't know\
361 [change of tape]
362 MAR: [...] write it alone\
363 SAL: but why alone/
364 MAR: well because the teacher decides\
365 SAL: why why?\
366 MAR: because the teacher decides\
367 TCHR: so you don't like individual work\
368 MAR: she likes_
369 LIS: I like I like it but_ well eh you can have an individual composition but I prefer that people pick
between X together_
370 MAR> together\
371 LIS: and someone of them help to the others than one is only absolutely alone and they don't know how to
do\
372 MAR: yes but_
373 LIS: XXX\
374 MAR> if you say if you say holidays in Catalan\
375 LIS: no I'm speaking_
376 MAR: a·h | I am not sa_ I am thinking in Catalan\
377 LIS: I'm thinking_ no no no\
378 MAR: a·h\
379 LIS: I'm thinking about an English class\
380 MAR: ok then it's ok ok because you_
381 LIS: because the level is eh_
382 MAR: yeah no I am thinking about Catalan and then holidays_
383 LIS: I think it's different\
384 MAR: my holidays and your holidays and then XXX\
385 LIS: no no it's different it's different but when I when I_
386 MAR: ok ok I understand that\
387 LIS: when I propose to do_
388 MAR: a composition\
389 LIS> a little composition in English_
390 MAR: mm
391 LIS> I propose some XXX in the blackboard or in a paper and they can use it mm with eh different colours
or different XXX\
392 MAR: XXX that_ I understand it's ok it's ok\
393 LIS: no/
394 TCHR: XXX XXX\
395 ???: no no\
396 TCHR: no/ individual XXX\
397 LIS: XXX groups | no XXX groups or in pairs\
398 ???: yes\
399 SAL: or in u if I can but if there are a lot people it's not possible\
400 TCHR: and if you had to incorporate these students into your classroom | not just this XX just incorporate
them into your classroom XXX\
401 SAL: I think XXX problem\
402 MAR: it's a problem it's a problem\
403 SAL: a very big problem\

XII. Annexus

404 MAR: I I I have a student from *Marruecos* and she doesn't speak Catalan and not Spanish it's a problem for us\
405 TCHR: even in the English class\
406 MAR: no no no in the English class it's ok because she is learning eh a new language like the other and then she said one three and like to do XXX like in Catalan or in science\
407 TCHR: so she is XXX\
408 MAR: yes yes\
409 TCHR: mm but you teach other courses\
410 MAR: mm\
411 TCHR: XXX XXX XXX if you had these students in your English class_ have you_ you changed your organisation\
412 SAL: I must confess that for me it could be a very big problem a very big problem\
413 MAR: me too\
414 SAL: eh I don't know how to do in in a way that that it could work | I don't know how to do I'm not enough prepared to do this kind of of work\
415 MAR: yes\
416 SAL: I must confess\
417 MAR: no but but if you teach English the first day_
418 SAL: mm\
419 MAR> and you you teach numbers or what's your name and they don't speak anything you can do that with them because the level it's it's is the same\
420 SAL: well but eh you know the_
421 MAR: it's it's_
422 SAL: a lot of time you have to explain something in your own language to the rest of the students and if they haven't a common language_
423 MAR: no but English teachers do that XX because they_ we don't speak eh English and they never speak eh Spanish with us when we go to a class or and XXX\
424 TCHR: XXX XXX\
425 MAR: I think it's not necessary to speak Spanish to XXX not necessary\
426 TCHR: XXX\
427 MAR: well I think XXX\
428 SAL: when you are explaining grammar for instance\
429 MAR: mm\
430 SAL: and you are looking to faces\
431 [laughter]
432 SAL: you speak in English and after the explanations sometimes they need another explanation a bit translation of little parts of the definition | I don't know well | English maybe is not the most difficult\
433 MAR: it's not XXX\
434 SAL: XXX\
435 MAR: it really could be a big problem | the other subjects for me it would be a problem if we have to teach\
436 SAL: I think we need some eh_ we need more help eh from the department\
437 MAR: department/
438 SAL: because we are not enough we are not enough we are not prepared for this\
439 MAR: [laughs]
440 SAL: I'm being_
441 ???: yeah | and XXX\
442 SAL: we are_
443 MAR: XXX | in summer in easter\
444 SAL: XXX \
445 MAR: more courses for us and pre-courses in the in a foreign country will be good\
446 LIS: and professional people to help us\
447 MAR: yeah\
448 LIS: professional people to help us because if you have eh an ordinary class it difficult you have a class with three four five people from different from five different countries or three different countries_
449 MAR: yes\
450 LIS: eh/
451 MAR: I agree | yes\
452 LIS: a difficult_ it's another difficulty\
453 SAL: well I don't know\
454 LIS: I want to be positive but_
455 [laughter]
456 SAL: no XXX in our school a girl from Russia has come and she never speaks anything and the teacher is XXX\
457 LIS: it's frustrating\
458 SAL: everyday she says what I'm going to do because I don't I can't communicate with her and department don't help us\
459 LIS: it is so frustrating\

XII. Annexus

Inservice Group 3 Multilinguistic task Annette, Samantha, Irving

- 1 SAM: well we are going to discuss eh about eh a multilinguistic class eh we have in a XXX eh students from different countries and we have a problem as a teacher because we have a multilinguistic class | here you have a picture some pictures with different children from different countries and you can suppose that they have eh different languages\ | yes/
- 2 ANN: mm\|
- 3 SAM: so now you have to imagine that they have asked to write | sorry you have been asked to work as a language teacher in a multilinguistic class\|
- 4 ANN: mm\|
- 5 SAM: look at these pictures XXX and <5> what languages do you think eh these students can speak? | and then eh we can discuss about eh your opinion as a teacher in a multilinguistic class\|
- 6 ANN: ok\|
- 7 SAM: what languages can you think these students can speak? ||| we have a b c_ |
- 8 ANN: I think_ |
- 9 IRV: Spanish/|
- 10 ANN: Spanish may be a\|
- 11 IRV: b\|
- 12 <2>
- 13 ANN: I don't know\|
- 14 IRV: it can be Arabian/|
- 15 ANN: Arabian XXX_ |
- 16 IRV: or_ |
- 17 SAM: XXX sí/ XXX XXX\|
- 18 IRV: it can be_ Indian/|
- 19 ANN: Indian XXX\|
- 20 IRV: XXX/ d/|
- 21 ???: d/|
- 22 SAM: f English\|
- 23 IRV: oh yes\|
- 24 ANN: and English/| o no\ or German\|
- 25 <8>
- 26 ???: [speaks to the teacher]
- 27 TCHR: it's not easy to guess is it/|
- 28 ANN: XXX for me\|
- 29 <4>
- 30 IRV: the Spanish also\|
- 31 ???: Spanish XXX\|
- 32 IRV: North America/|
- 33 ANN: and this one/|
- 34 IRV: XXX XXX\|
- 35 SAM: why why do you think eh student h wouldn't speak Spanish?|
- 36 IRV: yes\|
- 37 SAM: why?|
- 38 <2>
- 39 ANN: XXX XXX/|
- 40 IRV: yes but XXX because the the clothes and the the structure of the of the XXX and the_ |
- 41 ANN: XXX\|
- 42 IRV: yes\|
- 43 TCHR: you guess it because of the clothes here/ [laughs]|
- 44 ANN: I think so XXX\|
- 45 TCHR: XXX XXX\|
- 46 SAM: yes | and and what about eh student b? why do you think he can speak Arabian language?|
- 47 ANN: XXX the_ |
- 48 IRV: the colour of the skin and_ it can be also_ |
- 49 ANN> the faces_ the face XX but I think_ |
- 50 IRV: it can be also a gypsy\|
- 51 ANN: Egyptian\|
- 52 IRV: gypsy gypsy\|
- 53 ANN: gyps_ ah gypsy XXX\|
- 54 TCHR: so he looks like a gypsy to you\|
- 55 SAM: XXX before you said this student could be from India or_ |
- 56 IRV: yes\|
- 57 SAM: why?|
- 58 IRV: XXX\|

XII. Annexus

- 59 SAM: because of the face\ too/
- 60 IRV: yes the_
- 61 TCHR: yes the tincture of the face|
- 62 IRV: the tincture of the face yes|
- 63 SAM: and why he could be German or British?|
- 64 IRV: because the hair the colour of the hair and the_
- 65 SAM: but here in Spain_
- 66 IRV: the kind_
- 67 SAM> we have also_
- 68 IRV: the kind of clothes|
- 69 SAM: ok we we can compare you answers with the_
- 70 IRV: ok|
- 71 [laughter]
- 72 SAM: eh real questions | a speaks reads and write Spanish and Catalan\ | yes/ student b speaks reads and writes Spanish Catalan and speaks Arabic | too|
- 73 IRV: XXX|
- 74 SAM: XXX yes yes you are in a X eh student c eh speaks eh English French Arabic and eh eh Hebrew eh XXX\ no/ [to the teacher|]
- 75 TCHR: Hebrew|
- 76 SAM: Hebrew|
- 77 TCHR: yeah that's from Israel|
- 78 IRV: Israel|
- 79 SAM: Israel|
- 80 IRV: Israel|
- 81 TCHR: which one?|
- 82 ANN: eh =c=
- 83 SAM: =c=
- 84 TCHR: eh actually yeah he speaks only XXX interesting because XXX saying XXX|
- 85 SAM: mm|
- 86 [laughter]
- 87 SAM: student b eh_ b speaks reads and writes Spanish and speaks Galician|
- 88 <6>
- 89 IRV: eh/
- 90 SAM: e speaks reads and writes Spanish because he eh because she is from Colombia|
- 91 IRV: mm|
- 92 SAM: and_
- 93 IRV: or Mexico|
- 94 SAM: or Mexico\ | f speaks Spanish and Rumanian|
- 95 IRV: ah\ ok|
- 96 ANN: Rumania not Germany|
- 97 ???: *qué?*|
- 98 ???: XXX|
- 99 SAM: ok well you get some of the students and their languages and XXX language they can write too|
- 100 <10>
- 101 ANN: where is question two? [to teacher|]
- 102 TCHR: there is no question two|
- 103 ANN: XXX XXX|
- 104 SAM: I think there are some advantages and some disadvantages to have XXX XXX eh in in in XXX the learning XXX maybe they are difficult for some XXX eh if the structure of the la of the language differs but eh in the_ to learn XXX other countries and there are customs and traditions that are good to share eh different kinds of XXX | the important thing that they develop a comprehension XXX all of them children are are XXX XXX very XXX than adult people XXX the multilingual XXX before | for example this student student f and student c have some difficulties to understand eh with eh_
- 105 ANN: XXX I think so but there are other kinds of of of comprehension gesture and and signs and and different XXX to use this XXX not a a very very eh XXX but in this case they develop all_ in different XXX to XXX if the the boy or girl XXX are open open minded and don't have any other problems|
- 106 TCHR: are you discussing the advantages now | and the disadvantages/
- 107 SAM: XXX disadvantages XXX because eh they can use all their techniques to eh mm || they make an effort to understand the other XXX|
- 108 TCHR: so you as a teacher you see this an advantage XXX/
- 109 SAM: as a as a teacher it's difficult_
- 110 ANN: XXX problem|
- 111 SAM: but they is a_ it's_ I think when there is a different native language XXX in boy or girl they are interested to learn this XXX|
- 112 ANN: yes but with the children it could be an advantage but the teacher_
- 113 SAM: as a teacher/
- 114 ANN: you have a lot of problem when you have students from different countries with different languages|

XII. Annexus

- 115 SAM: yes\
116 ANN: because_
117 TCHR: even in a even in English lang_ even in a foreign language classroom XXX/
118 IRV: yes\
119 SAM: because normally you_
120 IRV: well_
121 SAM> you try to explain in English | for example you want to explain an activity and you explain this activity in English and normally you explain it in Catalan or in Spanish normally in Catalan and eh the student with other languages eh mm have the same problem as if you explain eh another subject | eh to understand because you use the official language here_
122 TCHR: to explain_
123 SAM: yes | you explain before in English but after you have to explain in Catalan XXX you use XXX_
124 ANN: I understand what you want to say but eh I don't totally agree with you because I think this happens in a XX X and then I I XXX a Russian one child from Russia\
125 SAM: and don't understand nothing and XXX XXX it depend on the child\
126 TCHR: so this this child doesn't speak Catalan or Spanish/
127 ANN: nothing and mm the XXX fantastic\
128 SAM: yes but I think they can do or they have to do more XXX the other student because you explain the subject in English and in Catalan and this is different from XXX to understand | XXX English at the same time\
129 ANN: yes but there is a period of eh XXX the child has to adapt\
130 SAM: yes yes I understand\
131 ANN: and to a new language and you must_ you can help eh giving extra materials and some XXX with drawings or with other material\
132 TCHR: and this extra material is given in English\
133 ANN: yes | mm for example XXX\
134 SAM: I think it also depends on the country the children comes from because for example a children who comes from eh an European country it's easy to adapt because they XXX | the_
135 ANN: so the problem is not the language | it's the culture/
136 TCHR: yeah I was thinking the same thing | really sometimes it's not simply a question of what you are talking about XXX language\
137 SAM: I I speak about a_
138 ANN: a lot of reasons eh XXX depending on the family and the XXX in the culture but the culture XXX here and they want to learn and all the family are XXX and XXX and the effort is is high XXX and others they are not interested in the culture or they come here for a short time_ they don't like to learn\
139 TCHR: so you think it depends a bit on the family as well/
140 IRV: I think it's important for these students to get contact with another_ with other children in the street and it's the easy way to learn Spanish and Catalan\
141 TCHR: XXX with_
142 IRV: yes\
143 TCHR: in the playgrounds_
144 IRV: yes\
145 SAM: it's like XXX on holidays_
146 IRV: I think they learn more language in the street than in the school | and I'm agree with her when she said that some students it depends of the country or where they come from eh they adapt easily or with more difficulty\
147 TCHR: XXX\
148 IRV: I think for example_ I think for example in Arabian people in people_ students from Morocco_ I never met one or two good students from Morocco\
149 TCHR: XXX\
150 IRV: good students from Morocco/
151 TCHR: never/ are they_/
152 IRV: I try to get memory but_
153 TCHR: you have XXX in your English class or XXX\
154 IRV: in an English class or in school\
155 ???: XXX\
156 IRV: I don't know why but for example people from Rumania or Europe or people from South America_ I think they_ my experience says that they adapted better eh to school I don't know why\
157 SAM: I agree with you | yes because for example it depend of the kind of school also because if we work in a school that they pupils are all from different countries we don't have this problem because normally they understand English | because they are used to it\
158 TCHR: international schools\
159 SAM: yes they use the language sometimes XXX but here at school we have different languages different XXX and_
160 TCHR: but it's not an international school\
161 SAM: this is an international school but in another way\
162 TCHR: yeah ok | it's a good distinction\
163 IRV: a multicultural school\

XII. Annexus

- 164 TCHR: yeah\
165 SAM: depending of the group of the group XXX it depends also eh the group is a good group or it's a_
166 IRV: for example I never met an Arabian student with a good level | never\
167 SAM: I have students from Morocco and they are good students\
168 IRV: yes/
169 SAM: and they continue for example in the XXX school\
170 TCHR: XXX\
171 IRV: yes/
172 SAM: the problem is that eh_
173 IRV: you XXX\
174 SAM: but here we have a XXX with two brothers and they are really good students and good persons | also
with good ways of XX children\
175 TCHR: so but_ come back XXX as teachers you see eh you see disadvantages and advantages_ what are
XXX? you see that's an advantage/
176 ANN: yes but as a teacher we need some resources eh now XXX the *Generalitat* gives some books and
some advice about_
177 SAM: yes some books not material\
178 IRV: person people we need\
179 SAM: yes yes XXX we need people\
180 IRV: we need people\
181 SAM: we need more teachers\
182 IRV: to talk to do an oral work with these students that don't understand English or XXX Spanish or
Catalan\
183 SAM: XXX that this is an XXX so_ yes I agree this book and I think this book is very interesting not XXX
also for English XXX\
184 ANN: XXX multilinguistic\
185 SAM: yes\
186 ANN: I think it's it's good but we have a problem that we have a good book but we don't have teacher to put
in practice this kind of activities and then there are some XXX in school but you don't have enough time to to
apply all these XXX to the {(&) classroom\
187 TCHR: but do you have any strategy to_ do you have any strategies that you've used/
188 ANN: there are some strategies XXX because depending on the language there are good XXX XXX and for
example XXX XXX interviews in the other language and the similarities and differences are XXX the_
189 TCHR: XXX languages_ we have to know it\
190 ANN: as a teacher/ and if you don't_ I don't have the differences XXX difficult to know or XXX\
191 TCHR: it's hard to do like error analysis\
192 ANN: and is is XXX that the oral XXX some XXX are difficult but XXX country of the XXX XXX XXX
it's XXX\
193 TCHR: you need to XXX the community the minority language community involved \
194 ANN: XXX in my school there are more_ we have more X XXX children XXX XXX
195 TCHR: in English\ no/
196 ANN: everyday we work more time with_
197 TCHR: so they have an extra hour at schools/
198 ANN: yes XXX\
199 TCHR: ah\
200 ANN: and this is good for for for the children and you have some XXX because XXX *reforç*\
201 TCHR: reinforcement\
202 ANN: reinforcement classes and we have no problems with this\
203 SAM: but the number of_ I think it depends also of the number of students from different countries with
different languages because for example one of the XXX in your school we have twenty-two student and we
have XXX another languages so this is a very XXX problem\
204 TCHR: XXX in the class\
205 SAM: yes this is a very XXX problem a level\
206 TCHR: XXX are they in your English class/
207 SAM: no no this year but I had two years ago and the problem is XXX you explain to a Chinese who just
arrived two weeks ago something in English if they don't understand anything in Catalan or in Spanish so you
don't need to explain in English you need XXX understand you the the basic concepts or the basic structure to
communicate\
208 TCHR: yeah\
209 SAM: I think in this case for example eh they don't need really to learn English they have to communicate
and they have to get some strategies to communicate with the other students and with the teacher\
210 TCHR: in which language? Spanish or Catalan/
211 IRV: yes\
212 SAM: in Spanish in Catalan_
213 IRV: in one\
214 SAM: eh yes more than in English because at this moment they don't need real English because they XXX\
215 TCHR: when will they get the English then? XXX/

XII. Annexus

- 216 SAM: no yes yes XXX when you as a teacher_ a new student just arrived from Morocco and he only speaks Arabian_ why do you have to teach him some English structure if they can't communicate with you in any language? it's very difficult\|
- 217 ANN: the theory say that eh they use the_ |
- 218 SAM: yes I understand the theory_ |
- 219 IRV: and these these students in Morocco they never eh_ |
- 220 SAM: hear English\|
- 221 IRV> hear English | they they learn French as a second language\|
- 222 SAM: French | and the situation is worse with Chinese people\|
- 223 IRV: yes\|
- 224 SAM: that they come from their country but not eh from a big city and perhaps they have never eh_ |
- 225 IRV: learnt\|
- 226 SAM> heard anything of English\|
- 227 TCHR: did you know their background before they came to the class/|
- 228 SAM: XXX sometimes yes | not the smaller when they are- XXX\|
- 229 ANN: they need extra support\|
- 230 SAM: they need XXX but they feel they can XXX in the groups_ |
- 231 TCHR: they all XXX\|
- 232 ANN: yes but the level of the the XXX you mm good marks_ or sometimes I think they want to be adapt_ adapt_ |
- 233 SAM: I think you don't need to put XXX marks to these students\|
- 234 ANN: oh yes in a few moments with the XXX XXX yes you put marks\|
- 235 SAM: yes/|
- 236 ANN: numbers numbers\|
- 237 ???: XXX six five XXX\|
- 238 ANN: the XXX\|
- 239 TCHR: yes rules are made to be broken\|
- 240 SAM: but_ |
- 241 IRV: I think the the work with these students it depends on the effort of the teacher and on the_ |
- 242 SAM: the XXX\|
- 243 IRV: the work in English the predisposition for me of the teacher\|
- 244 SAM: no- if you are XXX_ |
- 245 IRV: because er_ |
- 246 ANN: is a group that is very for example noisy or naughty a lot of XXX it's impossible to teach XXX in this way but_ XXX extra support and XXX more extra language\|
- 247 IRV: I I I think as a teacher I think I do what I can\|
- 248 SAM: ah yes\|
- 249 IRV: I'm not a super teacher and a normal teacher and I do_ |
- 250 ANN: you do the same with other other not problems in language but in other kind of problems you do the same\|
- 251 SAM: yes but I think the multilingual class really represents a big effort for the teacher\|
- 252 ANN: XXX yes\|
- 253 SAM: in all the subjects not only teaching English\|
- 254 IRV: you have to adapt the material you have to try to do something easy to go on to start and go on\|
- 255 ANN: clear instructions XXX instructions\|
- 256 SAM: yes they can for example learn songs XXX they can repeat some structures with the rest of the group but you have problems_ |
- 257 ANN: XXX\|
- 258 SAM: yes but you have problems eh when they don't understand some XXX or have learnt another language from_ to learn theory or or XXX or_ |
- 259 IRV: I think that the first objective is that people eh people integrate in class and in society\|
- 260 SAM: yes\|
- 261 IRV: they try to learn Spanish or Catalan they try to learn language to use everyday and they when they eh they are able to understand and talk Spanish or Catalan then try to learn another subject and another thing\|
- 262 SAM: or perhaps when they are learning some Catalan or Spanish they can XX or say or mm make some or follow some instructions\|
- 263 IRV: yes but I think that they_ |
- 264 SAM: they need more practice than the others\|
- 265 IRV: I think that they learn more language in street than in school with companions than in_ |
- 266 SAM: that in the class\|
- 267 IRV> in the class\|
- 268 <4>
- 269 SAM: it depends XXX we have English classes in *ciclo superior* XXX sixth sixth level and for example there are two sessions about class and one in XXX with XXX\|
- 270 TCHR: ok XXX\|
- 271 SAM: now it's the time that is good to practise forms like one or two XXX\|
- 272 TCHR: it's fine you say I would take this organisation for this day_ |

XII. Annexus

- 273 SAM: for one day one session in this way\
274 TCHR: XXX\
275 SAM: because I think it's good but in a small group not XXX\
276 ANN: I think XXX language\
277 TCHR: ok\
278 SAM: XXX\
279 TCHR: XXX\
280 SAM: and if not I think it's more sure to work with the three classroom\
281 TCHR: XXX organisation in rows so the other days when you have the big classroom what do you do/
282 SAM: you need rows or another eh XXX\
283 [end of tape]
284 ANN: no in any of them but it's necessary that the children are trained to work in this way when they are very small\
285 TCHR: in any of the organisations they have to know that XXX\
286 ANN: I not allow to go to a classroom and say I change_ I don't any anything I start a new kind of organisation this is not possible\
287 SAM: *sí que* is possible\
288 ANN: no no\
289 SAM: because if you give the structure more theory_
290 TCHR: XXX XXX\
291 ANN: maybe it is possible in students from twelve years old maybe but is_ I was with small children and they need to know the structure and they work\
292 SAM: yes but_
293 ANN: but if they are trained to work individually and XX for example some_ there are routines and they need this\
294 SAM: yes but you can introduce and change this if you_
295 ANN: but not a lot of changes_ this implies more changes than XXX\
296 SAM: I introduce a study by corners when students work XX and I explain for the whole class eh how are we going to work after next session | they have to divide in to groups and eh they have four different kind of activities some activities to speak like games to work in pairs to play some activity are to listening I prepare some photocopies and XXX with XXX they go to the listening corner and they get one two three activities they have to listen the have to do the XXX listening and after they have to correct themselves and they change to another activity | for example reading | for reading I have some XXX books with some activities and normally I explain the I make the reading with the students and after I explain the activity and do XXX but now we can't do this kind of activity because there was three XXX and now we have only two | and the third section were with the XXX\
297 TCHR: XXX XXX\
298 SAM: because we have only two sessions a week\
299 TCHR: XXX one session_
300 SAM: was_
301 TCHR> with the whole group\
302 SAM: no no it's impossible to make one session with the whole group and one session with XXX because we don't have another teacher to divide the group\
303 TCHR: so you have two sessions with the whole group\
304 SAM: yes and two years ago I had three sessions | two with the whole group and one with half of the group\
305 TCHR: in the other XXX with another teacher\
306 SAM: yes\
307 TCHR: ok\
308 SAM: but now we XXX this\
309 TCHR: and working with corners with a big group is impossible/
310 SAM: if they aren't trained to do it | yes\
311 ANN: yeah\
312 SAM: and XXX the room the classroom XXX organised and there are pictures | enough material | XXX one but one XXX it's very difficult to XXX eh but depending on_
313 IRV: I think it's_
314 TCHR: so you think it works best with this kind XXX the class | what's your experience | working in corners | working in a very organised group?
315 ANN: XXX | I think they need to share with each other XXX partner | to work with someone eh especially when they arrive | at the first time | they need some some partner XXX XXX\
316 SAM: yes\
317 ANN: XXX arrive\
318 TCHR: XXX\
319 SAM: and they and they use to do it\
320 TCHR: in your experience\
321 SAM: they feel comfortable with some friend at the first time and and they are confident and they learn better than than XXX they are eh_
322 TCHR: Spanish\

XII. Annexus

323 SAM: yes\
324 ANN: but in this case in the first one I think I think there is more much control in this XXX\
325 TCHR: yes\
326 ANN: and I think this group needs more XXX\
<3> mm/ for example this one | students select books and
XXX this is individual work eh eh session one for practice or XXX I don't think that one session XXX to test
this this pupil is good\
327 TCHR: it shouldn't be | but then more XXX this is practice this just reading\
328 SAM: XXX book assignment forty-one | journal reflection on reading free choice XXX computer XXX this
one maybe\
329 ANN: I think this is a model XXX change the XXX_
330 TCHR: XXX\
331 ANN: of the session\
332 SAM: and this_ personal dictionaries I think this works because they can write in in their own language |
they can use it eh | I think I choose number number three if I can | maybe I like a XXX one with XXX number
one eh/ and XXX there is I like some XXX with with no tables and this one but for example I do it | I can move
tables and XXX space in the middle of the classroom | but not each session in the same way | a new some rows
some order_ ok\
333 TCHR: XXX XXX\
334 SAM: I need_
335 IRV: I think individual work can can help the teacher to dedicate_
336 TCHR: more time
337 IRV> more time to_
338 SAM: to these students\
339 IRV: to these students that don't understand language | but_
340 SAM: and for example the XXX_
341 IRV: it depends on the level of the students and on the on the_
342 SAM: but it depends on the group\
343 IRV: mm_ the behaviour or_
344 SAM: the behaviour\
345 IRV: of the students/ but if they can be able to work alone it helps a lot with the_ to the teacher\
346 SAM: yes\
347 IRV: but I don't think that this kind of student can be able to work alone because they don't know what
they have to do and then I think that this organisation of classroom can be able if the other students_
348 SAM: classroom three\
349 IRV: or one or two or three when the students are able to work alone and teacher dedicate his effort and
time to to another students\
350 ANN: in the same way when there are students that eh XXX mix them try to eh other in groups XXX
students can XXX it's I I think it's the same XXX\
351 IRV: yes\
352 ANN: maybe_
353 TCHR: yes\
354 IRV: yes\
355 ANN: try to help and then when_ depending of the of the of the adapt eh the rythm of the work or the XXX
when XXX see XXX_
356 IRV: but_
357 TCHR: XXX\
358 IRV: the conclusion_
359 SAM: with more students you can use more XXX and the gestures and they can understand you better than
other students because the older need understand what you are_
360 TCHR: explaining
361 SAM> yes explaining or saying and the younger_
362 ANN: XXX\
363 SAM> can understand better the mime and the pictures_
364 IRV: and they have more predisposition
365 SAM: yes\
366 IRV: to understanding\
367 ANN: yes and there is no no_ the activities are oral\
368 IRV: oral\
369 ANN: the classes are seventy per cert XXX group oral and XXX || fifty per cent | depending on the group
XXX activity\
370 TCHR: yes\
371 ANN: XXX first at the second level and growing | this is XXX easier than XXX\
372 SAM: XXX to make questions or write answers\
373 ANN: for example if you work XXX another country a little child XXX explain to say\
374 SAM: having XXX partner XXX a boy or girl XXX XXX\
375 ANN: and then understand grammar or reading is more difficult for them\
376 SAM: yes\

XII. Annexus

Preservice Group 1.1 Multilinguistic Task

Mandy – Helen- Lori

1 LOR: are you ready to discuss/
2 [laughs]
3 HEL: ok XXX language\
4 MAN: you have two/
5 HEL: oh\
6 MAN: [laughs] ok\
7 LOR: ok we now one | ah no you not me you | you have to imagine that you have been asked as a language teacher in a multilinguistic class\ [laughs]
8 TCHR: you don't understand/ ok you've got to XXX the discussion_
9 MAN: XXX XXX discussion/ *vaya lio*\
10 LOR: the discussion but about_
11 TCHR: mm\
12 MAN: ok\
13 TCHR: ok/
14 MAN: yeah\
15 TCHR: imagine that you're working as a language teacher\ ok/ and this is your class it's a multilinguistic class\ ok/ your first impressions\ ok/ what languages do you think this class_ when you come in this class what languages do you think that are theirs | what languages do the students speak?
16 ???: mm\
17 TCHR: ok/
18 HEL: does it matter which can be the XXX/ XXX Spain or_
19 TCHR: I hadn't talked that far but_ let's say Spain\ ok/
20 [laughter]
21 LOR: ok now we have to discuss hat you think what what what is your impression about_ XXX coming in the class XXX_ how how we will teach_ how you will teach when we have a class like this?
22 HEL: you first/ what is our impression?
23 LOR: no maybe_ yes\
24 HEL: what do we think first?
25 MAN: first/
26 HEL: impression\
27 MAN: what language do you think that they speak or write?
28 LOR: I would ask them where are they are from which languages they speak\
29 MAN: yes but you what language do you think that they speak and they_
30 LOR: each one/
31 MAN: yes | each one\
32 HEL: and you don't know | you just ask them\
33 MAN: no but you have to_
34 HEL: ok ok\
35 ???: XXX\
36 ???: yeah yeah yeah\
37 MAN: eh number eight\
38 HEL: XXX XXX XXX\
39 MAN: and the_ she speaks_
40 HEL: she_
41 [laughter]
42 HEL: they could be American or the could be_ I don't know\
43 MAN: I think these speak French I don't know why but_
44 [laughter]
45 LOR: and you/ what do you think?
46 HEL: yeah it could be French XXX Africa and yeah she could be Turkish XXX\
47 MAN: and you LOR/ what do you think? she speaks_
48 LOR: mm- Turkish/ [laughs]
49 MAN: you agree/
50 LOR: or or_
51 HEL: XXX she could be Iranian/
52 MAN: XXX\
53 HEL: this one\
54 MAN: mm from Morocco\
55 LOR: and what's the language she speaks/
56 MAN: Arab\
57 LOR: eh/

XII. Annexus

58 MAN: Arab\
59 LOR: ah\
60 MAN: Arabic\
61 LOR: Arabic\
62 HEL: yeah it could be_
63 LOR: Turkish or Arabic\
64 HEL: not Iranian/
65 MAN: no *però* Turkish XXX\
66 HEL: Turkish or Iranian\
67 MAN: yeah yeah yeah yeah the same | and these girls | XXX/
68 ???: Turkish\
69 HEL: XXX\
70 LOR: eh Ethiopia\
71 HEL: XXX XXX\
72 LOR: and she speaks_
73 MAN: Ethiopian/
74 LOR: no | I XXX Swahili/
75 MAN: what?
76 LOR: Swahili\
77 MAN: Swahili/ I don't know | eh but you think that she's from Ethiopia/
78 LOR: yeah I don't know XXX\
79 MAN: and they/ or or he/
80 HEL: I think XXX from Africa\
81 MAN: Africa | XXX\
82 HEL: probably he lives in the south XXX\
83 [laughter]
84 MAN: XXX XXX and what does he speak?
85 LOR: it seems they can speak_
86 HEL: French or English | plus like a_
87 LOR: an African language I think\
88 MAN: ok\
89 HEL: ok | eh but all speak read and write that thing_
90 LOR: no\
91 MAN> or only speak\
92 HEL: yeah it could be possible speak\
93 LOR: I think it's different_
94 MAN: only speak and write and read/ what? [laughs] or_
95 LOR: XXX\
96 MAN: write and read\
97 LOR: all of them/
98 MAN: yes | it's the same that they speak\
99 HEL: no\
100 LOR: no I don't think so | I think that most of them speak more one language and they only eh can write for example if they know French and African language they only can write the French French\
101 HEL: aha\
102 MAN: ok then | number a\
103 HEL: XXX XXX XXX\
104 MAN: ok number a then she speaks what/
105 HEL: again/
106 MAN: what she speaks/ what did you say?
107 LOR: no\
108 MAN: what did you say?
109 LOR: if it's Philippine it's she speaks can can speak Spanish\
110 MAN: ok then she speaks Spanish and what she_ and something more or only Spanish/
111 LOR: no\
112 HEL: probably English\
113 MAN: English/
114 LOR: [laughs]
115 MAN: and what she write and read? in which language she || can XXX?
116 HEL: in Spanish\
117 LOR: English\
118 MAN: ok in Spanish | and they/ what do you think they can read and write?
119 LOR: in English in English\
120 MAN: in English in Spanish/ and she can speak English and Spanish no/
121 <4>
122 HEL: well_
123 MAN: [laughs]

XII. Annexus

124 HEL: XXX\
125 MAN: yes but she can speak read and write Spanish but Catalan too and she speaks Tagalog | Tagalog I don't know | Tagalog\
126 LOR: where is_?
127 TCHR: Tagalog is from the Philippines\
128 [laughter]
129 MAN: XXX XXX ok | that one | the other one/ XXX\
130 HEL: she was Turkish and she can write too_
131 MAN: Tur_
132 HEL: XXX\
133 MAN: she can speak write and read_
134 HEL: XXX XXX\
135 MAN: [laughs] yes but here you couldn't see the the language | in Tur in Tur_
136 HEL: Turkish yeah\
137 MAN: and XXX do you think the same or_
138 LOR: I said Turkish\
139 MAN: yes\
140 LOR: but she speaks Turkish and German\
141 MAN: Turkish and German ok | she speaks Arabic and speaks some Spanish [laughs]
142 HEL: no XXX Turkish\
143 MAN: no | it's Arabic\
144 HEL: ok\
145 MAN: ok/ the next one | XXX\
146 HEL: the same\
147 MAN: the same that || [laughs] the same the answer that I did or the answer that you XXX\
148 HEL: XXX\
149 LOR: she speaks Arabic\
150 MAN: yeah\
151 LOR: she speaks Arabic | understands and speaks_
152 HEL: and write Spanish\
153 LOR: XXX\
154 MAN: speaks Arabic and writes Spanish | and read/
155 HEL: she's she can write she can read XXX\
156 MAN: then_
157 LOR: Spanish or_
158 MAN: ok she speaks Arabic reads and write a bit in Arabic and speaks some Spanish\
159 HEL: XXX\
160 MAN: [laughs] the next one | d\
161 HEL: yes XXX would be Ethiopian\
162 MAN: mm/
163 HEL: Ethiopian\
164 MAN: Ethiopian | and what language she use when_
165 LOR: Swahili\
166 MAN: eh/
167 LOR: Swahili\
168 MAN: for speak for write or_
169 LOR: for speak only for speak\
170 MAN: only for speak | and for write and read and XXX write and read/
171 HEL: Spanish\
172 MAN: Spanish\
173 LOR: English\
174 MAN: English Spanish\
175 HEL: XXX Spanish XXX\
176 MAN: yes/ sure/ eh speaks reads and writes in Spanish and Catalan | the the Swahili no
177 [laughter] no/
178 TCHR: this is a very interesting class\
179 MAN: sʌ\
180 TCHR: how many of these pictures are real? XXX checking the real people XXX real stories and this is a XXX school from Barcelona\
181 MAN: yeah/
182 TCHR: it's an interesting XXX\
183 LOR: ah\
184 MAN: ok | the following one | that one [laughter]
185 LOR: XXX XXX\
186 MAN: sʌ\
187 HEL: I think he he can write and read some XXX French and XXX Spanish\
188 MAN: mm\

XII. Annexus

189 LOR: and she can_
190 HEL: and she probably can also_
191 MAN: XXX\
192 LOR: which one?
193 MAN: that one\
194 LOR: this | XXX\
195 HEL: probably he can write Spanish too and read Spanish too XXX\
196 MAN: French and Spanish no/
197 HEL: yes\
198 MAN: speak read and write | and you/
199 HEL: he looks XXX\
200 LOR: yes eh French Spanish and Catalan\
201 MAN: French Spanish and Catalan XXX ok || she speaks reads and writes in Spanish and Catalan | French
no\
202 LOR: XXX\
203 MAN: [laughs] ok and the last one/
204 HEL: last one/ mm yeah they speak_
205 MAN: [laughs]
206 HEL: English and French/
207 MAN: mm\
208 HEL: XXX XXX/ and probable an African language | also/
209 LOR: yeah\
210 HEL: I think just just speak he_
211 LOR: he speaks XXX\
212 HEL: XXX\
213 MAN: colon_ colongo is a language/
214 LOR: is an African language\
215 MAN: mm\
216 LOR: eh and he speaks writes and and read\
217 MAN: read\
218 LOR: in Spanish and Catalan\
219 MAN: ok | she speaks English and Mende\
220 ???: Mende\
221 MAN: not Colongo not Col_ [laughter] not Mende [laughter] ok/
222 HEL: not writing or reading\
223 MAN: no only speaks\
224 HEL: ok\
225 MAN: ok I finished now the second\
226 TCHR: why do you think XXX wrong what XXX right? did you get it right/ did you guess correctly/
227 MAN: XXX\
228 LOR: some of them yeah\
229 TCHR: yeah/ and how did you guess? how did you guess them?
230 HEL: eh/
231 TCHR: how did you know?
232 LOR: from_
233 MAN: [laughter]
234 LOR: from pictures\
235 MAN: for the dress\
236 HEL: yeah\
237 MAN: the_
238 HEL: the colours_
239 MAN: yeah the colours of the skin\
240 TCHR: colour of the skin\
241 MAN: yes\
242 TCHR: XXX the dress\
243 LOR: XXX the the XXX the_ [laughter]
244 TCHR: what about the XXX?
245 HEL: yeah the dress\
246 MAN: yeah for the_ *cómo se llama? pañuelo?*
247 TCHR: scarf XXX the head\
248 MAN: yeah and that one the same\
249 <2>
250 HEL: you are next\ right/
251 LOR: you are next\
252 TCHR: she's just writing down XXX you want XXX\
253 HEL: XXX discussion XXX | ok eh/ | XXX\
254 [laughter]

XII. Annexus

- 255 MAN: *m'ha tocat això*\|
256 TCHR: oh two\
257 MAN: XXX what are you doing all the day right?
258 HEL: ok XXX very very_ eh it's more difficult to have a multilingual class and just people have the same language | you have a_ you need to have a different a different structure a different structure in your classroom\ | right/
259 LOR: can you repeat/
260 MAN: mm\
261 LOR: can you repeat/
262 HEL: you have an_ if you have so many different different languages and cultures XXX you have to make a different structure in your classroom | it's not like if you have only people from the from the same country same XXX\
263 LOR: yeah\
264 MAN: mm\
265 HEL: and what do you think is_ yeah || what are advantages | of having a multilinguistic class? or what are disadvantages?
266 LOR: XXX XXX\
267 MAN: [laughs] eh || advantages/ advantages and disadvantages\
268 HEL: like what is better compared to eh to XXX courses_ I don't know\
269 MAN: I think that the lessons could be rich | because eh you can eh XXX/ or speak about something from each country_
270 HEL: yeah\
271 MAN: and then it's interesting for the rest of the of the class | and the language too is_
272 HEL: aha\
273 MAN: I think\
274 LOR: I think the the the main problem would be that you have get all of the students and one XXX_
275 MAN: mm\
276 LOR: that you can work | if you have for example Spain you need to have every student XXX Spain XXX usual to have a normal XXX because now they don't understand any Spanish\
277 MAN: mm\ | yes\
278 LOR: I think this is the most problem | XXX problem or XXX | because here you have to XXX to be very individual XXX very individual\
279 MAN: XXX | yes | but here eh don't_ they didn't well we don't do a hard integration programme as in French/
280 ???: mm\
281 MAN: they are_ all the students have a lesson well have a course to learn only French but here that doesn't exist | here they come_
282 ???: yeah\
283 MAN: and then they have a support lesson\ [riu]
284 HEL: yeah after after after school\
285 MAN: no no during the_
286 TCHR: XXX | everybody supports_ every teacher wants support lessons\
287 [riures]
288 MAN: *es que_ clases de repaso*/
289 TCHR: yes like support classes\
290 MAN: support classes\
291 TCHR: super classes\
292 MAN: [laughs] for example if we are_ if we have_ now we are the Spanish class this guy go outside with another teacher and he or she has an individual Spanish lesson\
293 HEL: yeah\
294 MAN: or whatever\
295 HEL: but they haven't XXX\
296 MAN: yes here there are that\
297 HEL: XXX\
298 MAN: XXX and what do you thing are the XXX\
299 LOR: eh it's the same as now because if we can talk we can wear discussions about the members of the group | the pupils\
300 HEL: yeah\
301 LOR: and we have the advantage that we have XXX and your opinion would be different because you come from Germany\
302 HEL: I don't think so\
303 LOR: and you are from here and I'm here also but we have different experiences_
304 HEL: yeah\
305 LOR: about it | do you understand\
306 MAN: sí\
307 HEL: but do you think that we have different opinions about this_
308 MAN: no\

XII. Annexus

- 309 LOR: no/ it depends if the_
310 MAN: we all more or less have the same\ | no/
311 HEL: yeah\
312 MAN: we all_ *bueno*_ I don't know that if she was Ethiopian because_ but more or less all have the same opinion \
313 HEL: yeah\
314 MAN: maybe if we were from I don't know another_ China or Japan our our view was different from us because_ I_ maybe the culture is too different as here Germany and Spain more or less are all in Europe\
315 HEL: yes | European\
316 MAN: XXX no/
317 LOR: yes but the way for example in German XXX people who are_ yeah eh maybe it's a bit different as as it's the way we do | XXX intercultural children in classes\
318 HEL: oh it depends it totally depends on the XXX there are schools that are a mixture like this too and_ specially in big cities because it's more multicultural and it depends on the money also | if it's possible to get those extra lessons XXX it_ yeah | ok what you think is_ XXX do you think is_ eh what steps should we do to get this classroom | to work with this class?
319 MAN: first of all make them to know each other because maybe they have_
320 LOR: which XXX\
321 ???: I'm sorry\
322 ???: well I can other things with XXX\
323 ???: no but you don't have to write down\
324 MAN: sí_ XXX\
325 LOR: XXX sheet of paper said that she have to_
326 MAN: it's alright XXX I don't know what but_
327 HEL: ok\
328 MAN: XXX XXX\
329 HEL: what was the question? what what steps are necessary to work with this class?
330 MAN: first of all I think it is to break down with prejudices with the images you have of the other person\
331 HEL: yeah\
332 MAN: ok/and and do that they know or they realise that XXX learn or stay with people different from them_ can be successful and can be interesting and not a_ [laughs]
333 HEL: XXX\
334 MAN: I don't know_ *és que no sé com dir-ho* I don't know how to say\
335 HEL: it is to get rid of prejudice\
336 MAN: yes\
337 HEL: yes\
338 MAN: the first step that I think that have to be done XXX\
339 HEL: yeah for this XXX you have to_ are you sure that everybody understands XXX | because I just imagine I think those XXX the only one is a XXX XXX Spain\
340 LOR: yes\
341 HEL: yes/ XXX\
342 LOR: yeah\
343 HEL: but if they come into this class and they don't understand anything XXX the other ones can can talk to each other\
344 MAN: yes XXX that they cannot speak Spanish and Catalan there because XXX speak English and Spanish and Catalan\
345 HEL: yeah\
346 MAN: and there are people that cannot speak English | they can help to each other\ no/ maybe\
347 HEL: yeah | I think XXX language XXX\
348 MAN: yes but I think that if they have in their mind that they are a group they can help to each other | if they don't realise that they are a group and there are people with well_ this_ young_ *bueno* I don't know that they are the same but with different appearance XXX XXX XXX XXX\
349 LOR: I don't think so\
350 MAN: I think that first of all we have to view them as a group and then they can help to the others because if not if they don't feel that they are a group they won't help to another another\
351 HEL: yeah\
352 MAN: I think so [laughs] what you think?
353 LOR: no I'm thinking of those who only speak English and Spanish_ ah/ no\
354 MAN: XXX no XXX\
355 MAN: and I think the teacher will need_ or will have to try to make them confident about their own language because it can be easily to to make lose their self-esteem\
356 LOR: no but_
357 HEL: if the teacher don't take into consideration their language | I mean_
358 LOR: yes but maybe she knows speak English but there are some of them that doesn't know speak English or they don't know XXX\
359 MAN: then he will feel more confident in English lessons | the the others then it's not a_ *me pongo nerviosa*\
360 LOR: XXX XXX\

XII. Annexus

361 [laughter]
362 HEL: if I have if I have XXX\
363 TCHR: XXX stop\
364 [laughter]
365 HEL: probably is as you said if they are in a class where they already have English as second language so imagine at a Spanish class everything is Spanish but the have XXX as a foreign language then you probably could build groups of two or three three students and they could yeah they could help each other\
366 MAN: yes I think that_
367 HEL: just put them together for example XXX English if XXX_
368 MAN: yes\
369 LOR: Spanish\
370 HEL: XXX\
371 MAN: I think so XXX English\
372 HEL: and to change those groups that everybody gets XXX\
373 MAN: yeah\
374 HEL: they know that_ because they probably feel very bad about not understanding anything and they first_ if they come the class I XXX XXX\
375 MAN: yes\
376 HEL: so if the other ones see that they can speak English better than them they will be accepted\
377 ???: XXX\
378 HEL: XXX\
379 [riures]
380 HEL: XXX this one\
381 MAN: [laughs]
382 HEL: how do you XXX\
383 LOR: ok\
384 HEL: we have some some XXX\
385 LOR: no I think that_
386 HEL: yes\
387 LOR: I don't know\
388 HEL: ok the next one is XXX about_ it's about different teaching styles and <8> ok we have four different teaching styles here | I haven't give them XXX\
389 MAN: [riu]
390 HEL: XXX just read it | and classroom XXX_ classroom one eh there is a library corner | XXX it's about the distribution XXX XXX\
391 MAN: XXX\
392 HEL: there's a library corner a sofa two armchairs and references XXX\
393 LOR: eh/
394 HEL: reference XXX\
395 MAN: mm\
396 HEL: but no desks | tables around you\
397 ???: XXX XXX\
398 HEL: XXX XXX XXX for writing projects and_ [change of side]
399 LOR: this is very_
400 HEL: there's no desk | everybody in his own desk they don't XXX\
401 MAN: yeah\
402 HEL: XXX this XXX and when when she XXX XXX nobody XXX XXX chair XXX\
403 MAN: yeah | XXX/
404 [the tape is paused]
405 HEL: XXX projects or eh mathematics courses || and for for listening like | there are some computers XXX but there's no XXX no one one desk or one XXX just no XXX XXX and the activity arrangement that people chose the activities | and eh they have writing activities they are teacher correct and || after in activity one student has to write down everything and type it for the whole group so everybody has the same || the same results for the lesson | and <8> and there are XXX groups
406 MAN: [laughs]
407 HEL: which means readings with teacher at different times XXX day\
408 MAN: mm\
409 HEL: assessment children are XXX books XXX students follow up on attendance to the activities and writing folders | assessment on XXX\
410 MAN: and_ now_
411 HEL: XXX | so you have to_
412 HEL: second classroom | is just a small library compared to the other one is a big library and no chairs students they select books\
413 MAN: what?
414 HEL: they select their books they have to get them XXX XXX chairs there's no_ like in the other one was the sofa\
415 MAN: yeah\

XII. Annexus

- 416 HEL: where they could sit | and it's just a small library and you have to return return to the seat desks are arranged in a u\|
- 417 MAN: yeah\|
- 418 HEL: if they have math or something they have a different different kind of arrangement | and || and also some tables on the corner with computers like classroom one | a fish aquarium and a microscope | then to the activity arrangement <2> eh <3> there are four sessions || it's like XXX | XXX one day and for sessions\|
- 419 MAN: yeah\|
- 420 HEL: first session is for practising | for practise XXX XXXX texts tests XXX XXX I don't know what XXX\|
- 421 MAN: XXX\|
- 422 HEL: the second session is reading the same book assignment for everyone <2> and this very different from the classroom one we first XXX very very XXX and everybody does the same | XXX it's more open XXX\|
- 423 MAN: yes\|
- 424 HEL: they choose what they want to do and_ they have more freedom | session three is journal on XXX reading | session four free XXX XXX writing and session five is math exercise books and books XXX so this means_ yeah also that they have XXX it's better for different levels\|
- 425 MAN: mm\|
- 426 HEL: ok | the assessment <2> periodical again standardised tests writing journals teachers comments and content assessment and XXX XXXX areas and maths XXX <3> ok
- 427 MAN: and now the other one\|
- 428 HEL: third one_ |
- 429 MAN: oh\|
- 430 HEL: there's a reading corner eh the teacher sits on a on the chair and the pupils on the floor\|
- 431 MAN: mm\|
- 432 HEL: desks in rows | tables XXX for XXX reference books writing XXX <2> ok/|
- 433 LOR: sounds more like\ you know XXX/|
- 434 MAN: [laughs]
- 435 HEL: XXX arrangement and again with five sessions | session one personal dictionaries write write word XXX page draw pictures write sentence XXX word session two dictations students listen to the tape for vocabulary words and the story of the week students write down the words they hear session three preparing three reading tests children explain what they know about the story XXX read session four reading students XXX reading from the story and session five book reports students XXX photocopies\|
- 436 MAN: mm\|
- 437 <3>
- 438 MAN: ah ok XXX photocopy\|
- 439 HEL: this is like an example | yeah XXX what they XXX\|
- 440 MAN: mm\|
- 441 HEL: session six is reading test once a week there's a reading corner XXX <3> assessment reading tests designed by teacher list of complete work and writing samples | which is based on correct XXX\ ok/|
- 442 MAN: mm\|
- 443 HEL: and now XXX there should be four\|
- 444 LOR: but maybe as we are only three | I don't know\|
- 445 HEL: yeah now we should decide which is one is the_ the one you think is the best
- 446 MAN: mm/|
- 447 HEL: for this XXX/|
- 448 MAN: mm\|
- 449 <10>
- 450 LOR: XXX\|
- 451 HEL: or actually both of you have to decide for yourselves | what you think and answer XXX | you can ask XXX\|
- 452 MAN: ok\|
- 453 LOR: I don't know\|
- 454 MAN: [laughs]
- 455 <29>
- 456 MAN: which one do you prefer? you know XXX(|
- 457 ???: XXX\|
- 458 <10>
- 459 MAN: this is only an English classroom | or it's a normal classroom\|
- 460 HEL: no it's this class\|
- 461 MAN: ah/ the same class/|
- 462 HEL: yeah\|
- 463 MAN: XXX\|
- 464 HEL: so we have to decide what we think is the best fitting for this class | but I think I would pick some_ |
- 465 LOR: some from here\|
- 466 HEL: yeah\|
- 467 MAN: yes yes\|
- 468 ???: me too\|

XII. Annexus

469 HEL: like I would I would_ I think it's it's nice that you have this kind of of XXX <6> or this one\
470 LOR: yes_
471 MAN: this\
472 LOR: that you have a XXX\
473 HEL: but you have no no XXX tables this is my XXX\
474 TCHR: has everybody finished/ [to the whole group]
475 MAN: no\ [laughs]
476 TCHR: ok don't worry\
477 MAN: *què?* XXX XXX [laughs] eh ok a mix of all\
478 HEL: yeah\
479 MAN: [laughs]
480 LOR: yeah\
481 HEL: so this the classroom one for XXX XXX this XXX XXX then activity arrangement from XXX\
[laughs]
482 ???: yes\
483 HEL: yeah/ I think it's nice_
484 MAN: I don't know if I XXX to do a dictation [laughs] and_ I don't know\
485 HEL: XXX whatever XXX very strong XXX XXX | they cannot cannot understand XXX\
486 MAN: it depends on the_ that's the first lesson or what/
487 HEL: no this is just a a lesson\
488 MAN: a lesson well a lesson XXX XXX\
489 LOR: which one do you say that there were all the tables put XXX_
490 HEL: eh/
491 LOR: this one XXX\
492 HEL: this one | yes\
493 LOR: the number one\
494 HEL: you already choose this\
495 LOR: yes\
496 HEL: for classroom one/
497 LOR: yes\
498 HEL: but now the activities_ I think this is very very frustrate_
499 MAN: mm\
500 HEL: there's no flexibility in classroom two\
501 MAN: yeah\
502 LOR: no\
503 HEL: for the XXX
504 MAN: {[asking to the teacher] what's standard_ TCHR? | *jo diria que són_* what's standardised tests?]
505 TCHR: the tests that come from_ <3> ministry of education XXX\
506 MAN: XXX\
507 LOR: then this is XXX\
508 MAN: yeah | because there's not XXX XXX\
509 LOR: yeah | unit two\
510 HEL: give everyone an individual test XXX XXX\
511 MAN: yes\
512 HEL: it's XXX because it's not XXX [laughs] classroom one XXX XXX\
513 MAN: XXX/
514 <23>
515 MAN: *uy* we have to_ XXX\
516 HEL: XXX XXX\
517 MAN: no no no no they have a break until we finish | when we finish they come back [laughter] ok/ come
on\
518 HEL: so classroom one no/
519 LOR: yes\
520 MAN: yes | classroom one\
521 LOR: XXX\
522 ???: *ya está*
523 ???: *no / espera diu / encara no estic\ eh*
524 ???: ah no XXX\
525 MAN: what do you_ eh/
526 <5>
527 MAN: I I read you the homework\
528 LOR: the homework/
529 MAN: XXX | ok write in the journals the following | describe their own linguistic background thinking about
all the languages they know understand XXX\
530 ???: XXX XXX\
531 MAN: describe their own linguistic background thinking about all the languages they know understand
XXX\
XXX\
XXX

XII. Annexus

532 HEL: XXX XXX\
533 [laughter]
534 LOR: we have to write the_
535 MAN: and XXX\
536 HEL: eh/ so XXX discuss_
537 EEE: yeah\
538 HEL: XXX\
539 MAN: but we_
540 TCHR: you have to discuss XXX XXX\
541 MAN: yeah in the first one_
542 HEL: which which language is XXX which culture is_
543 TCHR: right\
544 [overlapping]
545 TCHR: XXX XXX
546 LOR: and try to answer the following question | how would I feel at XXX teach if I had a language class with students from different linguistic background? has this always been my opinion or have the discussions made think differently about some aspects/
547 TCHR: XXX XXX how would XXX you come in your teaching English you're teaching a language class XXX XXX how do you feel?
548 LOR: maybe if_ the first time\ no/ [laughs]
549 HEL: thinking is a lot of work\
550 TCHR: XXX XXX\
551 HEL: you have to be very individual\
552 MAN: yeah\
553 HEL: cannot do like XXX\
554 TCHR: I think it's_
555 MAN: yeah\
556 TCHR: how would you feel?
557 LOR: happy\
558 TCHR: happy/
559 LOR: yes because I would like to have a class like this I don't know why but_
560 MAN: no yes\
561 LOR: it can be very mm_ *com es diu?*
562 TCHR: rewarding/ [the tape recorder does not work really fine; it stops constantly]
563 LOR: yeah\
564 MAN: yeah\
565 TCHR: XXX I mean XXX\
566 HEL: I think I think it's_ you have to do XXX about what can you do XXX\
567 ???: yeah\
568 HEL: you have to XXX_
569 TCHR: XXX class\
570 HEL: a good way a good way of teaching and I don't know\
571 MAN: [laughs]
572 HEL: interesting\
573 MAN: no I XXX no I think that it would be_ it could be interesting but but it will_ it should be really hard and the first of all what we should do or I think that we should do XXX to know what they know because\
574 LOR: yes\
575 MAN: if we don't know_ first of_ maybe the first reaction was not bad the reaction of of fear or_
576 ???: XXX\
577 MAN: was when I knew their knowledge about what I'm going to teach\
578 TCHR: so you first want to XXX XXX as you get to know XXX XXX XXX advantages\
579 MAN: yes\
580 TCHR: what's to be scared of? why XXX XXX XXX?
581 HEL: they are so different XXX XXX and we don't know who understands what so probably some of them XXX and XXX some of them are only XXX_
582 ???: mm/
583 TCHR: XXX XXX\
584 EEE: yeah\
585 ???: yes\
586 HEL: I don't know\
587 ???: XXX\
588 TCHR: XXX\

Preservice Group 1.2 Multilinguistic Task
John – Brenda – David

1 JOH: ok you will be teachers of this class | this is your class all these pupils | and now what do you think
which kind of languages are they able to speak and read and write?
2 TCHR: did you say your names/
3 JOH: yeah | you can start with number a | what do you think?
4 BRE: eh/
5 JOH: which languages is she able to speak and write?
6 DAV: well I think that she can speak Arabic\
7 BRE: yeah or any African language | but this is very relative because one thing is what they look like_
8 JOH: mm\
9 BRE: and another is_
10 JOH: that's the point of the questions_
11 BRE: where they are born\
12 JOH: you have to you have to guess\
13 BRE: ok XX so maybe they are from || somewhere in Africa or_
14 JOH: mm so XXX\
15 DAV: yeah but in Africa you can speak French you can speak English\
16 BRE: yeah\
17 JOH: so what do you think? do they speak French/
18 BRE: they can speak any language because_
19 <2>
20 DAV: a and b are very XXX\
21 JOH: yes XXX you can yeah you can guess\
22 DAV: yeah well I think they can speak Arabic\
23 JOH: Arabic\
24 DAV: for example\
25 BRE: or African or XXX\
26 JOH: number a speaks reads writes Arabic and she is able to understand some Hebrew or_ I don't know
how to pronounce this word\
27 BRE: ok\
28 JOH: XXX people\
29 DAV: well\
30 JOH: and English\
31 BRE: ok\
32 JOH: ok and XXX what do you think?
33 BRE: XXX ah that was for the boy\
34 JOH: it's_
35 DAV: it's only the boy/
36 JOH: this is b so you_
37 DAV: aha\
38 BRE: not the girl\
39 JOH: mm\
40 <1>
41 BRE: French or_ let's say French\
42 DAV: Arabic I think Arabic too\
43 JOH: Arabic too yeah\
44 <2>
45 DAV: and another African language \
46 JOH: mm\
47 DAV: that we don't know\
48 JOH: the girls speaks reads and writes Arabic and understands Hebrew\
49 BRE: ok\
50 JOH: ok | eh this boy c\
51 BRE: Korean and_
52 JOH: mm\
53 BRE: English maybe/
54 DAV: Korean/
55 BRE: yes\
56 JOH: speaks writes or understands XXX\
57 BRE: ah mm he speaks writes and understands_ he looks like Korean no/ I don't know\
58 JOH: mm\
59 BRE: XXX Japanese or_ and mm he has little competences on on English \
60 JOH: ok | what do you think?

XII. Annexus

61 DAV: I think that he is Japanese\
62 BRE: yes/ ok\
63 DAV: Japanese XXX eh he can understand some English perhaps I don't know\
64 JOH: [laughs] he speaks reads and writes Finnish\
65 BRE: ah\
66 JOH: and understands some English | no I'm sorry it's d\
67 DAV: c c\
68 BRE: [laughs]
69 JOH: he speaks Mandarin so he is Chinese\
70 BRE: ok\
71 DAV: yeah\
72 JOH: eh d\
73 BRE: d | ok you know he is from Finland\
74 DAV: I think I think he he speaks Finnish\
75 BRE: and he understands English_
76 JOH: yeah perfect\
77 DAV: yes\
78 JOH: e\
79 <2>
80 BRE: XXX\
81 DAV: yes\
82 BRE: eh || yes they can speak write and understand English and_ just English\
83 DAV: XXXX yes\
84 BRE: yes\
85 DAV: XXX\
86 JOH: speaks reads and writes Spanish\
87 BRE: [laughs] my god\
88 JOH: some knowledge of English | yeah maybe it's an old picture\
89 DAV: yes very old picture\
90 JOH: f\
91 BRE: XXX\
92 DAV: f f\
93 BRE: ah ok XXX | eh || English | or the same I don't know\
94 DAV: more or less the same | Spanish XXX\
95 BRE: XXX\
96 JOH: speaks reads and writes Spanish some knowledge of English it's the same\
97 BRE: ok\
98 JOH: and this boy/
99 DAV: g/
100 BRE: g/
101 <4>
102 DAV: he he speaks French | only French yes\
103 JOH: why do you think he's French?
104 BRE: no you can't know that
105 DAV: I don't know\
106 JOH: mm\
107 BRE: mm | it's guessing | maybe some Scandinavian language or_
108 JOH: mm | speaks reads and writes Spanish a little knowledge of English\
109 BRE: ok\
110 DAV: ok\
111 JOH: ok this was a task of XXX one next XXX <6> ok I think you are second XXX yeah/
112 DAV: XXX\
113 BRE: no it's me\
114 JOH: you are secretary/
115 BRE: yes\
116 JOH: and you are second\
117 DAV: no\
118 JOH: no XXX XXX paper\
119 BRE: [laughs]
120 DAV: I'm the the second discussion leader\
121 JOH: XXX tutor\
122 DAV: but we have to imagine that we have all these boys in our class\
123 JOH: and girls\
124 DAV: and we have to to discuss about the advantages and the disadvantages of having all XXX\
125 JOH: mm\
126 DAV: eh\
127 TCHR: XXX XXX XXX\

XII. Annexus

- 128 DAV: like for example the problem that if you give the class in Spanish only understands three people\
129 BRE: yeah\
130 DAV: the other four\
131 JOH: I think that_ eh one big problem will be that they all have a different level of English | for example this boy has a little knowledge of English and the Chinese boy has no knowledge at all he just speaks Mandarin\
132 BRE: but you mean that putting all these children in a class\
133 JOH: mm\
134 BRE: an English class XXX\
135 DAV: well in a class\
136 BRE: or in the regular class/
137 JOH: or in the class\
138 DAV: in a regular class\
139 JOH: yeah we we have to try to find a language that everybody is able to to speak understand\
140 DAV: XXX\
141 BRE: or XXX the same language\
142 JOH: yeah\
143 BRE: I mean put them in the classroom and what we do here in Catalunya is do an immersion so when a pupil from abroad comes here eh they are attending lessons in the regular classroom and_
144 JOH: mm\
145 BRE: they have some help from a special teacher a specialist teacher XXX\
146 JOH: mm\
147 DAV: all is taught in Catalan\
148 JOH: in Catalan | nobody of them speaks Catalan\
149 BRE: so they would have to learn it\
150 JOH: it must be really difficult for the Chinese boy to learn Catalan\
151 DAV: no· XXX\
152 JOH: because he doesn't know any word of English he doesn't know any Latin letters so it's a disadvantage for him because the others know Latin letters\
153 BRE: mm\
154 DAV: yeah it's difficult but if you for example use eh pictures XX photographs\
155 JOH: pictures mm\
156 DAV: you can | begin to to associate letters with_ well letters words with pictures so finally you can_ well it's a way a way of introducing the the Latin_ || the Latin alphabet to the Chinese boy I think or to the Arabic too | it's the same problem\
157 JOH: mm | XXX disadvantage XXX problem when mm advantages are_
158 DAV: I believe that the advantages are that they don't speak the language and they start from the first | class in the case of Catalan\
159 BRE: you mean that they are in the same level\
160 DAV: yeah\
161 JOH: I don't think it is the same level because I'm sure that the three boys from Spain have advantage to learn Catalan to the peop_ to they boy_
162 DAV: yeah\
163 JOH: from Mandarin or from the Arabic countries or from Finland because it's it's_
164 BRE: it's a XXX language\
165 JOH: the grammar is the same_
166 DAV: yeah but_
167 JOH: XXX\
168 BRE: yeah\
169 DAV: but they have_
170 JOH: even I can understand Catalan because I speak Spanish XXX I never heard it before so of course you have an advantage to the others\
171 DAV: yeah but they can make lots of mistakes because the because of the_ they speak Spanish because it's a || how can I say that || there is lots of false friends \
172 JOH: mm\
173 DAV: lots of them | and they can make lots of mistakes\
174 JOH: yes but eh mistakes of a_ completely different kind of mistakes\
175 DAV: yeah | you're right I think you're right but for them the it'd be difficult too\
176 <2>
177 JOH: XXX good part of putting together all these pupils in one class is they XXX XXX\
178 DAV: yeah I think too I think that they can all know_
179 TCHR: XXX\
180 BRE: XXX\
181 [laughter]
182 DAV: they can know lots of cultures | for example a Spanish boy can't never know anything about Finnish culture because there are not many Finnish here in Spain | from people from I don't know where are they from but they are north Africans more or less yes because there are more immigration but from Finland no or from China well | more or less | like the north Africans\

XII. Annexus

- 183 BRE: yeah I think it's good for them to see that mm because since some years ago here in Catalonia there was there wasn't so much immigration and eh you saw a black person in the street and it was like_
- 184 DAV: yeah\|
- 185 BRE: and I think it's good for the children to see that there are people people who is_ well in appearance is different and mm if since when they are little they they attend lessons at the school together with other children it's good to see this diversity and to learn about others and not everything is like this there are_
- 186 JOH: mm\|
- 187 BRE: different types of_
- 188 JOH: they could present their countries\|
- 189 BRE: yeah\|
- 190 JOH: maybe they can teach the rest of the class some phrases of their language\|
- 191 BRE: mm\|
- 192 DAV: yeah | XXX XXX\|
- 193 JOH: mm\|
- 194 DAV: and for example || they can apart from language eh well culture culture things XXX they can also learn from the others or he could all their culture that means he has a multicultural vision\|
- 195 BRE: yeah\|
- 196 DAV: of everything\|
- 197 JOH: mm\|
- 198 BRE: mm\|
- 199 DAV: it's a point of view very difficult for us for example\|
- 200 JOH: XXX XXX the way they learn\|
- 201 DAV: yeah\|
- 202 JOH: I think it's a different way in other countries how the pupils are learning | if you try the other ways_
- 203 <5>
- 204 JOH: oh\|
- 205 DAV: mm
- 206 JOH: it's_ yeah\|
- 207 <9> [TCHR i BRE are speaking away from the microphone]
- 208 BRE: mm I have some questions for you\|
- 209 JOH: mm\|
- 210 BRE: eh || well as teachers for instance how would you feel or react with all these children in your class| so one part is how would you feel or act and the other one how would you teach them or_ || in a language class\|
- 211 JOH: yeah I would be happy about the fact that_ at the possibility of teaching a class with different cultures | because it's_ it's easier for a teacher because she have another possibilities to make the | the tuition more interesting\|
- 212 BRE: mm\|
- 213 JOH: cause you have more choice\|
- 214 DAV: yeah I think that you have a a lot of variety of things to do with all this XX there is lots cultural things you can do with them\|
- 215 JOH: yes and you can learn a lot too\|
- 216 DAV: yeah\|
- 217 JOH: I don't know =I don't know about these countries=\|
- 218 DAV: =I don't know I think about= British cultures for example\|
- 219 JOH: mm\|
- 220 DAV: and from Chinese culture XXX really\|
- 221 BRE: and about the way of teaching/
- 222 DAV: I would use the same way of teaching for everything it's_ for everybody because they are children they are not_ all children learn_ well learn no but I think they can do the assimilation XXX for_ at the same way <3> I don't know\|
- 223 <9>
- 224 TCHR: discussion XXX right now/
- 225 JOH: mm there's number four it's me\|
- 226 TCHR: you finished/ have you/
- 227 DAV: yeah\|
- 228 TCHR: ok\|
- 229 JOH: now if we talk about different teaching styles_ and we should try to find a style that fits the fest for a multilinguistic class\|
- 230 BRE: XXX\|
- 231 DAV: XXX\|
- 232 TCHR: describe_ you got different_ three different styles here\|
- 233 JOH: ah ok\|
- 234 TCHR: ok/
- 235 JOH: mm | ok we try to explain these three different styles and then a few minutes to write down what you you think is best <4> classroom number one there is a large library corner there are fifty books available XXX armchairs there are no desks at all | no table no desks there's an open space in the middle it's like a XXX\|
- 236 BRE: mm\|

XII. Annexus

- 237 <6>
238 JOH: XXX side of the room there's a big table that's just for group projects <3> the activities the pupils can choose are reading writing listening or other things and writing activities peer teacher corrected and then finally XXX students or teacher | or they can arrange book groups | readings was diff_ with teacher different times throughout the day | and the assessment of this class charts of completed books by each student writing folders <2> follow up on attendance to different activities XXX | follow up on attendance <3> maybe just XXX XXX|
- 239 DAV: yeah XXX|
240 JOH: this is number one second possibility classroom two | they have a small XXX corner there are no chairs | the students select the book and they go back to the chairs XXX sit|
- 241 DAV: mm|
242 BRE: mm|
243 JOH: it's not like this living room situation in classroom one | there are desks <2> and there's a different arrangement for the XXX group | there are tables with computer | XXX XXX and a microscope || the activities are separated in different sessions | sessions number one is for practice of standardise tests second session is reading XXX book assignment for everyone | third point is a journal reflecting on reading number four free choice between computer reading or writing and session five XXX exercise books in groups by level|
- 244 DAV: mm|
245 JOH: the assessment is a periodic standardise test writing journals and XXX exercise books|
246 BRE: I don't like that|
247 DAV: I don't like XXX|
248 [laughter]
249 DAV: XXX I don't like it|
250 JOH: and then the third possibility || yes the reading corner chair for the teacher to read stories pupils on floor desks in rows tables in XXX reference books writing samples || activities arrangement | they are segmented into group activities | so session one is personal dictionaries students write word and page draw pictures write sentences words sessions two is dictation the students have to listen to tapes of vocabulary words from the story of the week | and they have to write down the words they hear | session three pre-reading tests || the children explain what they know about the story to pre-read | session four is a reading || session five is a report about the book they have read | and the students have to fill in photocopies|
- 251 DAV: photocopies|
252 JOH: and for example a title of book XXX what is what it was about the book who was in it what happened and what XXX XXX the book they have read|
- 253 DAV: mm|
254 BRE: mm|
255 JOH: session six is a reading text | and the assessment XXX a reading test XXX teacher a list of XXX work and writing samples | assessment based on correctness of writing | now you have a few minutes_|
- 256 BRE: XXX|
257 JOH: to write down_ I suppose to write down what you think about what would fit best for a multilingual class <13> I think the first classroom sounds the most fami_|
- 258 BRE: yes|
259 JOH> familiar|
260 DAV: yes|
261 <10>
262 BRE: yeah I think it's_ we have to write it down/|
263 JOH: yeah|
264 <11>
265 DAV: we have to write it down|
266 JOH: yeah write down what you think what would fit best | no I mean I just have to tell you| [laughs]
267 [pause in recording]
268 <6>
269 JOH: ok | XXX what do you think is the best for your teaching? which_?|
270 DAV: ah\ we have to tell it now|
271 JOH: yeah you tell it now|
272 DAV: well I think that classroom one || was_ is the classroom that fits better my expectative for a for a multicultural classroom | because there is a_ well XXX you read this and I think I imagine the classroom and I see eh that there is a lot of interaction between pupils and teachers and pupils | I think that is the most important thing to learn everything | not only languages but if they they must study maths languages everything I think that is better for them but they are from other countries and other cultures not a familiar place can help that XXX interaction is the most important thing for them|
- 273 JOH: so you think the best way is a classroom XXX|
274 DAV: yeah|
275 JOH: XXX like this or would you like to add some some ideas/ for example like in classroom two you had a computer and a microscope|
- 276 DAV: well they_ here they say they have a computer too | a computer|
277 JOH: mm yeah a computer XXX yeah|
278 DAV: well I think that || something to add/ I don't know|
279 JOH: and depending to the assessment and activities | you think_|

XII. Annexus

- 280 DAV: perhaps I_ |
281 JOH: classroom one is the best too/ |
282 DAV: perhaps I think that eh I XXX something different about the_ for the_ for example that they can give one day for example one hour a week they make the class | for example eh the Chinese one one our they give eh a lesson from_ of Chinese for the rest of the class\ |
283 JOH: mm\ |
284 DAV: one day the Africans boys make a class in African\ |
285 JOH: that every week one pupil is allowed to teach_ |
286 DAV: yeah\ |
287 JOH: yeah the rest of the class | to tell something_ |
288 DAV: yeah more or less\ |
289 JOH: about their country presentation\ |
290 BRE: mm\ |
291 JOH: mm\ |
292 BRE: but that could be also a a project? |
293 DAV: yeah XXX\ |
294 BRE: I mean something that they do in class and_ |
295 JOH: mm\ |
296 DAV: they can prepare the_ |
297 BRE: yes something more prepared not just going there and speaking XXX\ |
298 JOH: mm | so what do you think? which style is the best? |
299 BRE: I think that classroom one is the best and | I see that eh pupils have to be quite autonomous but eh at the same time they have the the help of the other pupils and the teacher and mm || the point which says in activity arrangement it says that | mm pupils are the ones who choice which activity to do and I think that's important because eh | if you choose what you want to do then it's like you are more motivated to do it and definitely important because it's you the who is choosing it and you feel more likely to do it no? and I don't know maybe the wa_ the way of assessment I think it's good because it's like a continuous assessment and is the the result it's not like an exam that you go there and maybe you have a bad day and you have bad results | I think it's good this kind of assessment\ |
300 JOH: so XXX you would prefer classroom number one\ |
301 BRE: yeah\ |
302 JOH: which aspects don't you like at classroom number two and three? | why didn't you choose two or three? |
303 BRE: eh\ |
304 <13> |
305 DAV: well | I think that_ |
306 BRE: it's XXX\ |
307 DAV: these two classrooms are not bad | are good but for my experience the first one eh is better in that case to or three they could be a really XX classroom for example for people from | Spain | if we are s_ talking about Spain | or people who more or less understands a language\ |
308 JOH: but why are they not excellent for a multilingual_ multi_ |
309 BRE: because_ |
310 DAV: XXX\ |
311 BRE: for instance here it says dictation\ |
312 JOH: mm\ |
313 BRE: if they are learning the language the most important thing is to learn to communicate and to talk and listen | not the way you write for instance first it comes I think the oral part and the listening part | not the way_ |
314 JOH: mm\ |
315 BRE: for instance that could be one point and || it sounds like very conventional and_ |
316 DAV: yeah XXX\ |
317 BRE: you understand me/what I mean/ |
318 JOH: yeah\ |
319 BRE: I don't know\ |
320 DAV: XXX XXX\ |
321 BRE: like the old way of teaching and_ now read now answer\ |
322 JOH: mm\ |
323 BRE: no/ it's like the_ |
324 JOH: ok\ |
325 [pause in recording] |
326 TCHR: how would you do the assessment for that class? how would you know if the child has learnt XXX? |
327 BRE: I think it's like a continuous process | you can see the results as time goes on | it's not some_ ay it's not that you can do an examination or eh it's like an objective but in a long term not in a_ you understand me/ |
328 TCHR: yeah I understand | but do you think that would work in today's school system/ not giving exams you know/ |
329 JOH: yes\ |
330 TCHR: yes\ |
331 JOH: it works in the XXX Schule it works in XXX XXX too\ |

XII. Annexus

- 332 TCHR: XXX you think so/
333 DAV: yeah\
334 TCHR: XXX\
335 DAV: yeah I visited to her school in Barcelona and XXX XXX\
336 TCHR: ok and XXX the continuity of this methodology or_/ cause they are young students here\
337 DAV: well at the secondary school I think they can do a change | well they changed the way of learning I think | but not for the the XXX come to our school I think that classroom one is which better because it's now it's a a more familiar to XXX school and it's not like a XXX for example | I don't know how to say | it's very hard_
338 TCHR: it's such a hard transition\
339 DAV: yeah\
340 TCHR: mm\
341 JOH: they should enjoy to learn\
342 DAV: yeah\
343 JOH: enjoy to go to school\
344 BRE: yes and you are not_ you don't feel you have to do it because you need a mark and_ I think that this point about the exams and marks it's more complicated than this because when you finish your high school you need some marks to get to university or whatever and it's the educational system which is made like this and it's not just keep on doing exams or stopping it | it's more than this because all the educational system I think it should change if mm I don't know if there are school communities that try to do this | its_ [change side of tape]
345 JOH: I never had troubles so I didn't really care\
346 BRE: [laughs]
347 TCHR: so when you have a_ you know yeah I know | I understand what you're saying\
348 JOH: but then later in secondary it was like | mm you have to press I didn't like to learn it is just XXX for school and because XXX\
349 TCHR: yeah\
350 JOH: you you begin to use that or hate a subject for example \
351 DAV: yes\
352 JOH: I started to hate geography geography because the teacher was so strict and XXX he or her so I didn't like geography although you XXX XXX\
353 DAV: yeah\
354 JOH: or biology | XXX a foreign teacher | so I was X interested and there was some XXX want to learn and you wanted_ I think the the task of the teacher is to || to make his subject most interesting\
355 BRE: yes\
356 JOH: mm\
357 TCHR: you had XXX more interesting no/ because sometimes XXX problem is teachers XXX\
358 JOH: yeah you can make it more interesting when you have a practical relation you can do so XXX and pedagogy and other subjects when you when you look for the relation to the practic to your life what you use it's more interesting it's easier to learn it or understand it | you will like it\
359 BRE: yes\
360 TCHR: XXX that is key | XXX why did you not like these other two\
361 BRE: mm\
362 DAV: well I I said that they are good classrooms too but not for a_ with children like that
363 TCHR: ok listen_ what kind of children would be good for classroom two or classroom three/ not this card not these children because they're linguistically diverse/
364 DAV: yeah\
365 TCHR: right/ what kind of children would this would these classes fit?
366 DAV: well I said that people from from here that have the same level and_
367 TCHR: XXX two or three/ or both/
368 DAV: I I think both\
369 BRE: but he says eh pupils with the same level but you're not gonna find a class with pupils got the same level | it's_ not children here because_
370 TCHR: it's an ideal\
371 BRE: no children | you are not gonna find a class with all the same_ even XXX you have different levels and it's_ for that I think that classroom one it seems that they say they can chose the activity and it's like working more by corners for instance and these children XXX at his own rhythm\
372 TCHR: mm\
373 BRE: and here if you have if you are doing a dictation eh not all the pupils are going to follow it and maybe for one_ some of them it will be_ the the level will be too much lower and for others too much higher so_
374 TCHR: so XXX\
375 BRE: yeah\
376 TCHR: which class best fits the description of how you learnt English?
377 BRE: mm\
378 DAV: how we learnt English?
379 TCHR: mm\
380 JOH: it's like class two | mm | in school we just followed the book unit one unit two you have to learn the task\

XII. Annexus

381 BRE: yeah me too\
382 JOH: the grammar and then there's a test and another test and_
383 BRE: mm maybe I was classroom three\
384 TCHR: ok\
385 DAV: classroom two yeah\
386 TCHR: but it worked | you speak in English\
387 DAV: yeah\
388 BRE: yes\ [laughs]
389 JOH: yeah I speak English_
390 DAV: but_
391 JOH: because I went to England\
392 DAV: but I think that_
393 JOH: XXX school I didn't speak a lot of English\
394 DAV: but it's not the classroom that we we speak in English I think that the teacher is the most important |
the teacher XX of course | the interaction between us and with the teacher\
395 TCHR: and this is how you learnt when you were young | you were not learning in XXX English classroom\
396 DAV: well yeah it's XXX with this classroom but I think that the the behaviour of the teacher and the the
way of teaching us is the most important thing\
397 TCHR: that's a lot of responsibility you have\
398 DAV: yeah\

XII. Annexus

Preservice group 1.3 Multilinguistic Task Jeffrey – Celine – Chrissy

1 JEF: you have been asked to work as language teachers in a multilinguistic class | ok/ XXX|\

2 ???: XXX XXX ok|\

3 JEF: watch the pictures and write down what language or languages you think the pupils on the pictures
speak|\

4 ???: mm|\

5 JEF: read and write | speak read and write | and then we will discuss your answers | explain || your
answers|\

6 CHR: XXXX XX what we think|\

7 JEF: yes from a to h|\

8 CHR: ok\ [laughs]\

9 CEL: I have to write|\

10 <3>

11 CHR: *podem parar això\ no*

12 JEF: you should_\

13 CHR: we can_\

14 JEF: yeah XXX|\

15 [laughter]

16 CHR: ok so_\

17 JEF: each should do it individually | I think and then you talk|\

18 CHR: ok | a ver|\

19 JEF: write down the languages you think the students speak read and write|\

20 <4>

21 CEL: but we we cannot do this I think | it's very difficult because we don't know anything about these
students|\

22 JEF: it's just your first_\

23 CHR: only for_\

24 JEF> first first impressions and then you will discuss why you think|\

25 CEL: mm^o|\

26 <23>

27 CHR: *son como ecuatorianos\ no*

28 JEF: XXX|\

29 CEL: yes XXX|\

30 CHR: *es que esto no tiene pinta de XXX*

31 CEL: *ecuatoriano*

32 CHR: *no sé [to TCHR] but do we have to_*

33 TCHR: discuss it | you don't have to write it down|\

34 ???: ah ok|\

35 TCHR: discuss it | what do you think?|\

36 JEF: ok | we discuss|\

37 ???: [laughter]

38 JEF: together/\

39 TCHR: yes|\

40 CHR: ok they they look like_ XXX this boy looks like an Arabic|\

41 CEL: yes|\

42 CHR: and this maybe from Kenya|\

43 JEF: say the letter so XXX know|\

44 CHR: f | pupil num_ letter f looks like an Arabic boy|\

45 CEL: mm|\

46 CHR: and g and g look like_ I don't know from Kenya|\

47 CEL: mm|\

48 CHR: somewhere from Africa \|\

49 CEL: South Africa|\

50 CHR: yes | and the other ones <2> yes I think maybe also from XXX|\

51 CEL: I think it an Arabic country also|\

52 CHR: yes|\

53 JEF: e/\

54 CHR: e/\

55 CEL: e|\

56 CHR: but I think a looks like_ I don't know from_\

57 CEL: Colombia/\

58 CHR: Colombian or_ yes|\

XII. Annexus

59 CEL: she looks more Latin\
60 CHR: and this number d has | mm white skin so perhaps he's from Europe | another country in Europe I don't know\
61 CEL: it's very difficult to know where they are_
62 CHR: Rumanian XXX\
63 JEF: so which/
64 CEL: they don't look eh European | at least\
65 CHR: no in general no\ [laughs]
66 JEF: ok | so which languages do they speak | read and write? what do you think?
67 CHR: Arabic African\
68 JEF: say say which_
69 CEL: but eh g and h maybe French maybe\
70 JEF: ok\
71 CHR: but not write because they are_ they look very young to write or perhaps they speak eh an African language\
72 CEL: yes\
73 CHR: not French | it depends on what\
74 CEL: it depends on the region\
75 CHR: XXX\
76 CEL: what about you? what do you think?
77 JEF: I have the answers\
78 [laughs]
79 JAU: XXX XXX to\
80 CEL: ok\
81 JEF: so what about the boy | f?
82 CEL: well he's reading so | maybe_
83 JEF: XXX\
84 CEL: Arabic\
85 JEF: Arabia/
86 CEL: yeah\
87 CHR: yes | me too\
88 CEL: we don't know maybe_
89 CHR: and number e/
90 CEL: he can speak also Spanish or Catalan\
91 CHR: f XXX he's living here | we don't know so_
92 JEF: and these ones speak\
93 <2>
94 CHR: I don't know | Arabic also/ or_
95 CEL: b | I think is Arabic he's Arabic\
96 CHR: yes b c and d they look like brothers or something like that\
97 CEL: and number eight perhaps Spanish/
98 CHR: yes maybe\
99 CEL: XXX if he's from South America/ | I don't know\
100 JEF: and e/? I'm gonna give you the answers\
101 CHR: Arabic\
102 CEL: yes | ok\
103 JEF: well | XXX from a to e they speak Arabic\
104 CEL: all of them/
105 JEF: all of them speak Arabic\
106 CHR: mm\
107 JEF: and f speaks Arabic | speaks reads and writes Spanish | b and a speak read and write English | XXX reads and writes Spanish | so English Spanish | Arabic Spanish | and just Arabic\
108 CHR: ok\
109 JEF: and | now we should discuss <3> I think you were right and I think you were wrong XXX but I don't know\
110 CEL: mm | I was wrong d and h\
111 CHR: I was wrong about d\
112 CEL: and h\
113 CHR: and a | and g and h\ [laughs]
114 JEF: it's not easy to_
115 CEL: no\
116 CHR: no\
117 JEF: but I think you were right on most of they look Arabic\
118 CHR: yes\
119 CEL: yes\
120 JEF: XXX people\
121 ???: mm\

XII. Annexus

122 CHR: ok\
123 CEL: ok and what else can you say about this?
124 CHR: I don't know\
125 CEL: XXX\
126 CHR: but g andhH I would never say speak write and read any language just because they are_ I think they are to young to write at least | but ok if you say this\
127 JEF: yeah\
128 CEL: and XXX where they live | these two children? in Spain/
129 JEF: we don't know | they speak Spanish\
130 CEL: they speak Spanish\
131 JEF: speak read and write English and speak read and write Spanish\
132 CHR: all they live in England and they are learning Spanish or_ because_
133 CEL: eh we don't know\
134 JEF: we don't know\
135 CHR: whatever | ok I think_
136 JEF: now XXX discuss this part | now you will discuss discuss the advantages and disadvantages of having a multilinguistic class | eh focus first on the advantages and these advantages globally | class dynamics | XXX XXX materials\
137 CHR: I think the advantages are | that they can learn lots of things from lots of things from each other | related to other cultures and they can they can learn | a lot\
138 CEL: yeah a lot of things\
139 CHR: and they are receiving_
140 CEL: and how to respect the others\
141 CHR: yes\
142 CEL: and XXX that there is not only one religion and one language and one culture | XXX they only know their culture | their own culture I mean and maybe they don't know that there are people from India that have another religion\
143 CHR: yes\
144 CEL: and all these thing\
145 CHR: yes but the disadvantage is | for me | one of them is that it's very difficult to to_ with all this multiculturalism eh do any kind of task in a language class | in an English class perhaps is more more easy | easier because mm you can use a language to communicate with all of them but if they don't understand English | again | what can we do?
146 CEL: yeah\
147 CHR: because because usually a teacher doesn't know Arabic and_ you know/
148 CEL: yeah yeah I I agree\
149 JEF: and now the second step | you should discuss what specific steps | if any | should be taken for XXX\
150 CHR: each student/
151 JEF: yeah\
152 CHR: I don't know\
153 CEL: but in teaching English/
154 CHR: XXX\
155 CEL: or teaching Spanish or teaching_
156 CHR: or in a Spanish school or_/\
157 CEL: what?
158 JEF: XXX\
159 [laughter]
160 CEL: supposedly English\ no/
161 JEF: yeah\
162 CHR: well XXX just speak English with them | they are in the same position as the other pupils in the class | so anybody knows English and everybody should learn a new language from the very beginning\
163 CEL: yes\
164 CHR: so they have the same possibilities or the same opportunities\
165 CEL: mm\
166 CHR: to speak a new language | and the other three | the others_ I don't know if they can speak Spanish if they can follow the regular courses or if they can speak the language of the country they are living in || it's easier for them\
167 CEL: yeah\
168 JEF: I don't know | XXX anything more\
169 CEL: no I agree with her\
170 CHR: we agree and that's all\
171 CEL: I I I don't know because it's very difficult when you have children from different places and you don't understand them and they don't understand you | and supposedly the best way is using English because they are in the same position XXX\
172 JEF: just XXX\ as language teachers so I suppose it's English\
173 ????: yes\
174 JEF: or whatever language | English we can say English\

XII. Annexus

175 ???: yes\
176 CHR: ok | I think it's XX | I will be the leader of my group now | eh well my task is to get the group to discuss different teaching styles | I have here different teaching styles so we can_ to discuss them and decide which one is the best in a multilingual class\
177 CEL: mm\
178 CHR: which one fits best in a multilingual X | so the first one_ here | I don't know how to put it | eh they have no desk eh only tables around the room and well_ XXX <6> they work in pairs\
179 CEL: this is the first type of group\
180 CHR: the first style yes | there are I think three or four styles and this is the first one | so no desk and they work in projects | so I think that this is good because if one pupil doesn't speak the language of the others | it may be English or may be whatever\
181 CEL: mm\
182 CHR: if they are in a small group he or she feels more confidence to talk only with three pupils_
183 CEL: yes\
184 CHR> or four pupils\
185 CEL: XXX\
186 CHR: than in front of the whole class so maybe they feel more confident\
187 CEL: yes and also they can decide what they want to learn\
188 CHR: yes\
189 CEL: XXX these projects\
190 CHR: mm\
191 CEL: and they don't follow the routine of normal English\
192 CHR: yes that's right\
193 CEL: lessons that XXX used to_
194 <5>
195 ???: *tape stops*\
196 CHR: it stops and then_ [recorder] || I don't know | what do you think? maybe we can read_ we should read the XX and then decide what XXX\
197 CEL: mm\
198 CHR: one is the best | I don't know | XXX\
199 JEF: XXX\
200 <48> [speak in low voice]
201 ???: true true true true\
202 ???: I think it's XXX\
203 <20>
204 TCHR: do you understand XXX\
205 ???: yes\
206 ???: mm\
207 <4>
208 TCHR: XXX\
209 [laughter]
210 CEL: the last one\
211 CHR: the last one is the XXX | is typical\
212 CEL: the_ yes | what | most of the schools are doing nowadays\
213 JEF: yes\
214 CEL: with English\
215 CHR: yeah\
216 CEL: eh/
217 JEF: but that's XXX\
218 CEL: yes\
219 JEF: XXX | the way you see the U or XXX\
220 ???: it's very XXX\
221 JEF: XXX and XXX have_ it's easy to discuss | we have a XXX\
222 ???: [laughter]
223 JEF: today/ [it seems they talk to TCHR]
224 CEL: [laughs]
225 CEL: [laughs] yes but you know for teachers is easier to have eh pupils in row because they can look to all of them and they don't play because if they are one in front of the other they will play\
226 CHR: yes\
227 CEL: and is_ eh they are not going to listen\
228 CHR: XXX\
229 CEL: yeah it's like_ it's more easy for them to do a class | with pupils in silence | yeah but then for pupils is very boring very boring\
230 CHR: mm\
231 CEL: so and_
232 JEF: and XXX they can ask their neighbour like_

XII. Annexus

- 233 CEL: yeah yeah I don't like this kind of sitting in rows but it's the way eh the majority of teachers think so_|
- 234 CHR: yes|
- 235 CEL: but if they want to play a game_|
- 236 CHR: XXX want to change it|
- 237 CEL: or something like this and they want to move the desk_ so_|
- 238 CHR: yeah|
- 239 CEL: it's not the way to_ I think if they are always in the same place | they are going to do always the same activities|
- 240 CHR: mm|
- 241 CEL: reading copying of whatever | so_|
- 242 CHR: I think they should learn a new language in a funny way|
- 243 CEL: yes|
- 244 CHR: because they have to study maths | science etcetera etcetera so a new language they should be happier they should do funny activities like playing and singing all these thing that can help them to learn but at the same time they should be interested in learning a new language|
- 245 JEF: I really like classroom two | it's more XXX you have XXX XXX microscope and the yeah the desk arrangement in U|
- 246 CEL: mm|
- 247 CHR: aha|
- 248 JEF: the teacher can_|
- 249 CHR: and they have more space | cause if they are_|
- 250 JEF: yeah more space|
- 251 CHR: in a U they can sit on the floor in the centre of the classroom and_|
- 252 JEF: the teacher can sit in the middle of the XXX and XXX|
- 253 CEL: and what about the sessions? | what do you think? because || here there is something related to reading or writing math math exercise and in classroom one_|
- 254 JEF: yes|
- 255 CEL: it was based on projects|
- 256 CHR: on projects yeah | I like the_|
- 257 CEL: they they choose what they want to learn and they start to_|
- 258 CHR: they are more independent|
- 259 CEL: more | they are autonomous|
- 260 CHR: yes | but this is very difficult_|
- 261 CEL: yes|
- 262 CHR: because if they don't have level enough | English how they can XXX|
- 263 CEL: well but they can eh they can play with_ there are a lot of games for instance to learn the_|
- 264 JEF: do the pupils always have free choice? because then it's gonna hard for the teacher to XXX the XXX and XXX|
- 265 CHR: no but in this kind of classroom they have to fill a paper and they have to do an activity of writing an activity of reading an activity_ they can choose when they want to do it but not always computer and always reading or always the same|
- 266 JEF: because when I had my practicum in Sweden they have like XX hour per day for free choice and and then they can choose what they wanted to do|
- 267 ???: mm|
- 268 JEF: XXX needed to do|
- 269 CEL: mm|
- 270 JEF: because they also had a paper to sign up XXX and the other lessons were_ the teacher was more in charge XXX it's more fun for the children XXX have a free choice|
- 271 CHR: yes|
- 272 CEL: yes|
- 273 JEF: maybe they learn more easier | if they choose|
- 274 CHR: and if they are fed up they can stop|
- 275 JEF: yeah|
- 276 CHR: and do another activity XXX|
- 277 JEF: XXX|
- 278 CHR: and not XXX something and then continue with the other|
- 279 JEF: yeah|
- 280 CHR: it's not to have_ to stay all the time sitting in the same chair_|
- 281 CEL: yeah|
- 282 CHR: listening to the teacher or copying or writing_ whatever|
- 283 CEL: mm|
- 284 CHR: so the winner is_|
- 285 CEL: and classroom_ and with classroom two you can do lots of things because you can learn about different of issues | XXX issues|
- 286 CHR: sí issues|
- 287 CEL: [laughs] you can work different topics|

XII. Annexus

288 CHR: yeah\|
289 CEL: or you can learn about science with the microscope so perhaps_
290 CHR: so maybe a mix between one and two\ [laughs]
291 JEF: yeah because in classroom two you have session four free choice between computer reading and writing\
292 CHR: yeah that's_
293 JEF: and sessions five maths exercise X in groups so you can write together as well in the group but_
294 CHR: ok\
295 JEF: the XXX mixes always XXX\
296 CEL: [laughs] XXX\
297 JEF: and class_ did we like classroom three/
298 CHR: not at all\
299 CEL: but at least it's what we are doing today\
300 CHR: yeah\
301 CEL: when we start teaching\
302 CHR: yes\
303 CEL: XXX\
JEF: but if you are XXX you can do whatever you like XXX\
304 CHR: yes but you_
305 CEL: I suppose normally they have a book and you have to follow the book and you don't_ well I would like_ I I I don't like to to_
306 CHR: yeah but it's always the same\
307 JEF: you can try to do things\
308 CEL: yes\
309 CHR: if if you have to do a class in I don't know one form there's one form a and XXX b if XXX a and you do a lot of projects and so and so and so maybe in the other class | of the same level | they do the other way round | they do the_ example three_ so_
310 CEL: and you have to be_
311 CHR: so you have to_
312 CEL> in a balance\
313 CHR> do the same things all the XXX should do the same thing | maybe you can say ok on Wednesdays we are going to work in project but not all the days and the way is to follow the same structure | structure *es diu\ no//*
314 CEL: XXX yes\
315 [laughter]
316 CHR: of teacher\
317 JEF: yes but if you follow the curriculum XXX\
318 CHR: yeah\
319 JEF: and you are teaching your own way XXX\
320 CEL: yeah but you can teach in your own way because you have to follow the rules of the school\
321 JEF: the school\
322 CEL: and if the school says this XXX\
323 CHR: yes you can you can change_
324 CEL: no/
325 JEF: I think\
326 CHR> change a bit | well few things\
327 CEL: yes and_
328 JEF: but I think you can do whatever XXX\
329 ???: ah\ yes/
330 JEF: I think\
331 CHR: yeah for instance here in in Spain if you are_ you are going to work only in the English class you can do whatever you want because you don't have one group assignment | you have a lot different groups\
332 CEL: different groups\
333 CHR: so only in English you can do whatever you want not whatever but more or less but if you have one group you cannot do the projects or corners in all the subjects because the other teachers are going to say hey what are you doing here/
334 CEL: yes\
335 CHR: yeah\
336 CEL: and finally | I am the secretary of the group | my task is to write down notes\
337 CHR: ah\
338 CEL: and the notes are based on the following discussion || well | you have to write_ I have to to give you some homework | you have to write eh journals and you have to describe your own linguistic background thinking about all the language you know understand etcetera\
339 CHR: we can do it just talking\
340 CEL: yes thank you | and how would I feel and react if I had a language class with students from different linguistic backgrounds? well more or less\
341 CHR: more or less | ok so_
342 CEL: what do you think? how do you feel XXX?]

XII. Annexus

343 CHR: first of all the background of each other no|
344 CEL: mm|
345 CHR: ok I can speak English Spanish Catalan French and a bit of Italian|
346 CEL: mm|
347 CHR: not a lot because now French is_|
348 [laughter]
349 CHR: and and I don't know how I will react but I will try to use the same language for everybody | if I am teaching English I will use English for everything with XXX and gestures and a lot of things XXX eh resources to make them understand the language but I will use only English because that's the thing I said_ that they have the same opportunities to learn and I don't know|
350 JEF: yeah my background is yeah I've lived most of my life in a Swedish XXX so it is Swedish XXX my father was from Spain so I can speak some Spanish and then I have studied German in school two years but I don't remember so much and_|
351 ???: French|
352 JEF: I haven't studied French|
353 CHR: English of course|
354 JEF: yeah English of course yes since I was ten years old I studied English so the languages I speak more or less Swedish English and Spanish and very little German | so that's my linguistic background|
355 CHR: and_|
356 CEL: well my background is_ I speak Catalan and Spanish as mother tongues English and a little bit of French | and_ XXX <2> if you are_ how would you feel and react and teach if you had a language class with students from different linguistic backgrounds XXX|
357 JEF: XXX|
358 CEL: students like_|
359 CHR: but we are supposed to teach English_|
360 CEL: yes|
361 JEF: XXX English|
362 CHR: so_|
363 JEF: and if I could help them in any way in their own language I could provide them with materials maybe|
364 CHR: yes|
365 JEF: if they have some problems|
366 CHR: yeah that's_|
367 JEF: otherwise I would use just English|
368 CHR: mm|
369 CEL: mm|
370 JEF: but if they are stuck in something they need help maybe you can find something in their own language|
371 CHR: but there are a lot of resources like pictures and videos or something that they can see and understand what's the meaning of_|
372 JEF: yeah of course|
373 CHR: the problem are the resources or the lack of resources|
374 JEF: yeah exactly|
375 CHR: but I don't know|
376 CEL: *ja està*|
377 [talk in low voices]
378 <4>
379 CHR: it's for everybody\ no/ I think|
380 CEL: well no it's for everybody yes|
381 [laughter]

Preservice group 1.4 Multilinguistic task
Maud – Julie – Cindy – Session 3

- 1 MAU: ok | so I want to discuss eh eh the first impression of a multilinguistic class and it is made up of the students in the pictures | so what do you think of multilinguistic classes?|
- 2 CIN: I think it's_|
- 3 MAU: what's the first impressions if you come into a class and these children are sitting there? what do you think is your first impression?|
- 4 CIN: difficult\|
- 5 JUL: difficult\|
- 6 CIN: I think it's it's difficult to to teach eh with so much different people | with such different languages and cultures\|
- 7 JUL: mm\|
- 8 CIN: and it depends if they speak eh one language in common | all the class | I don't know the situation|
- 9 MAU: I would difficult to me whether to recognise do they understand or or_ XX do they understand nothing or is it just_ because maybe each of this children has another mother tongue_|
- 10 CIN: yes\|
- 11 MAU: are they able to understand English\ | for example/ because I'm an English teacher or XXX something\|
- 12 CIN: yes\|
- 13 MAU: do these kids_/_|
- 14 JUL: it's better for_|
- 15 MAU: I would be a little bit afraid so_|
- 16 CIN: yes it's better for them because they they know other cultures other people_|
- 17 MAU: mm\|
- 18 CIN: they are_|
- 19 JUL: XXX\|
- 20 CIN: open\|
- 21 JUL: it's better for them\ what? the_|
- 22 CIN: the multilinguistic_|
- 23 JUL: the multilinguistic\|
- 24 CIN: yes class\|
- 25 JUL: mm\|
- 26 CIN: growing up with other cultures near I think it's good but eh to teach it's difficult I think\|
- 27 MAU: so they are more tolerant and_|\|
- 28 CIN: yes I think so\|
- 29 MAU: maybe it's it's easier for them another language because they are used to learn languages I don't know\|
- 30 CIN: mm\|
- 31 MAU: but yeah I don't know I think I would speak to to an older teacher or XX colleague and asking how to cope with this | ok | yes and now eh_ imagine that you are_ that you work as a language teacher in this multilinguistic class\|
- 32 JUL: you work as a_|
- 33 MAU: language teacher in this multilinguistic class <4> and you have been asked to work there | what would you say?|
- 34 <4>|
- 35 JUL: what what is the question?|
- 36 MAU: the question is that eh you should imagine that you have been asked to work as a language teacher in a multilinguistic class | so what's the question? would you say yes or no/|
- 37 CIN: if we_|
- 38 MAU: and why?|
- 39 JUL: XXX\|
- 40 MAU: XXX first\|
- 41 TCHR: first thing is what is your first impression\|
- 42 EEE: yes yes\|
- 43 TCHR: have you discussed that/|
- 44 EEE: yes yes\|
- 45 TCHR: the next is would you say ok I teach them or_ next XXX the languages the students speak XXX part to see if you are correcting what you guessed and discuss why XXX\|
- 46 JUL: what what about this? because this_|
- 47 TCHR: XXX at the whole task/|
- 48 JUL: ah\|
- 49 TCHR: it's gonna go from there one | ok/ you don't have to do anything about that yet/ it's the next step will be leader number two you see/|
- 50 JUL: mm\ ok\|

XII. Annexus

51 TCHR: ok/ so if you have discussed what languages you think they speak_
52 JUL: yeah\ no/
53 CIN: no\
54 TCHR: ok so if you look at the picture what what do you think what languages do they speak example a?
55 CIN: English or Spanish or Catalan and second Arabic or X Arabic too is_
56 JUL: mm\
57 CIN: I have read_
58 JUL: eh/
59 CIN: this eh English or_ XXX\
60 JUL: XXX?
61 CIN: yes XXX no f\
62 JUL: and c/ and_/
63 CIN: Arabic or_ I don't know\
64 MAU: and d/
65 JUL: e/
66 MAU: d/
67 JUL: but e/ have you_ because I think we XXX do it a b c d_
68 MAU: ah\
69 CIN: ah\
70 MAU: ok | so d/
71 CIN: c/ ah\ ok\
72 MAU: yes XXX\
73 CIN: d eh Egyptian XXX\
74 MAU: yeah\
75 CIN: eh or Arabic or something\
76 JUL: and e/
77 MAU: Arabic\
78 CIN: Arabic XXX English or German or_
79 <4>
80 MAU: ok so I would say is Spanish Spanish or Catalan | b is Turkish\
81 JUL: mm\
82 <4>
83 MAU: c is XXX Arabic | d is from from the Philippines/
84 ????: XXX\
85 MAU: and what language do you speak? Philipinish/
86 [laughter]
87 MAU: I don't know\
88 CIN: I don't know\
89 MAU: yes something like that\
90 CIN: yes\
91 MAU: Philippines | philippinish\
92 JUL: XXX\
93 MAU: e is_ XXX looks Spanish | and e is English or German\
94 <3>
95 JUL: yeah\
96 MAU: ok | so that's the answers\
97 JUL: your name is_
98 CIN: San\
99 TCHR: did you guess them correctly/
100 JUL: no\
101 CIN: no\
102 TCHR: so now you have to discuss why\
103 CIN: yes mm | XXX\
104 TCHR: which one is right? which one XXX? what do you think happened?\
105 CIN: mm\
106 TCHR: XXX\
107 CIN: b/? [laughs] I I suppose they_ he he didn't know write and read in his in his country and then she is here he is here_
108 JUL: mm\
109 CIN: and he have_ eh learnt to speak and read and write Spanish and Catalan but she speaks better Arabic is_ because is his_
110 JUL: no eh XXX | do you mean he cannot_
111 CIN: b/
112 JUL: b/
113 CIN: mm\
114 JUL: but do you mean that he cannot mm_
115 MAU: write and read/

XII. Annexus

116 JUL: write and read Arabic\
117 CIN: eh Arabic\
118 JUL: mm\
119 CIN: because_
120 MAU: it says that he only speaks Arabic\
121 JUL: yeah\
122 MAU: maybe he's_
123 JUL: because he he_
124 CIN: he he is here_
125 MAU: here\
126 JUL: here yeah and maybe he was born here or_
127 MAU: yeah and XXX\
128 CIN: I think no he_
129 JUL: or maybe he was born there but_
130 CIN: yes\
131 JUL: but maybe he has XXX\
132 CIN: yes\
133 JUL: yeah\
134 MAU: but he know Arabic because maybe his parents_
135 CIN: yes\
136 MAU: XXX Arabic but he never learnt to write and read\
137 CIN: mm XXX\
138 MAU: I think that I decided which languages they speak because of their of the_ how they look/
139 CIN: yes \
140 MAU: yeah so_ but I think they are all_
141 CIN: XXX\
142 MAU: immigrants/
143 CIN: mm\
144 MAU: because XXX all of them or mostly all of them speak Spanish or read and write Spanish and speak Spanish and it's only their mother tongue\
145 CIN: XXX\
146 MAU: that they_
147 JUL: sorry which one are you talking about? the same one/
148 CIN: in general\
149 MAU: in general XXX\
150 CIN: XXX yeah\
151 MAU: so that they were born here and and they read and write Spanish or Catalan or whatever and it's_ but they also can speak their mother tongue because their parents speak it or maybe in their family they speak their mother tongue but they are not able to read and write because they've learnt \
152 CIN: XXX\
153 <5>
154 MAU: so we have been with all wrong XXX nobody guessed XXX ok so\
155 CIN: yes\
156 <8>
157 CIN: we have to discuss the advantages of having a multilinguistic class\
158 JUL: having a_/
159 CIN: a multilinguistic class \
160 <3>
161 MAU: I think XXX are XXX_
162 JUL: yeah\
163 MAU: children are very tolerant and they know different cultures and they can talk about their culture and {learn [*teach*]} the other children about their culture | I think it's very different eh difficult if many cultures get together and maybe there can be a conflict or something like that but it depends on the age\
164 CIN: yes\
165 MAU: yes and it's very yeah and_ difficult\
166 JUL: yes\
167 CIN: eh we have to discuss_
168 JUL: eh that's it/ can can you repeat a little bit more/
169 CIN: no no\
170 JUL: aha\
171 CIN: first generally\
172 JUL: ok\
173 CIN: and then we have to discuss the class dynamics the methodologies the adaptations and the materials\
174 ???: XXX\
175 CIN: first generally and then_
176 JUL: but advantages and disadvantages/
177 MAU: yeah XXX XXX\

XII. Annexus

178 CIN: in general yes\ no/
179 JUL: in general can you repeat a little_
180 CIN: yes advantages it's better to know other cultures\
181 MAU: yeah\
182 CIN: to be more tolerant\
183 MAU: yeah\
184 <7>
185 MAU: cultures tolerance tolerant <8> maybe conflict between the cultures\
186 <9>
187 CIN: more disadvantages\
188 MAU: they are difficult to teach\
189 CIN: yes XXX\
190 MAU: but it depends if you're an English teacher it's ok because they are in the same level in a way so it's we discussed last time the_
191 CIN: I think it's it's more difficult mm for the traditions eh\
192 MAU: eh so for example if you have the topic Christmas_
193 CIN: yes\
194 MAU: you can't can't discuss the topic but you can make Christmas lessons because a lot of children\
195 CIN: or Ramadan\
196 JUL: or you can explain and they can do- different_
197 MAU: yeah maybe they can explain what's_
198 JUL: celebration\
199 MAU: Christmas for them\
200 JUL: yes and they can do like festivals or celebrations\
201 MAU: multicultural\
202 JUL: yeah I think it's_ I don't think it's a big problem\
203 MAU: mm\
204 JUL: this | only that you you have to do is eh I don't know eh_
205 MAU: discuss\
206 JUL: understand and_
207 MAU: XXX\
208 JUL: keep keep with you the idea that_ I don't know it's not like ok it's a problem for me if you think that it's a problem you will never try to make the children understand that they are there are different cultures in the world so you can do it more like a like a_ it's the way it is and in your country maybe the Christmas is like this here it's like that\
209 MAU: mm\
210 JUL: why can't you_ why don't you show us how is your_
211 MAU: mm\
212 JUL: Christmas in your country/ and I don't know do_
213 MAU: so be tolerant\
214 JUL: yeah\
215 MAU: and I think it's interesting to get to know the festivals_
216 JUL: yeah\
217 MAU: from other cultures\
218 CIN: yes\
219 JUL: festivals or yeah traditions | XXX the weddings are very different and baptism and XXX as well the fruit the weather a lot of things inside the culture\
220 MAU: but it's yeah\
221 CIN: I'm referring about eat food if they can't eat pig\
222 JUL: mm\
223 CIN: I think the practical things in the *convivencia* / *cómo se dice*?
224 JUL: eh when you are living with a lot of people/
225 CIN: eh yes things like that or the clothes\
226 JUL: yes of course but XXX\
227 CIN: the girls in_ Arabic girls XXX_
228 MAU: yeah\
229 CIN: I think these things it's_ are worse than the language\
230 JUL: yes the religions and_
231 CIN: religion I think it's worse than language\
232 JUL: but_
233 MAU: I think it's very important to discuss with these children because maybe that's why a lot of people racist or I don't know how to say it's just they don't know why they are different_
234 JUL: XXX\
235 CIN: yes\
236 MAU: and they're like strangers and we say ooh what what about you because we don't know what what is about\

XII. Annexus

237 JUL: I don't think that nowadays I cannot racism I cannot say the word racism I think it's more a racist idea
you know\
238 CIN: yes\
239 MAU: yes\
240 JUL: the money I think nowadays is the main idea that is XXX here that is moving here with no tolerating a
culture not tolerating immigrants for Spain or in Asia the whole world\ no/ so if if a Moroccan boy is rich_
241 MAU: yeah\
242 JUL: it doesn't matter that he is wearing the *casaca* | you know/ the_
243 MAU: yes\
244 JUL: the long dress or a woman is wearing the the_
245 MAU: XXX\
246 JUL: XXX I don't know but if he's poor and he's coming here to work and_ then it's better to take away to
stay XXX\
247 MAU: mm\
248 CIN: I think it's different for the teacher to to take materials or activities that include all these things with
respect to all of them I think it's difficult\
249 MAU: yeah you have to be very sensitive by_
250 CIN: yes\
251 MAU: choosing materials mm and also by choosing topics or_
252 CIN: yes I think it's difficult_
253 MAU: yeah\
254 CIN: for the teacher because the XXX\
255 MAU: mm ok\
256 CIN: maybe if their parents talk home yes but children are tolerant they don't_ *no sé* in general\
257 JUL: ok | is that finished/
258 CIN: mm the adaptations methodologies_
259 JUL: what what?
260 CIN: methodologies materials_ what do you think?
261 <2>
262 MAU: I don't know what to say about methodology\
263 <7>
264 JUL: methodologies\
265 CIN: methodologies materials\
266 TCHR: in general I mean you don't have to be specific\
267 CIN: ok\
268 TCHR: you're XXX three or four/
269 CIN: eh three and four also\
270 TCHR: XXX and four/ do you have this/
271 CIN: yes\
272 TCHR: XX then XXXX
273 CIN: ok\
274 JUL: metho methodology at the time to to teach/
275 TCHR: XXX XXX if you are a teacher XXX XXX and you you've got this class what do you_? XXX
structure would you_ well this is what I'd do I go with this general methodology | you know/ and these
materials\
276 JUL: working topic_
277 TCHR: for example_
278 JUL: food and how different country eats or clothes and weather\
279 TCHR: ok I'm not asking for you to give me a technical name XXX\
280 JUL: XXX yeah\
281 CIN: ok\
282 TCHR: ok/
283 MAU: yes but I think XXX discuss it's always the same you have to be_
284 CIN: XXX\
285 MAU: sensitive with topics and always involve and be careful that there are different cultures and that only
XXX XXX religions\
286 <8>
287 JUL: ok\
288 CIN: we have to discuss the different teaching styles of the cards | we have to explain the different styles
and XXX ok | XXX three styles classroom one distribution of furniture and resources mm I I don't read no/
289 MAU: XXX\
290 CIN: here\
291 TCHR: yes you can read XXX explain XXX reading all together\
292 CIN: ok\
293 MAU: yeah but_
294 <10>
295 CIN: XXX\

XII. Annexus

296 JUL: language\
297 CIN: ah ok\
298 <44> [they read the cards]
299 JUL: so/
300 CIN: what is peer?
301 MAU: peer/ peer group it's_
302 CIN: peer and teacher/
303 MAU: yeah peer it's a group\
304 CIN: group\
305 MAU: yeah I think so <6> so now we have to discuss what kind_
306 CIN: and have_ we have to read this_
307 MAU: ah three\
308 CIN: three and then discuss what the the best_
309 MAU: aha\
310 <91>
311 MAU: ok/
312 JUL: yeah\
313 <3>
314 MAU: so we have to choose the best/
315 CIN: yes\
316 MAU: I don't know I can't choose one and say it's the best because_
317 JUL: I don't_ I can't XXX\
318 TCHR: is it XXX to give you XXX XXX is it XXX XXX general/ most teachers XXX that they don't want
XXX\
319 JUL: ah\
320 TCHR: but then you can make XXX_ maybe this one but making changes\
321 CIN: ok\
322 JUL: ok\
323 TCHR: it's very general XXX if you all_
324 JUL: can you can you hold it please/
325 CIN: yes\
326 JUL: XXX\
327 <13>
328 MAU: I think the first one is the the most open one or the most_
329 JUL: and the children have more contact between them and they are_
330 MAU: yeah\
331 JUL: treated as individuals/
332 MAU: yeah and the teacher is is not is not acting as a leader or something like that he's just in the
background yeah just to_ <20> I don't know <31> I don't know in classroom one there are some things I find
good and some I don't find practical for example that there are no tables for individuals | I mean it's nice to work
in groups and to work in pairs and and to sit on the floor and or to rest at the sofa and listen to a story but I
think sometimes you really need space and time for just yourself so to sit down on your table and to work for
your own so it's_ I don't think that it's the best way for any child I don't know but maybe_
333 JUL: but I think that_
334 MAU: it depends on how they learn from the beginning\
335 JUL: yes this kind of level I think that idea of group is very important for children yes but I don't think that
they have the idea of staying alone for a while\ you know/
336 MAU: mm\
337 CIN: but it is not only time a table for group projects\
338 JUL: on one side of the room\
339 CIN: sometimes they are alone and sometimes they are_
340 MAU: no it's for groups you are not alone\
341 JUL: I don't know\
342 CIN: sometimes_
343 JUL: but then activity arrangement_ pupils choice of activities | reading_
344 CIN: individually\
345 JUL: XXX when you are reading you are individual reading you are one reading I I don't that in one school
in a low level they have_ I don't want to call the right but the choice to stay alone and I don't_
346 MAU: yeah\
347 JUL: maybe for work yes but if it's the methodology then_
348 MAU: I find the idea very nice but I don't know I don't know I think it's for very very primary school <8> it
listens like_ sounds like a Frene classroom or something like that\
349 JUL: eh/
350 MAU: do you know/ Frene he is a pedagogist\
351 CIN: pedagogic/
352 MAU: yeah and he created this open classroom and such things eh_ I don't know\
353 <4>

XII. Annexus

354 CIN: but I think that in a multilinguistic class they have_ they need to work alone sometimes\|
355 MAU: mm\|
356 CIN: because they have an_ have to make an effort and they are in group all the time_
357 MAU: mm\|
358 CIN: maybe they_
359 JUL: they cannot\|
360 CIN: be concentrated\|
361 JUL: or_
362 MAU: think in their mother tongue\|
363 JUL: communicate\|
364 MAU: eh ah yeah if they can't communicate because they're_
365 JUL: right | we_ you know/ I don't know I don't know which language XXX\|
366 MAU: XXX\|
367 CIN: they use\|
368 JUL: they speak you know/ just one or XXX\|
369 CIN: maybe a_
370 JUL: I mean just one just one or_
371 MAU: but maybe it's good because they have to express themselves in English because it's the only
language they_ all of them speak so they have to_ or_
372 CIN: I think they they really invent a new language with all_
373 MAU: mm\|
374 CIN: maybe\|
375 MAU: and sometimes the language is X similiar maybe they will understand each other | I don't know\|
376 JUL: we can discuss another classroom\|
377 MAU: I don't_ shall we discuss one or all classrooms/
378 JUL: sorry/
379 MAU: shall we discuss only one classroom or all of them/
380 JUL: all/
381 CIN: ah no/
382 MAU: only one\|
383 JUL: one/
384 CIN: but we have to choose one and we can_
385 MAU: and we can eh change things\|
386 JUL: yeah\|
387 MAU: so which one do we choose?
388 CIN: yes\|
389 JUL: which one?
390 MAU: which one? the first one or_
391 CIN: one single teaching style\|
392 MAU: so we have to choose one style\|
393 JUL: yeah\|
394 MAU: but I think we already did we choose classroom one\|
395 JUL: yes but we we can change some things\|
396 CIN: yes\|
397 JUL: so if we don't like [turns card over] and_
398 CIN: what is rows?
399 JUL: rows/
400 MAU: no\|
401 JUL: what is?
402 CIN: what is? what it means?
403 JUL: XXX\|
404 MAU: in rows is in in lines\|
405 CIN: lines\|
406 JUL: ah in lines\|
407 CIN: ah I don't know I don't know I_
408 MAU: no\|
409 JUL: no I think_
410 MAU: the best_
411 JUL: in you\|
412 MAU: the U would be the best one | I think so\|
413 CIN: yes yes\|
414 MAU: I think so | that's what I would do in my class\|
415 JUL: yeah\|
416 MAU: make a U and live some space in the back for_
417 JUL: XXX\|
418 MAU: sitting on the ground yeah or library ok so you think that there should be desks and_
419 JUL: so this one/

XII. Annexus

420 MAU: chairs <16> yes\
421 CIN: I I_
422 MAU: so it's also possible for the pupils to sit down and to work individually sometimes\
423 CIN: and to have habits you sit and work\
424 MAU: yeah to have a place where you can leave your things your books your schoolbag\
425 JUL: yes\
426 MAU: just that's what I need I need a place where I can leave my things_
427 JUL: yes\
428 MAU: and feel comfortable\
429 JUL: ok\
430 MAU: ok\
431 JUL: so I think we are finished\
432 MAU: yeah\
433 CIN: I I like some things to three\
434 JUL: mm\
435 MAU: mm yeah me too\
436 CIN: some some things more_
437 MAU: for example the space for plants | that's very nice\
438 JUL: or the fish\
439 MAU: yeah it's to create a nice learning atmosphere yeah\
440 JUL: yeah\
441 MAU: and make it_
442 JUL: XXX\
443 MAU: like home\
444 JUL: XXX good practice and they had to take care from a plant\
445 MAU: yeah it's it's very good\
446 JUL: XXX two two boys from the school from the classroom have their task of putting some food to the fish_
447 MAU: yeah\
448 JUL: or putting some water to the plants\
449 MAU: plants I think that's a good idea yeah\
450 JUL: and look how they do a XXX\
451 MAU: yeah\
452 JUL: just the way XXX\
453 MAU: yeah\
454 JUL: maybe some day the XXX or_
455 MAU: yeah\
456 JUL: I don't know\
457 MAU: yeah so just to learn to take care of something yeah I find it very good\
458 <2>
459 CIN: I like reading | students take turns to reading X history | I like this XX the corner
460 JUL: and the reading corner time_
461 CIN: XXX\
462 JUL: when I was in in Richmond in England eh the school that is was doing my practice there was | the typical story tale chair/
463 MAU: yeah\
464 JUL: like the grandmother's XXX\
465 CIN: ah\
466 JUL: it was weird and it was in a corner and then sometimes_ I don't know the schedule but_
467 MAU: yeah\
468 JUL: it was maybe two or three days a_ per week_
469 MAU: yeah\
470 JUL: the teacher was sitting down and having a big book and all the children sitting on the carpet and listening to the story\
471 MAU: oh yeah | and did they talk afterwards about the story or was it just_/|
472 JUL: sorry did they_/|
473 MAU: did they talk about the story afterwards or_/|
474 JUL: yes they they always did comments about the story\
475 MAU: ah\
476 JUL: yes | very nice\
477 MAU: it's a good idea\
478 CIN: here at the the libraries on Friday_
479 MAU: yeah\
480 CIN: they do this\
481 MAU: ah it's nice\
482 JUL: but it was very impacting for me because it was that the typical_
483 MAU: yeah\

XII. Annexus

484 JUL: chair I don't know it was very nice it was big XXX\
485 CIN: they work at the library of children XXX and on Friday afternoon the XXX_
486 MAU: explain read a story\
487 ???: XXX\
488 CIN: they decorate it all and_ very nice\
489 JUL: mm\
490 CIN: the children their face\
491 MAU: and it was voluntary so the children just come to the library or was it voluntary I say it has nothing to do with school\
492 CIN: no no\
493 MAU: ah it's good\
494 CIN: out of school\
495 MAU: and a lot of people came/
496 CIN: oh yes\
497 MAU: how nice\
498 CIN: it's nice\
499 MAU: mm ok\
500 CIN: at school I don't know if they_
501 MAU: mm I don't know\
502 CIN: my school no\
503 MAU: aha no ok\
504 [tape paused]
505 TCHR: ok which other classrooms did you chose?
506 JUL: number one\
507 CIN: number one we have changed it\
508 JUL: some things\
509 TCHR: ok XXX\
510 JUL: we have put the desk in the U shape\
511 TCHR: mm\
512 JUL: so they have_ they're still having the_ |
513 CIN: an individual_
514 JUL: this middle space in the middle of the place\
515 TCHR: XXX to have that | will be more controlled\
516 JUL: yes by the teacher\
517 CIN: yes\
518 TCHR: why do you think it's necessary?\
519 CIN: I think that because they_ the_ here no no desks\
520 JUL: no desks\
521 CIN: and we we_
522 TCHR: tables/
523 JUL: yeah yeah\
524 CIN: but we think they need an individual place to work alone | have a habit\
525 TCHR: so their table their own XXX of the table\
526 JUL: yes\
527 CIN: sometimes they they work in groups_
528 MAU: XXX classroom\
529 TCHR: XXX three\
530 CIN: to work at the floor but but sometimes in their desks\
531 TCHR: ok so doesn't that XXX a bit to classroom two/
532 JUL: XXX XXX\
533 CIN: but activity we we prefer this\
534 TCHR: ah ok ok you like the_ you don't like that XXX to XXX\
535 JUL: yes\
536 TCHR: you like that they have freedom | if they have freedom why do they need desks?
537 JUL: because freedom all the time_ XXXXXX for the teacher to manage this freedom very open I don't know it's not usual and for them I think it's not right and especially in a multilingual classroom\
538 TCHR: XXX\
539 JUL: which languages they have to speak about all the time in the middle of space in the open space and_
540 TCHR: right you know you feel like you don't control them XXX to_
541 CIN: maybe they speak a a new language for them with eh words of_
542 TCHR: so maybe they're inventing between them inventing a new language\
543 CIN: and I think it's better to control_
544 TCHR: ok good eh have you finished/ XXX can I ask you which class do you think best fits the way you learnt English/
545 JUL: the best/
546 TCHR: in your case as student | how did you learn English?
547 CIN: ah\

XII. Annexus

548 TCHR: classroom one two or three/|
549 JUL: eh three maybe | desk in rows and_|
550 TCHR: but it worked|
551 JUL: mm/|
552 TCHR: it worked | you have rejected XXX worked/|
553 CIN: XXX|
554 JUL: I think_|

Preservice group 1.5 Multilingualistic task
Lilian – Elsa – Moira – Session 3

- 1 ELS: here we have a picture with some some ki_ some children and well imagine that you are eh teachers of a multilingualistic class and_ which is your first impression of of these children? imagine that you are going to be XXX children\ eh/ || which is your first impression when you when you see these children? what do you think about them or_?|
- 2 LIL: all students in the same class/|
- 3 ELS: yeah\|
- 4 LIL: and I don't know nothing about where are they from or_/|
- 5 ELS: well yeah you know it\|
- 6 LIL: ah ok\|
- 7 ELS: but eh imagine that you are going to to be their language teacher in a multilingualistic class | which is your first impression?|
- 8 MOI: [laughs]
- 9 LIL: a foreign language\|
- 10 MOI: XXX to be very difficult\|
- 11 ELS: no | well no you are going to be their teacher so they speak each other a different language | which is your first impression? | imagine that somebody says to you you are going to be a language teacher in a multilingualistic class | which are your first_?|
- 12 MOI: it's going to be very complicated\|
- 13 ELS: yeah/ why?|
- 14 MOI: but at the same time it could be rich for myself\|
- 15 ELS: yeah\|
- 16 MOI: XXX learn a lot of_|
- 17 ELS: things\|
- 18 MOI> a lot of things and a lot of ways that each kid is going to to follow\|
- 19 LIL: yeah | I think it's very different if I am a teacher of a foreign language or is for example Spanish and there are two children who are Spanish because there are different levels\|
- 20 ELS: mm\|
- 21 LIL: if not perhaps the most of the children have the same level in English and it's_|
- 22 MOI: XXX XXX\|
- 23 LIL: you have the same level in the class and it's more easy\|
- 24 MOI: yeah in English\|
- 25 LIL: and_|
- 26 MOI: XXX XXX\|
- 27 ELS: now you you can see this children so can you imagine which is the language that each of them can speak/ imagine you can think this one can be Spanish and that one is Russian\|
- 28 LIL: ok\|
- 29 ELS: which language do you think that they speak?|
- 30 <3>
- 31 MOI: Spanish\|
- 32 ELS: mm\|
- 33 LIL: b | Spanish/|
- 34 MOI: no\|
- 35 LIL: I think it's oriental | perhaps\|
- 36 ELS: well you must say maybe Spanish\ but why?|
- 37 MOI: why? because she has that_|
- 38 ELS: **hair**\|
- 39 MOI> XXX **hair the eyes**\|
- 40 ELS: mm\|
- 41 MOI: I don't know\|
- 42 <5>
- 43 LIL: [laughs]
- 44 ELS: she looks like XXX\|
- 45 LIL: XXX yeah c c is English I think\|
- 46 ELS: well maybe they are with the same language so_|
- 47 LIL: ah this class is the_|
- 48 ELS: I don't know\|
- 49 LIL: XXX\|
- 50 ELS: I don't know but can can be doesn't mean that they are from Russia or they are from Japan | they can be Catalan or or German\|
- 51 MOI: [snorts] this one from Perú\|
- 52 LIL: South America\|
- 53 MOI: why? because the face and_|

XII. Annexus

54 LIL: yeah the skin\
55 MOI: yeah\
56 ELS: and this/
57 MOI: f/? | XXX\
58 LIL: French perhaps/
59 ELS: French\
60 MOI: I don't know\
61 LIL: XXX\
62 MOI: it's very difficult\
63 ELS: and she/ the h/
64 MOI: well XXX\
65 [laughter]
66 MOI: I don't know\
67 ELS: ah\
68 LIL: [laughs]
69 ELS: but she is dark hair\
70 MOI: can we look/ [at the solutions]
71 ELS: no no it's mine\ [laughs]
72 LIL: it's very difficult\
73 ELS: you have said that a-d maybe are for Spain you have said\
74 MOI: Europe\
75 ELS: yeah you have to be more specific yeah because Europe can be French or_ like Spanish or_
76 MOI: from Spain\
77 LIL: yes perhaps\
78 MOI: this one can be from Spain XXX\
79 ELS: XXX\
80 MOI: and XXX\
81 ELS: but eh from a-d so the four of them they speak read and write Spanish and Catalan [laughs] so e and f eh speak read and write in Spanish also eh g speaks reads and writes Spanish speaks Mixtec and Zapotec | so maybe she's from Ecuador or I don't know | and the h speaks reads and writes Greenlandic and speaks Danish\
82 LIL: Danish\
83 ELS: from Denmark yeah\
84 MOI: well ok [laughs] e f_ where are they from?
85 ELS: eh they speak read and write in Spanish | XXX have to write it down all that we are saying/ maybe XXX | what does it say here?
86 MOI: your task is to write as many notes as you can of the_
87 ELS: so yeah you have to write down but XXX ok\
88 <8>
89 ELS: ok now_ so you said that maybe they were from France | why? and they are from Spain | well you have to discuss why did you think that they were from France or maybe_ why did you think that they were from Spain?
90 LIL: perhaps because the blacks here in Spain is not so usual\
91 ELS: XXX\
92 LIL: XXX France are for example black people is very common in France\
93 ELS: mm yeah and and she what did you think? yeah it's very difficult\
94 LIL: we didn't know\
95 MOI: yeah\
96 LIL: it's very difficult\
97 MOI: and it's very strange because people from Denmark are blond blue eyes and she's like like yeah XXX was really easy to know\
98 LIL: yeah\
99 <5>
100 MOI: the Ccgirl she doesn't seem to be from Spain I don't know why\
101 LIL: no XXX\
102 ELS: XXX XXX\
103 ¿??: yeah sí/
104 MOI: and also e and f for me it would be from <2> from South America like Rio de Janeiro or Brazilian yeah [laughs] well\
105 LIL: **but it's very difficult perhaps this girl can be Portuguese French Spanish Italian they are not_**
106 MOI: yes\
107 LIL> **the standard characteristics for_ there are some_**
108 ELS: some_
109 LIL: but\
110 ELS: yeah you cannot_
111 LIL: actually is is very difficult_ nowadays is very diff difficult_
112 ELS: yeah\
113 LIL> to say because | because there is there is a XXX everywhere\

XII. Annexus

114 MOI: yeah\| <3>
115 LIL: and it must be XXX I don't know the word\
116 ELS: I don't know\
117 MOI: **mixture**\|
118 ELS: yeah\
119 [laughter]
120 MOI: ok and what about XXX and XXX\
121 LIL: ok what advantages and disadvantages eh are in in a multilingualistic class | you think? what do you think?\
122 ELS: eh from the teacher's point of view or_
123 LIL: yes\
124 ELS: or in general/
125 LIL: no no for the teacher\
126 ELS: ok | well the teacher has to be more attentive to each student's needs and_
127 LIL: ok perhaps first disadvantages and then advantages\
128 ELS: yeah ok | disadvantages first/ eh more work for the teacher because there are lots of different kinds of cultures you have to adapt all the_
129 LIL: yeah\
130 ELS> all the activities to each_ I don't know\
131 LIL: to each culture\
132 ELS: if you know that a person is not going to understand and you have to think how to do it\
133 MOI: yeah | and_ yeah and the problem of the language that maybe there are some children don't understand what is being said in the classroom because maybe they come from_
134 ELS: or also_
135 MOI: Denmark XXX and she wants to tell to you something and you can understand XXX\
136 ELS: yeah\
137 MOI: yeah\
138 LIL: it's XXX XXX understanding is the the big problem\ no/
139 EEE: yeah\
140 [laughter]
141 ???: XXX too many XXX\
142 MOI: I can XXX\
143 TCHR: you will XXX do you continue discussing or you want to go into different groups/
144 LIL: no | continue\
145 TCHR: continue\
146 LOG: yeah\
147 TCHR: I mean | do forget about writing\
148 MOI: ok\
149 TCHR: XXX\
150 ???: XXX XXX\
151 ELS: thank you | see you\
152 TCHR: bye\
153 ELS: ok so_
154 LIL: so disadvantages are more work_
155 ELS: yeah\
156 LIL: and to understand each each child and_
157 ELS: and maybe some problematic between children but because I don't know maybe there are two cultures eh in the origin_ | well for example Bosnians and_ | well I don't know some some places are in war so maybe they are going to have different kinds of feelings or_ I don't know\
158 LIL: but you think with with_
159 ELS: XXX children do you mean?
160 LIL: yeah with children_
161 MOI: well it's more difficult\
162 ELS: yeah\
163 LIL: to have these problems about_
164 ELS: well yes\
165 LIL: religion and culture you you think_
166 ELS: no yes it's not the main_
167 LIL: children\
168 ELS: so forget this\
169 LIL: you don't eh/ perhaps yes but_
170 ELS: [laughs] yeah yeah you're right\
171 LIL: ok and what_
172 ELS: so_
173 LIL: advantages/

XII. Annexus

- 174 ELS: so_ that each child can learn from the other and they can know another kind of kinds of living <2> and the lessons can be very rich because every children is different from the other and they are_ and they have different points of view because of their culture_ I don't know | different kinds of thinking\|
- 175 LIL: well I don't know but eh we are only two so I I will participate in the discussion because if not [Mireia has left at some point] I XXX talking about\|
- 176 ELS: oh XXX\|
- 177 LIL: I haven't to discuss eh but_
- 178 ELS: ok\|
- 179 LIL: eh [laughs] I think another well another problem\|
- 180 ELS: yeah\|
- 181 LIL: perhaps is the teacher has to to know a bit of each culture\|
- 182 ELS: mm\|
- 183 LIL: to understand better each each child perhaps if you know that eh the students X XXhaven't written eh never or read\|
- 184 ELS: mm\|
- 185 LIL: and begin in a country with a new language and XXX the first time writing and reading and_
- 186 ELS: yeah\|
- 187 LIL: it's another difficulty | to have a multilinguistic class\|
- 188 ELS: yeah you mean that the teacher has to be informed\|
- 189 LIL: yeah\|
- 190 ELS: yeah | ok | yes\|
- 191 LIL: mm well and and what specific steps you should take for each student? eh in methodology what materials_ to use in a multilinguistic class XXX?
- 192 ELS: XXX XXX what you mean materials?
- 193 LIL: for example eh Mir said eh you have to adapt the curriculum_
- 194 ELS: yeah\|
- 195 LIL: for each child eh perhaps to do things more visual activities or manipulative\|
- 196 ELS: yeah\|
- 197 LIL: don't have to write or to read\|
- 198 ELS: yeah\|
- 199 LIL: the exercise | more_
- 200 ELS: but here it says_
- 201 LIL: what what specific steps if any_
- 202 ELS: or class dynamics\|
- 203 LIL> should be taken for each student\|
- 204 ELS: ok well the first of all I think that we can start with what you said that we have to_ the teacher has to know eh an individual point of view of of each children and after that you can begin working with them | eh yes | I should use lots of materials like oral or visual materials and very dynamic classes not lots of writings because at the beginning is is I think that it's better to begin with oral works because every child can can be more eh well can share more feelings with the others\|
- 205 LIL: yeah\|
- 206 ELS: I I don't know
- 207 LIL: and I think it's important to each pupil to to know the other no/ to know that not only you are immigrant_
- 208 ELS: yeah\|
- 209 LIL> and not only you have another another language_
- 210 ELS: yeah\|
- 211 LIL> and everybody is different everybody has a lot of things in common that are different\|
- 212 ELS: yeah\|
- 213 LIL: but all of they are in the same situation\|
- 214 ELS: yeah\|
- 215 LIL: eh also with eh with the Spanish pupils because perhaps his parents are eh Catalans and another child is from from Andalucia and other from Salamanca and_
- 216 ELS: yeah\|
- 217 LIL: to to put them in the same situation and_
- 218 ELS: mm\|
- 219 LIL: but every pupil eh knows about the others\|
- 220 ELS: yeah to let them be conscious of the diversity_
- 221 LIL: yeah\|
- 222 ELS: yeah it's very interesting and also work a little bit of each country from they come from\|
- 223 LIL: yeah and you can you can use this for_ to study for example geography\|
- 224 ELS: geography or history\|
- 225 LIL: or history yeah\|
- 226 ELS: yeah\|
- 227 LIL: to know another_ for example plays or games typical of another countries things that can be interesting for for their age of course but_
- 228 ELS: mm\|

XII. Annexus

- 229 LIL> well these are advantages\ no/ but you can use XXX\|
230 ELS: yeah in the class of course | well I think it's it can be really interesting to work in a multilingualistic or multicultural class it's not it's not always the same because everyday it can happen something new because they are very different and I would prefer to work in a class like this\|
231 LIL: yes\|
232 ELS: not like all with Catalan kids\ eh/|
233 LIL: perhaps the the big problem is not the linguistic diversity if the if more problem the_ I don't know how to say the social level\|
234 ELS: yeah\|
235 LIL: for example is more problematic here with Spanish students with_\|
236 ELS: rich yeah\|
237 LIL: rich and poor people_\|
238 ELS: yeah\|
239 LIL: and the kind of life perhaps is more of this multilingualistic class X have the same level of culture and and social level are more similar also if they are from different countries\|
240 ELS: yeah but they are_ mm\|
241 LIL: eh sometimes we see a problem where it isn't\|
242 ELS: yeah but the situation is growing up because_\|
243 LIL: yeah\|
244 ELS: more and more there are coming more immigrants and they are living here so_ but I think that we have to think that maybe we can work in a class like this and_ well you have to be conscious\|
245 LIL: ok\|
246 ELS: more\|
247 LIL: next one\|
248 ELS: I can help you\|
249 LIL: yeah | there are different styles to teach\|
250 ELS: XXX/|
251 LIL: teaching styles and I have to explain you each of them and then you have to choose what's the better and why\|
252 ELS: you can_\|
253 LIL: *bueno* we can_\|
254 ELS: mix\|
255 LIL: together | perhaps we stop and then continue or_/|
256 ELS: no | you have read it before or_/|
257 LIL: yes a little bit but_\|
258 ELS: and do you remember_/|
259 LIL: ok this is_\|
260 ELS: what's about_\|
261 LIL: yeah\|
262 ELS> the classroom one?|
263 LIL: classroom one is a class with no desks and no tables with a large library a sofa XXX and a XXX and there are tables but are not for each individual pupil_ are for a_\|
264 ELS: a group\|
265 LIL> yes for working groups in writing projects in XXX in a very specific thing | no/ then the activities are_ pupils can choose the activity | if it's if it's reading writing maps listening etcetera and_\|
266 ELS: like corners\|
267 LIL: yes like corners more or less but they eh they can choose\|
268 ELS: XXX\|
269 LIL: ok today you in this corner and tomorrow in this XXX the pupil can choose and then for example the writing activity is peer and teacher corrected so is the evaluation with the teacher and with the classmates and book groups is reading with the teacher in different times XXX\|
270 ELS: mm\|
271 LIL: then assessments I don't understand this very well | children have complemented books\|
272 ELS: completed\|
273 LIL: completed books\|
274 ELS: yeah XXX attendance yeah\|
275 LIL: and activities and writing for_\|
276 ELS: ok\|
277 LIL> and then number two is more or less but you have a small library corner eh students select the book and XXX\|
278 ELS: mm\|
279 LIL: eh there are desks in this classroom | in u and a different arrangement for XXX groups and there are tables in corner with computer fish XXX\|
280 ELS: yeah/|
281 LIL: and a microscope and there are the activity a day is session one for practise of standardised tests session two for reading session three with journal reflection and reading session four free choice between

XII. Annexus

- computer reading or writing and session five maths exercise books in groups per level and then the assessment is periodic standardised XXX tests the writing journal and the maths exercise book and number three_
- 282 ELS: XXX|
- 283 LIL: yeah | I haven't read|
- 284 ELS: reading corner chair for teacher to tell stories pupils and XXX XXX|
- 285 LIL: assessment and_|
- 286 <3>
- 287 LIL: XXX pre-reading reading XXX|
- 288 ELS: so they are working on reading and writing | in an English class or_/ does not specify that|
- 289 LIL: no | this in general because they are_ perhaps for the first level of primary school | perhaps there are writing reading so the language and maths is the is the most important perhaps in_|
- 290 ELS: ok|
- 291 LIL: first or second of primary school no|
- 292 ELS: yeah|
- 293 LIL: XXX think is XXX because number one and two_ number three no but number two takes into account maths|
- 294 ELS: mm so what I have to say now is_|
- 295 LIL: what's the better\ yeah|
- 296 ELS: to work what/ XXX it_ different styles|
- 297 LIL: different styles XXX ok give them a few minutes which one they best fits the situation XXX_ I don't know if it's in a multilinguistic class I suppose it is\ no|
- 298 ELS: yeah XXX|
- 299 LIL: XXX|
- 300 ELS: as you try to get them to discuss XXX in a multilinguistic class|
- 301 LIL: yeah|
- 302 ELS: ok so <13> well <3> maybe classroom two|
- 303 LIL: classroom two|
- 304 ELS: yeah well maybe the other_ the one or three are better but I think_ well I like the way of putting desks arranged in U because it's it's better for the understanding of each children eh well they can see very well at the teacher and I like the arrangement of the sessions the session one_ from the session one till the session five and the way that eh the assessment is done like beginning for periodic standardised tests and writing journals and well maths book exercise book eh well I think that by doing periodic standardised tests the teacher can know eh the progress of each child every day and eh and the writing journals well teacher comments the content and well eh do you know why they are working maths or_ no you don't know so_|
- 305 LIL: why?|
- 306 ELS: yeah|
- 307 LIL: well I think is the is the class with all the_|
- 308 ELS: ok it's like an example|
- 309 LIL: yeah|
- 310 ELS: well I think it's a good way_|
- 311 LIL: perhaps is missing X and *nature*_|
- 312 ELS: yeah|
- 313 LIL: in primary school in the first cycle but XXX_|
- 314 ELS: I think it's a very good way to work on_ because it's what you were saying before that they are working in_ by oral works and they are interacting with each other | I like it | and and_|
- 315 LIL: perhaps I prefer number one but I don't know very well|
- 316 <3>
- 317 ELS: yeah it's good too|
- 318 LIL: mm if the_ it seems very_|
- 319 ELS: enjoyable|
- 320 LIL: yeah a class with_ I don't know how to say|
- 321 ELS: that's XXX kinds of works|
- 322 LIL: with_ but with the material eh/ and resources you can change the class in a minute and say ok now here in the in the open space_|
- 323 ELS: XX you you mean? engagement|
- 324 LIL: and and perhaps I don't like this pupils choose the activity I think this is this is good in some cases but not always|
- 325 ELS: yeah|
- 326 LIL: perhaps one one child likes maths and is very good in maths and not reading and she or he always chooses_|
- 327 ELS: XXX|
- 328 LIL: yes and XXX she's the better or he's the better but eh but is ok and the writing activity I like a lot that peer and teacher corrected|
- 329 ELS: I also think that you are right saying that you don't like pupils' choice of activities because maybe all of them like reading so all of them go to reading so it's like_ and the writing and maths and XXX|
- 330 LIL: yeah|
- 331 ELS: yeah|

XII. Annexus

- 332 LIL: and and the book groups eh the reading here is with the teacher not is the_ is not a book from the_ from each pupil and you have to read it is a reading with the whole group and I think it better_
- 333 ELS: yeah\|
- 334 LIL: in a multilinguistic classroom | is oral and is reading but you are listening at the same time [tape stops; changed to other side]
- 335 ELS: in conclusion_
- 336 LIL: yeah\|
- 337 ELS: well we we don't know which one we can choose but we can do a mixture_
- 338 LIL: yeah because in classroom three there are things that are very good too\|
- 339 ELS: yeah\|
- 340 LIL: for example the personal dictionaries or the pre-reading test\|
- 341 ELS: yeah but maybe it's for a_ in a multilinguistic class where the students are older_
- 342 LIL: yeah\|
- 343 ELS: that they can work_
- 344 LIL: yeah XXX yeah\|
- 345 ELS: better because it's not oral but lots of writings and personal work\|
- 346 LIL: yeah it depends on the age and on the level of_
- 347 ELS: yeah\|
- 348 LIL: of the classroom\|
- 349 ELS: on the characteristics so the perfect it could be a mixture of three of them maybe_
- 350 LIL: yeah it depends it depends but maybe the distribution for me the better is classroom one_
- 351 ELS: yeah\|
- 352 LIL: mm but perhaps with all the pupils XXX\|
- 353 [laughter]
- 354 LIL: I don't know if you are in_
- 355 ELS: yeah\|
- 356 LIL: I don't know the last year of primary school if you have_
- 357 ELS: or maybe we can choose the activity arrangement from the classroom one and XXX\|
- 358 LIL: well I think it depends on the_
- 359 ELS: on the age\|
- 360 LIL> on the age the level_ well the characteristics of the class in general | no/
- 361 ELS: yeah\|
- 362 LIL: and for the activity too because it's very different to to do a language classroom or a maths classroom\|
- 363 ELS: mm well I think that maybe we have to choose one of them because it's very easy to say ah yes I like distribution from one and the assessment from two and three and the activity from two so so maybe we can say negative things from each of them and and choose one | well the the problems of classroom one maybe is what you have said before\|
- 364 LIL: yeah pupils choice\|
- 365 ELS: yeah they_ you are going to do what they want to do and_
- 366 LIL: yeah what they like\|
- 367 ELS: XXX yeah\|
- 368 LIL: not what they have to work\|
- 369 ELS: yeah\|
- 370 LIL: XXX\|
- 371 ELS: it can be a mess and yeah and the classroom two eh <5> it's again free choice between computer reading or writing but maybe it's a_
- 372 LIL: yes but is eh only in one XXX\|
- 373 ELS: yeah\|
- 374 LIL: only XXX\|
- 375 ELS: but they can work_
- 376 LIL: I think is ok but perhaps the reading_
- 377 ELS: yeah\|
- 378 LIL: eh the same book assignment for everyone if you work with this book in the whole group\|
- 379 ELS: yeah\|
- 380 LIL: all the class and the teacher reads some_ or the pupils read | if it's a whole activity ok but if you have to read individually I think it's better to choose your_ what do you want to read | no?|
- 381 ELS: yeah mm yeah\|
- 382 LIL: if I have to read individually it's better to_ for them to choose I like this book because_
- 383 ELS: mm\|
- 384 LIL: is about a_ I don't know eh animals | no/ and another prefers princess\|
- 385 ELS: yeah\|
- 386 LIL: so it's better for read\|
- 387 ELS: but I like classroom two and maybe classroom three is <3> the way that it is worked is very good but_ it's a very personal work you_ do you think/
- 388 LIL: mm\|
- 389 ELS: personal dictionaries dictation so dictation is for_ it is done by one student and_ yeah\|

XII. Annexus

390 LIL: is eh is very focused on on language\
391 ELS: yeah\
392 LIL: on_ I think it's it's good in a multilinguistic classroom to have maths because is a language
everybody understands_
393 ELS: yeah\
394 LIL: and it's the same in French in Russian in Chinese in English in Spanish and it's another another way
to_
395 ELS: to learn\
396 LIL: to learn not language but you need it and is for everybody the same\
397 ELS: yeah so\
398 LIL: classroom two\
399 ELS: classroom two yeah | ok | yeah it's the best | so that's it\
400 LIL: yeah | ok\

XII. Annexus

Preservice Group 1.A. language discussion task John – Lynette – Celine

1 LYN: first question wherever humans exist language exists | eh for me it's true\\
2 CEL: I think it's true\\
3 JOH: yeah it's true | I I would say it's eh wherever humans exist communication exists
4 LYN: yeah it doesn't have to be XXX_|
5 JOH: yeah a language yeah\\
6 LYN: XXX language some XXX language\\
7 JOH: mm\\
8 LYN: yeah\\
9 CEL: yes\\
10 JOH: yeah but it_ some languages are more primitive than others\\
11 LYN: true\\
12 CEL: true but in that sense again primitive it's eh_|
13 JOH: I I don't want to use this word primitive it's_|
14 LYN: no_|
15 JOH: takes the XXX\\
16 LYN: yeah\\
17 JOH: it's like the XXX languages have a structure it's easier to understand easier to learn but I don't want to say it's primitive\\
18 LYN: yeah I know it's that the way you mean XXX\\
19 CEL: perhaps we can understand from a language_ from a very time ago I mean_|
20 LYN: that's true XXX language\\
21 CEL: yes I think it's like that\\
22 JOH: mm\\
23 CEL: we can interpret\\
24 LYN: mm no yeah because to me what primitive brings to mind in other countries is not XXX\\
25 JOH: that's why your mother language Spanish is XXX primitive and XXX\\
26 CEL: mm\\
27 JOH: because you have you've thought of the past\\
28 ????: mm\\
29 JOH: because I would never think when I read primitive I would never think of a first language or XXX language just because you have_ yes yeah Spanish modern language_|
30 CEL: mm well it's Catalan or Spanish\\
31 JOH: mm\\
32 CEL: [laughs] more Catalan I think XXX not the second language | for me but more or less here\\
33 JOH: you always speak *Catalán* | you never speak Spanish with your friend\\
34 CEL: well with with some people yes but I I normally usually speak Catalan yes\ [laughs]
35 LYN: it's so to speak another language\\
36 [laughter]
37 LYN: some languages will not XXX when XXX that's already XXX I think that's false\\
38 JOH: I think it's possible\\
39 LYN: really/ with technology and things like that | how could you see when_ like in Spain a fax the word fax?
40 CEL: mm\\
41 JOH: usually_|
42 CEL: XXX another word\\
43 JOH> usually French the people the French people like to to take foreign languages words and just put them in French words\\
44 LYN: really/ I don't think that's possible\\
45 JOH: they don't even say McDonald they say McDonald\ [French accent]
46 LYN: really/ [laughs]
47 JOH: XXX they don't want to use_|
48 LYN: that's fantastic\\
49 JOH: they don't like to use words from other countries\\
50 LYN: all right because I thought things like faxes and XXX internet but_|
51 JOH: no the French don't like XXX\\
52 LYN: you know new new technology of that kind\\
53 CEL: about eh countries XXX XXX that perhaps are_|
54 JOH: are XXX\\
55 CEL: I don't know how to say XXX it's true\\
56 JOH: XXX\\
57 CEL: perhaps they don't adapt other words | they are not able to_|
58 JOH: understand maybe/

XII. Annexus

- 59 CEL: XXX new technologies\
60 JOH: because they don't need any words | in different cultures you have different meaning | for example
when you take the Eskimos they have got eighty different words for snow\
61 LYN: really\
62 JOH: so we won't_ we always say snow because it's_ for us it's just snow\
63 LYN: yeah\
64 JOH: and for them it's really important so they have eighty different words for snow\
65 LYN: XXX\
66 JOH: they will never take XXX language | what for? we don't need it\
67 LYN: XXX\
68 CEL: mm\
69 LYN: all right I see I didn't know that one\
70 [laughter]
71 LYN: but wh_ that's quite a strong question | XXX not allow for new ones | XXX
possibly I don't know\
72 JOH: yeah could allow yeah I don't know how to how to translate allow in XXX you're Scottish you should
know\
73 [laughter]
74 LYN: allow is to be able to\
75 JOH: yeah\
76 LYN: yeah so I think every language is able to\
77 JOH: should be able to\
78 LYN: =yes=
79 CEL: =yes=
80 LYN: but whether they want to or not it's_ that's important\
81 JOH: except the Eskimos I don't think that we are able to to take eighty words for snow\
82 LYN: no | sometimes in Scotland that would be helpful and what_ all languages change through time\
83 JOH: yes of course\
84 LYN: XXX really I think XXX I think we'll all be talking American next unfortunately XXX and when you
were learning English you talked American English or_/\
85 CEL: no XXX\
86 JOH: English English British English in school we have to learn British English\
87 LYN: because most of the XXX speak American English and it's very like mm from the united states XXX
XXX\
88 JOH: but XXX school American English/
89 LYN: yeah yeah | XXX XXX we'll see || and | I don't really understand the question that well\
90 CEL: no\
91 JOH: the relationship between sounds and signs and their subsequent meaning are deliberate XX in X
relationships | relationships between them\
92 CEL: I understand the_
93 JOH: mm\
94 LYN: I'd say false but_
95 JOH: I'd say true\
96 [laughter]
97 LYN: why did you say true? you've got to explain\
98 JOH: eh\
99 CEL: when_ what do you understand XXX\
100 LYN: the relationship between sounds and signs XXX\
101 CEL: it means when when you are talking with gestures | for example/ or_/ I don't know
102 LYN: XXX\
103 JOH: when you make a gesture/
104 LYN: when you speak louder you_
105 CEL: when you are speaking XXX\
106 JOH: yeah maybe it's it's like the gestures can have a different meaning depending to the sound that you
make with it\
107 LYN: mm that's true\
108 JOH: for example when you make a special gesture and you make a a bad sound it have a different meaning
and the same gesture with a completely different sound\
109 LYN: that's true\
110 JOH: maybe that's what means deliberate | I'm not sure but_
111 LYN: yes but the natural relationship when you are talking about some things that_
112 JOH: XXX\
113 LYN: XXX\
114 JOH: yeah\
115 CEL: mm\
116 LYN: XXX body language but I XXX different different countries you know that's like Italian XXX that's
about XXX\

XII. Annexus

117 CEL: yeah\
118 LYN: you know_
119 CEL: depends on the person\
120 LYN: yeah yeah I XXX people XXX\
121 CEL: perhaps they don't XXX\
122 LYN: it's true because XXX yeah XXX unless I try to understand it in Catalan or Spanish and it just comes
down to what we're doing with that\
123 [laughter]
124 LYN: I think that's XXX but yeah that's_ but that's what the question means so XXX\
125 JOH: mm\
126 LYN: yeah so it's true\
127 CEL: XXX\
128 [laughter]
129 LYN: all languages have a XXX set of XXX | I thought that was true\
130 JOH: yeah\
131 CEL: mm\
132 LYN: can't think of any examples but_ just as the same XXX\
133 JOH: of course | yeah\
134 LYN: yeah | next one all grammars contains rules of combination of words XXX\
135 JOH: you forget one\
136 LYN: XXX\
137 JOH: yeah all languages {(&) can have several sentences} which can XX from its sound system\
138 LYN: ok XXX\
139 JOH: I don't think so\
140 CEL: yeah XXX can be formed from its sound system? well it's XXX\
141 JOH: I think it's_
142 CEL: well Spanish for example is a language more or less like this | each letter is pronounced the same | I
mean in in this for example it's impossible to XXX\
143 LYN: that's true\
144 CEL: you know for example 'a' in some words is different\
145 LYN: mm | that's true yeah XX yeah so yeah so that's false then\
146 JOH: mm\
147 LYN: not all languages can have that\
148 CEL: yes\
149 LYN: connection | all grammars contain rules for the combination of words XXX | I don't know all
grammars but I'd say true\
150 JOH: yeah yes\
151 LYN: because that's what grammar is\
152 JOH: I think every every language XXX subject XXX\
153 LYN: yeah\
154 CEL: mm\
155 [laughter]
156 LYN: I'm not_ I mean I don't know about_ that's XXX XXX_
157 JOH: and Croatian is_ yeah there're are some differences but the basic_ I think XXX it needs the verb\
158 LYN: yeah\
159 JOH: they need a verb\
160 LYN: mm\
161 CEL: yeah\
162 LYN: that's true | ok | mm every spoken language has a class of vowels and a class of consonants\
163 JOH: yeah\
164 LYN: yeah you think XXX\
165 CEL: I don't know\
166 LYN: because I wasn't sure when it says spoken language again XXX\
167 CEL: spoken XXX\
168 JOH: try to find XXX\
169 LYN: XXX languages | there are tribes XXX it's all like it's a_ I can't remember the name but it XXX | but
there are actual letters XXX I can't remember the name | there is one tribe that that just XXX sound\
170 JOH: they don't\
171 LYN: possibly\
172 JOH: yeah but as a whole language I don't think so\
173 LYN: I don't know XXX\
174 JOH: yeah/
175 LYN: yeah one tribe I think XXX but again_
176 JOH: I I don't think it's possible a whole language without vowels and consonants\
177 LYN: I just_ yeah that's true XXX\
178 [laughter]
179 LYN: I just followed XXX of imagination [laughs] ok I'll agree\

XII. Annexus

180 [laughter]
181 LYN: eh there are no similar grammatical categories which are universal to all languages | again XXX\
182 JOH: I think it's true\
183 LYN: really\
184 JOH: because universal is that everybody needs a verb or subject\
185 CEL: yeah\
186 JOH: just the the basic_
187 CEL: but do you think XXX languages have these/ these categories the same/
188 JOH: no | they are different they're all different\
189 CEL: XXX universal to all languages it's supposed have to be the same for all languages
190 JOH: no I'm sure that different grammatical categories are differently used but I'm sure in every language
there's_ the basic is the same that you need subject and you need a verb\
191 ???: mm\
192 JOH: =XX all the grammatical= categories are different\
193 LYN: =there are some similarities=
194 JOH: it would be XXX for verb subject\
195 LYN: again I don't know nothing about other languages to say comment I just really XXX language is but |
all very very similar grammatically | I don't really know XXX\
196 CEL: I don't know | Japanese or Chinese would have their structures XXX\
197 JOH: mm\
198 CEL: I don't know they have a structure | of course I'm sure but it's not_ I'm not sure it's not the same as
us\
199 JOH: no· sure it's different | the Russian is differ_ too different completely different structure\
200 CEL: aha\
201 JOH: but I think the basic is the same\
202 CEL: the ba_ the base\
203 JOH: the base\
204 CEL: XXX\
205 JOH: and there must be categories it's the same | it's the same like_ everybody is using verbs everybody is
using subject and XXX\
206 CEL: are you sure/ because I'm not sure enough\
207 JOH: not sure/ ah ok\
208 CEL: ok\
209 [laughter]
210 CEL: yeah Chinese Japanese\
211 LYN: yeah XXX the same as you yeah\
212 JOH: the Japanese you think they don't they don't use verbs\
213 CEL: well Japanese perhaps || but Chinese is more like symbols and_ no/
214 JOH: yes but the symbol the symbol\
215 CEL: I'm not sure\
216 JOH: is a symbol for maybe yeah one symbol for dancing or one symbol for I don't know another verb but
it's a verb\
217 CEL: yeah mm yeah I don't_\
218 LYN: yeah but_
219 [laughter]
220 LYN: XXX either way like XXX I know that one but I can comment | and I wasn't too sure about semantic
universals/
221 CEL: yes but semantic is like the meaning\
222 LYN: XXX universal XXX\
223 JOH: I think it's true\
224 LYN: there are no XXX\
225 <2>
226 LYN: ok XXX say false | simply on the fact that I can't comment on it that languages XXX I'm sure there
are languages XXX do have some structure\
227 JOH: but every language XXX I'm sure there must be some languages where the semantic_ they have
semantic universals but it's too different | for example when you have some some tribes and in the jungle of
south America or in Africa | I'm I'm sure they have different semantic whatever\
228 CEL: yeah\
229 LYN: yes\
230 CEL: XXX\
231 LYN: so see the next one \
232 [laughter]
233 LYN: every language has a way of spreading | too <3> I might have XXX\
234 CEL: mm\
235 LYN: XXX XXX\
236 CEL: I think I think it's true\
237 LYN: yeah I think that's true\

XII. Annexus

238 JOH: mm\
239 LYN: XXX you have to XXX you XXX talk explain different XXX\
240 CEL: mm\
241 LYN: I think it must be true | XXX speakers of any language XXX again true\
242 JOH: mm\
243 LYN: XXX you could go on that one XXX eh and this question again I XXX any normal XXX or maybe
XXX\
244 JOH: yes of course that's true\
245 LYN: yes\
246 JOH: I think it's true\
247 LYN: I don't read XXX I just read any XXX\
248 JOH: no any normal XXX I'm sure they would learn every language every\
249 LYN: yeah it's incredible children\
250 CEL: yeah\
251 LYN: XXX you could be bilingual by the time XXX for XXX XXX || eh | different | so when when you
were growing was it sort of XXX Catalan/
252 CEL: no well Catalan and Spanish\
253 LYN: so XXX thinking and pick up XXX\
254 CEL: normally in the street eh the language spoken is Spanish more | more Spanish than Catalan\
255 LYN: mm\
256 CEL: but because of the politician_
257 LYN: yes\
258 CEL: here in Catalunya in the schools eh we started a_ I don't know how to say in English | an integration
of the language\
259 LYN: mm\
260 CEL: and now it's becoming the first language in the schools\
261 LYN: it's like XXX first skills and second skills or just XXX small children\
262 CEL: no from small children\
263 LYN: mm how long has that been for XXX?
264 CEL: ten years more or less | before almost everybody spoke Spanish\
265 LYN: mm\
266 CEL: but depends on XXX your family is from Catalunya or if you have family from other parts of Spain\
267 LYN: yes\
268 CEL: from my family I have_ my my mother is from the south of Spain so I can speak Spanish with my
mother\
269 LYN: yes\
270 CEL: and_ yes she she usually speaks with me in Spanish but I prefer to talk in Catalan\
271 LYN: really/
272 CEL: because it's my mother tongue I'm from here and since I was little in school I was speaking in
Catalan\
273 LYN: yeah that makes sense\
274 JOH: and XXX French XXX\
275 CEL: yes more or less\
276 LYN: yes Spanish is similar\
277 JOH: really similar\
278 CEL: but French_ I I only know a little from French\
279 JOH: mm\
280 CEL: I'm not able to understand XXX\
281 JOH: first time when I when I saw Catalan XXX could be able X was like ah XXX Spanish good it's like a
mixture of all\
282 CEL: yes\
283 LYN: XXX\
284 CEL: but you_ Catalan people it's better for them to learn French than Spanish people\
285 JOH: mm\
286 CEL: I mean Spanish speakers\
287 JOH: yeah\
288 LYN: yeah\
289 CEL: because Catalan is very similar\
290 LYN: mm\
291 CEL: XXX French\
292 LYN: XXX\
293 CEL: differences XXX among other_ among languages due to biological reasons\
294 JOH: biological and cultural reasons | XXX say\
295 LYN: yeah because biological I don't think it's_
296 CEL: no but_ you grow with diff_ is very difficult to learn for example another language\
297 LYN: mm\
298 JOH: German for example\

XII. Annexus

299 LYN: yeah\
300 CEL: for me the pronunciation is_
301 LYN: XXX\
[laughter]
302 CEL: and_ or Chinese or whatever you know/
303 LYN: I think yes\
304 CEL: perhaps it's vowels_
305 LYN: yes\
306 CEL: I don't know the_ well | there are biological reasons also I think | because_
307 LYN: yeah\
308 CEL: I don't know\
309 LYN: mm\
310 JOH: mm\
311 CEL: what do you think?\
312 JOH: yes\
313 LYN: I XXX I don't think there are | but again I do not XXX so yeah for some reason I just think that everyone_ you know anyone_ they can_ would be able to speak there will be some difficulties but I don't know it that's XXX with the form of the XXX you know/
314 CEL: XXX\
315 LYN: XXX but no\
316 CEL: for example are you able to pronounce_ because the other day we were twenty minutes in class about the 'r' here in Spain\
317 LYN: again it's easier for Scottish people\
318 CEL: it's easier\
319 LYN: to XXX Spanish because we use things like loch\ [Scottish pronunciation]
320 CEL: aha\
321 LYN: you know/ there's lots of that in our language and_ and we XXX our 'r' 'Ireland' [pronounces the 'r' with the Scottish sound]
322 CEL: [repeats]
323 LYN: and you know/ and we just take for granted until you're in a Spanish class with people who are really struggling with those particular aspects XXX XXX but again I don't think it's impossible to XXX\
324 CEL: yeah\
325 LYN: XXX it's just something that you're so used to X that you can't_
326 CEL: mm\
327 LYN: XXX faster my English is really bad\
328 [laughter]
329 LYN: yes XXX slang words XXX yeah\
330 JOH: yeah\
331 LYN: ok thank you\
332 [end of recording]

XII. Annexus

Preservice group 1.b Language acquisition task Maud, Julie, Cindy

[...]

- 1 CIN: eh we have to discuss this\ no/
2 MAU: mm\
3 JUL: mm\
4 MAU: I think that it depends on the learning type so maybe the father is better in learning rules and facts and I don't know\
5 JUL: and the young boy maybe by listening or something like he can pronounce the words better than the father and the father has the maduration of XXX I think more to understand the rules I think more the grammar and all this\
6 MAU: mm\
7 CIN: I think this is the difference\
8 JUL: yes\
9 CIN: and a young person XXX use the English and at the computer or more things than a father\
10 JUL: mm\
11 CIN: a father_
12 MAU: and I think it's more difficult to learn a language if you are older_
13 JUL: older than younger\
14 CIN: yes\
15 MAU: yeah\
16 JUL: yeah because_ not here but in Holland or another countries you can listen the TV_
17 MAU: yeah\
18 JUL: and the movies and other XX are not dubbed | you know/
19 CIN: mm\
20 JUL: you can listen in the original version\
21 MAU: ah\
22 JUL: and it doesn't happen here so here you only can listen in Catalan or in Spanish and here the Spanish people the Spanish children only have English in the school \
23 MAU: mm\
24 JUL: yes and I think that here we we we have TV and the TV more not dubbed X in the_
25 CIN: and the cinema\
26 JUL: because another_ yeah the cinema or the movies_\
27 MAU: yeah\
28 JUL: the cartoons or something like this then the children can understand or can educate by listening the XXX\
29 <4>
30 CIN: and maybe the father studies more than the son and it's because the grammar is better in grammar in the XXX\
31 JUL: in grammar yeah\
32 MAU: and maybe because in the matter of the social language it's because the son has grown up in a more tolerant society than maybe his father\
33 JUL: yes\
34 CIN: yes\
35 MAU: and his father is more conservative and maybe that's why he's not good at coping social language and XXX\
36 <2>
37 CIN: next/
38 JUL: yeah\
39 MAU: next yeah\
40 <9>
41 CIN: it's the context XXX missing I think so | and they are repeating something you don't know what it is or what it means\
42 JUL: I can repeat if you_ I I don't know you can repeat a stupid word\
43 MAU: yeah\
44 JUL: yeah and I can repeat it for all my life this word and I I know how to pronounce but I don't know the meaning maybe because you didn't_
45 MAU: teach XXX yeah\
46 JUL: yeah\
47 CIN: yes <2> I don't know\
48 JUL: you can understand better | the meaning a word with a meaning | not only in grammar I mean it's more I don't know the the culture from from this word or what can you express with this word not only the sound\

XII. Annexus

49 MAU: mm\
50 CIN: I think that learning a language is learning to think in that language\
51 JUL: yeah\
52 CIN: not repeat\
53 JUL: not repeat yeah\
54 CIN: is thinking in in_
55 MAU: senseless repeating_ so I think there is a sense in repeating if you want to practise pronunciation\
56 JUL: yeah \
57 MAU: cause if you write on the blackboard maybe let's say cat or something and they don't know how to pronounce it they will sat XXX or whatever and you have to tell them and when I do vocabulary with my pupils they always make I think like speak after me or something like that\
58 JUL: yes but they know_
59 MAU: only XXX\
60 JUL: yeah they know the meaning before\
61 MAU: yeah\
62 JUL: but you you repeat the the word if you say_ you teach them cat they know that cat is an animal maybe\
63 MAU: yeah mm\
64 JUL: so they can eh relate the meaning with the_
65 MAU: mm\
66 CIN: it's good but it_ not the only way to learn\
67 EEE: no\
68 MAU: and only for pronunciation yes\
69 JUL: next one/
70 CIN: next\
71 <32>
72 MAU: I think it's because eh she's on the same level as the others it's a foreign language for her and a foreign language for the Spanish children so they are in the same_
73 JUL: level\
74 MAU: level yeah or_
75 JUL: yeah she she's not discriminate maybe maybe she was in in a in a classroom where the children know more maybe than her maybe it will be more_
76 MAU: yeah\
77 JUL: XXX\
78 MAU: or maybe in a Spanish class there's Spanish people it's it's their mother tongue and she is very bad because she has to learn it first and XXX what in the English course I think it's a foreign language for both of them\
79 JUL: so who do we think is right? the head teacher or the EFL_
80 CIN: what is EFL?\
81 MAU: English as a Foreign Language\
82 CIN: ok\
83 JUL: yeah\
84 <2>
85 MAU: I think it's the English teacher\
86 JUL: yeah maybe\
87 MAU: and he or she_
88 JUL: XXX XXX\
89 MAU: no because she is the teacher and he_ XXX XXX\
90 JUL: yeah\
91 <4>
92 MAU: but XXX\
93 JUL: no but_ yeah that the teacher also is right I think it's very difficult for a person to learn two two different languages at the same time | I don't know\
94 MAU: mm\
95 JUL: but I think that immigrants or when_ if you travel and you go to different countries I think that your chip in your head changes and you can_ I don't know you can be able to learn more_
96 MAU: yes because you have_
97 JUL: more fast\
98 MAU: you have to speak\
99 JUL: yes you have to_
100 CIN: XXX\
101 MAU: XXX\
102 JUL: yes you have to_ I don't know to_
103 MAU: XXX\
104 JUL: yeah to grow up in this culture\ no/
105 MAU: yeah | and I think it also depends on the age of the children_
106 JUL: yeah of course\

XII. Annexus

107 MAU: because_|
108 JUL: maybe the parents will not learn English or Spanish or Catalan\
109 MAU: yeah but children_ yeah they learn easily\
110 JUL: but the common sentences to go shopping or something like this but the children in the school more
faster\
111 MAU: faster\
112 <15>
113 [someone whispers]
114 <12>
115 CIN: no\
116 JUL: no he's not\
117 CIN: XXX XXX\
118 MAU: I think he just copes with life\
119 CIN: yes yes\
120 <15>
121 JUL: I don't know what to say more\
122 MAU: yeah | because just because he had to speak to them and had to learn it and to speak X and so_ and I
think he is not able to write in Russian or in Polish \
123 JUL: or XXX\
124 MAU: or_ is just speaking and he understands it\
125 JUL: yeah\
126 MAU: XXX everything\
127 JUL: not because you can_ not because only you you can speak a language it means that you know
everything about this language\
128 MAU: yeah no\
129 JUL: you have to know grammar rules how to write\
130 MAU: yes yeah\
131 JUL: you cannot defend with this is in another world maybe he does because he is sailor he's always seen
the the_|
132 MAU: the ship yeah and I think maybe he's not able to speak in French with with a_|
133 JUL: with a direct XXX kind\
134 MAU: kind of managing director or something\
135 JUL: yeah | he only seems to_|
136 MAU: the vocabulary\
137 CIN: XXX mm\
138 <29>
139 JUL: mm I don't agree with this <2> I think the results will be more XXX\ you know/
140 MAU: mm\
141 JUL: that eh for the new language\
142 MAU: mm so maybe she's learning the language but with a lot of mistakes and she will always make this
mistakes cause she learnt it like that | but I think it's XXX if she hears check one hour a day\
143 CIN: yes\
144 MAU: I think it should be a native or a good speaker of Check so so not somebody who who doesn't speak
Check XX herself I don't know\
145 JUL: mm\
146 MAU: it's the same in school if you are a teacher and you teach them wrong vocabulary or wrong
pronunciation they will always say words\
147 CIN: yes\
148 MAU: false\
149 JUL: yeah\
150 MAU: it's the same with my teacher learn_ my English teacher learnt to say comfortable but it's
comfortable\
151 JUL: comfortable\
152 MAU: yeah and and some times it happens that I say comfortable [accent on first syllable] even now\
153 JUL: or vegetable\
154 MAU: yeah so it's in my head or *vegetable* it's not *vegetable* it's vegetable and_|
155 JUL: yeah\
156 MAU: comfortable\
157 JUL: yeah\
158 CIN: maybe the English teacher were from_ Irish and it's different the pronunciation\
159 MAU: mm\
160 CIN: put is_ no *qué era?* but *decía* but no but_|
161 MAU: yeah eh yeah Irish \
162 CIN: it's all different\
163 MAU: ah and sometimes you can here children speak English if they have a British English or an American
English teacher\
164 JUL: yes yes\

XII. Annexus

165 MAU: cause in my school where we are becoming teachers in the university there are some who speak American English and they are also teaching American English which is 'r' and the children_
166 JUL: the r and the t it's so different\
167 MAU: yeah they speak it as well\
168 <18>
169 JUL: can you see/
170 CIN: yes yes\
171 <14>
172 JUL: it's complicated\ no/
173 MAU: mm\
174 JUL: no/ I think_
175 MAU: I think he or she is motivated but German is very very difficult\
176 JUL: difficult\
177 MAU: and and if you have only these lessons you can't learn a language properly so you have to_
178 CIN: no\
179 MAU: to speak or maybe have a friend a German friend to speak at home or something it must be more to learn it in six months\
180 JUL: yeah | maybe it will be fine that she_ if he has this opportunity to go to Germany_
181 MAU: yeah\
182 JUL: but not to work I mean if you don't have the_ like level to make a conversation with somebody most in in in work in a job I think it's not it's not good to there and frustrate you can frustrate yourself and maybe it's better to go there and and not to work just to\
183 MAU: learn it in the country\
184 JUL: yeah learning in the country\
185 MAU: aha\
186 JUL: I don't know\
187 <28>
188 CIN: no\
189 MAU: yes but weather vocabulary not more nothing more\
190 CIN: and Japanese is is different completely completely different\
191 MAU: yes but as we said before\
192 CIN: the reading\
193 MAU: you you can you can say anything XXX it | you say [clicks tongue] this is XXX yes I can do it but I don't know the meaning what she said_
194 CIN: the meaning XXX the writing\
195 MAU: yeah I can't write I can't write it\
196 JUL: maybe a baby can do it can_
197 MAU: yeah\
198 JUL: from I don't know with one two seven years old maybe with eh faster than her\
199 MAU: yeah | so she she learns Japanese but it's_
200 JUL: like how it sounds and yeah that_
201 MAU: yeah\
202 CIN: XXX meaning_
203 MAU: it's only XXX vocabulary it's just nothing I think it's good if you are learning a language in a course and_
204 JUL: and you you\
205 MAU: XXX watch TV you listen to the radio that's good XXX but not only to be XXX\
206 <11>
207 MAU: what does it mean related? related to XXX XXX/
208 <5>
209 JUL: the language maybe Catalan and EFL\
210 MAU: X not XXX [indefinite fragment length]
211 CIN: they don't understand/
212 MAU: in the XXX course/
213 JUL: XXX in Catalan are also doing better in your_ in the XXX I don't understand\
214 CIN: XXX\
215 MAU: I think it's_ they are good in arts is it what they are good in arts that they are good in English too | you know what I mean | they are creative and thus this means that they_ that it is easier for them to learn English\
216 CIN: ah\
217 JUL: I know the it's an opinion I know that the_
218 MAU: brain_
219 JUL: brain is_
220 MAU> is divided in two halves yes\
221 JUL: the left part is with the art and language and all of this and the right part is with the mathematics physics and all calculus and all this and the arts is with the left yes maybe it's related the the fact of the arts maybe and the language\
222 MAU: maybe it's related has something to do with the brain\

XII. Annexus

223 JUL: I I have done music for a long time and I know that music educates your ear_
224 MAU: yeah\
225 JUL: and eh an statistics study proofs that people who educated their ear by music or something like this
can understand or can learn a language more faster than another person\
226 MAU: yeah\
227 JUL: that hasn't done_
228 MAU: wow | and it's proved/
229 JUL: it's proved\
230 MAU: mm | I don't know | it's too_ yeah I think it has something to do with science\
231 JUL: yeah yeah with sound yeah\
232 MAU: I don't know maybe there is statistics or_
233 JUL: I don't know\
234 MAU: whatever | ok <25> maybe because he can't motivate them as a teacher and so they don't like English
and they won't learn it so maybe you have_
235 JUL: change the method\
236 MAU: yeah\
237 CIN: XXX XXX\
238 MAU: and to make your lessons more attractive and more motivating so_
239 CIN: mm\
240 MAU: maybe topics\
241 JUL: nice material\
242 MAU: yeah nice pictures and topics where three-year-olds are interested in\
243 JUL: yeah songs\
244 MAU: yeah\
245 JUL: and they are very young_
246 MAU: and I think it must be very very very easy\
247 JUL: yeah you cannot teach them like with the XXX you have to teach them more just XXX more
singing_
248 CIN: words\
249 JUL: words or_
250 MAU: sounds XXX\
251 CIN: colours\
252 JUL: colours XXX books or something\
253 MAU: my cousin learnt a bit of English when he was four years old and he was able to count till ten in
English but he wasn't able to count till ten in German and it was strange\
254 JUL: XXX yeah\
255 MAU: strange and sometimes he came up with how are you and I said I'm fine thanks and he said no it's not
I'm fine thanks it's thank you I'm fine | and how are you?
256 ???: wow\
257 MAU: it was the sentence he learnt and heard from his teacher\
258 <12>
259 JUL: the XXX\
260 MAU: mm\
261 CIN: work uf\
262 ???: XXX/
263 <5>
264 CIN: no I've_ there isn't this_
265 ???: XXX\
266 JUL: of influence from the students XXXX | no no/
267 CIN: no\
268 MAU: no I don't think so\
269 JUL: no\
270 MAU: not in German no <3> so it's a mistake of the irregular verbs\
271 EEE: yes\
272 MAU: and I don't know how to explain them and I can't explain them to my pupils it's just you have to learn
them by heart\
273 CIN: yes\
274 MAU: nothing more\
275 JUL: memory\
276 EEE: yeah\
277 JUL: you have to learn them\
278 MAU: yeah\
279 JUL: yes\
280 MAU: ok\
281 CIN: that's it I think\
282 MAU: that's it yeah\
283 JUL: yes\

XII. Annexus

Preservice group 1.C language acquisition task

Maud, Silvia, Nancy, Cleo

- 1 MAU: so situation one_ |
2 CEL: yes |
3 NAN: situation f | your new Asian student is very good at learning vocabulary words and seems to be able to remember all the irregular third column much better than anyone else | however he does not seem to be able to comprehend even the simplest reading passage | it means that he can memorise and understand all the the third column it's the_ |
4 CEL: XXX to remember all the irregular_ and this boy or this child is from Asia |
5 EEE: Asia |
6 ???: XXX |
7 MAU: I think the only_ the thing is that he | it's easy for him to learn to learn words by heart just to memorise_ |
8 CEL: yeah but he don't understand_ |
9 MAU: but he doesn't understand_ |
10 NAN: XXX but_ |
11 MAU: the meaning | it's only_ |
12 CEL: but it means that he he's able =to memorise all= the column but if he finds this word in a short sentence or in a text he can't understand |
13 NAN: =XXX in a mechanical way= yeah |
14 MAU: he doesn't understand the word in a context |
15 CEL: but_ |
16 MAU: so it's learning vocabulary_ |
17 NAN: memorise |
18 CEL: XXX |
19 MAU: XXX more |
20 CEL: he's he has developed the memory skill_ |
21 MAU: XXX |
22 CEL: without |
23 MAU: ok |
24 [CLE introduces herself]
25 NAN: eh you have to XXX this |
26 ???: yeah |
27 CEL: but then we have to talk about what can we do |
28 NAN: I don't know |
29 CEL: Tchr Tchr [stops recording] for example when you give this student or this child the list of the irregular verbs | yeah? you can write down the tense | the last co_ the third column is about past_ |
30 NAN: participle |
31 EEE: participle |
32 CEL: yes past participle so you can write next to the verb an example for example |
33 MAU: yes I think you as a teacher or we as teachers we should not ask the pupils only to |
34 ???: remember |
35 MAU: to learn the words only to learn XXX no XXX on the first column then we learn the second column | but to put the word in a context for the pupils to understand the meaning |
36 NAN: and how to use it |
37 CLE: I think it would be better that instead of learning these irregular verbs by columns do it in in lines yeah/ you know what/ |
38 CEL: I remember when I was a child I I had to remember these verbs in this ways three XXX [overlapping] and we did for example ten verbs one day the next day these ten verbs and ten more |
39 MAU: but it wasn't in a context | [overlapping] I don't know XXX |
40 ???: but it worked |
41 CEL: yeah because now I can remember them better |
42 CLE: yeah then you know third column is used in this kind of situations and then you remember all the third column but it's_ |
43 MAU: you remember XXX and how to to form it in the three ways but you don't learn it in a context so you don't really learn the meaning it's just_ |
44 CLE: but the the irregular verbs are irregular so you learn them memorising eh you don't have_ it's different from the ones where you can add -ed because you have perhaps XXX |
45 MAU: yeah that's that's_ that's ok you have to learn them and you have to learn them by heart everybody has to learn them | we can't just by_ because it's logical you have to learn them but I think the problem is that not only to learn them by heart but also put them in a context |
46 ???: yeah |
47 ???: mm |

XII. Annexus

- 48 MAU: so if it says catch caught caught then let's let's write an example or a a sentence just to show how to use or or the_ to show the meaning of the verb so\|
- 49 CEL: on Saturday I met my one of my English teachers from the language school and he told me that he's doing a course about English teaching how to teach English and that in the course they told him that in English that forget about verb tenses that there are only the main verbs tenses in English | present simple and past simple and all the other forms are variations of these two ones\|
- 50 ???: mm\|
- 51 CEL: variations that you use in different contexts\|
- 52 NAN: yeah\|
- 53 CLE: yeah but anyway you have to learn all the variations\|
- 54 MAU: yeah\|
- 55 NAN: but it's better to learn within a context\|
- 56 CEL: yeah you have to go from the easier_ |
- 57 ???: it's difficult\|
- 58 CEL> to the more complex\|
- 59 MAU: and for the past tense and the irregular verbs\|
- 60 CLE: I think that if you know_ |
- 61 MAU: if you can show\|
- 62 CLE: the three columns and the translation you only have to put the situation there and say ok | this column is using this kind of situation or in this context | XXX showing XXX the context and then have to learn\|
- 63 CEL: but perhaps if you show them a text with some sentences in different tenses they are they are not_ I don't know if they cannot see the reasons for what we are using these verbs in in the different ways because they don't know_ not enough English that from here we can go in the in this_ I don't know\|
- 64 MAU: but I don't think that the problem here is the use of the tense | beca_ but the the meaning of the word\|
- 65 ???: mm\|
- 66 MAU: so it's not to learn XXX the tense it's just he doesn't know what the word means in the text so_ |
- 67 ???: yes\|
- 68 MAU: it's not just that he doesn't know eh what's is it past tense or is it present present perfect or whatever doesn't matter but I think he doesn't know the meaning of the word he knows that that it is catch caught caught but he doesn't know what catch means\|
- 69 CLE: yeah\|
- 70 MAU: I don't know\|
- 71 <3>
- 72 MAU: ok shall we situation g/ Hang is a very bright student in your EFL class | he listens to you attentively and follows directions very well | however he's very rude when other classmates are speaking and is constantly disrupting any communicative skills activities | he never joins in any class discussions although he has shown in writing to have very strong opinions about some of the topics\|
- 73 NAN: it seems that he doesn't like speaking\|
- 74 CEL: yeah or he's not confident with the_ |
- 75 MAU: yeah or maybe he's ashamed\|
- 76 CLE: or maybe he thinks XX he thinks he's not confident or he is afraid about what the others are going to say\|
- 77 NAN: and he's rude when_ |
- 78 MAU: XXX speaking\|
- 79 NAN: yes\|
- 80 MAU: but why? |
- 81 ???: we are discussing about the second XXX\ [laughs]
- 82 MAU: but what's the reason for being rude when when others are speaking? |
- 83 CLE: perhaps because he would like to speak in the same way that the other and he feels he is not able to do_ |
- 84 NAN: or that the others speak better than him or know more things than him\|
- 85 MAU: or maybe to avoid speaking in the classroom\|
- 86 CEL: it's the same it's the same that happens here\|
- 87 [laughter]
- 88 CEL: yeah yeah it's the same because yeah you have_ we have strong opinions about topics_ |
- 89 CLE: topics\|
- 90 CEL: we are talking but apparently_ |
- 91 NAN: we are not able to express our_ |
- 92 CEL: we think that that_ you for example speak English better than us or it makes us to feel to feel_ |
- 93 MAU: to feel ashamed\|
- 94 CEL: yeah\|
- 95 MAU: but there is there is always somebody speaking better than you\|
- 96 CEL: yeah\|
- 97 MAU: so when I lived in England I had to speak English but I knew that everybody speak better English than me so I would have been ashamed I should XXX\|
- 98 [laughter]
- 99 MAU: but I think the best is just speak\|

XII. Annexus

100 CLE: yeah yeah | learning by doing\
101 [overlapping]
102 MAU: I don't know I make many mistakes and_
103 CEL: I know maybe the teacher is going to correct me\ no/
104 MAU: yeah\
105 CEL: you you have said this instead of that but ok the thing is that they have to talk_
106 MAU: yeah but that's the only way_
107 [overlapping]
108 CEL: yeah but also depends on the way the teacher corrects your mistake\
109 CLE: for instance here I don't mind speaking but for example in some of our classes I I don't speak because
I know all the mistakes I'm going to do will be_
110 CEL: XXX by someone\
111 CLE: XXX\
112 ???: punished\
113 EEE: yeah\
114 MAU: what would you prefer that the teacher\
115 CEL: no no no no\
116 MAU: and to make the mistakes\
117 CEL: no no no\
118 MAU: again and again and again\
119 CEL: I prefer the teachers_
120 NAN: to tell you\
121 CEL> to tell me my mistakes but not in the way_
122 NAN: they do it\
123 CLE: the problem is the way they_
124 CEL: the problem is the way they do it makes me feel very bad yes because they tell you no be careful with
it because it's not funny it's fun for example I don't know they don't tell you things in this way they tell you if
you if you don't improve your English XXX\
125 ???: XXX\
126 CEL: I think it is important to take into account cultural background of our students but it's not realistic\
127 MAU: mm\
128 CLE: I think it's too much for the teacher to take into account_
129 CEL: apart of that you don't have time to pay attention to other students who have difficulties on the
learning process or like_ educational needs/
130 ???: mm\
131 CEL: for example/ also when when at the beginning of the of the academic year you give to your students
some rules but then during the year some of the rules are not taken into account because you are_ you can't
remember everything you know what I mean/
132 MAU: mm\
133 CEL: so if you can't remember important things of your teaching or teaching attitudes or other things for
me it's more impossible but to take into account_
134 CLE: the thing is they are teacher XXX | the thing is that if you as a teacher should try to learn about their
culture and if you should as a teacher_
135 CEL: but you are not only teaching XXX\
136 CLE: XXX\
137 MAU: =there's not only one girl= from China\
138 ???: you don't have only XXX | yes\
139 MAU: there is one from China one from Japan one from Turkey\
140 CEL: and and not only foreign people\
141 MAU: another from Yugoslavia\
142 CEL: and not only foreign people this also happens with people who is living here | for example_ eh_
143 MAU: yes because the XXX\
144 CEL: about the role of women and men it also happens here because there are some pupils that at home the
father is very you know very_
145 CLE: strict\
146 CEL: yes very strict or they have the roles of what the men has to do | what about women?
147 ???: XXX\
148 CEL: XXX are very very XXX yes\ you know/ it's not only from Muslim people or Arabian people\
149 NAN: in my opinion the teacher should know about_ a little bit about their culture but of course_
150 [overlapping]
151 MAU: only one culture_
152 NAN: but you are a teacher\
153 CEL: you can know something about the XXX as well their education\
154 NAN: it's possible that you know\
155 CLE: XXX Chinese culture something about XXXX culture and something about XXX culture but not all
the little things\
156 NAN: no not all the little things but_

XII. Annexus

- 157 CLE: but these are little things I mean you don't know you don't have to know that red X means death in Japanese\|
- 158 MAU: you know some cultural things we all know that in XXX accept women or we all know that the Japanese that they are very very correct and very organized but I didn't know that red means death or that you can't pass a paper with your left hand\|
- 159 CEL: XXX you know it and you have written it down in your notebook but in everyday life when you are teaching you don't remember you can have it in a paper and because teachers always have something about_\|
- 160 NAN: their pupils yes\|
- 161 CEL: four five lines about their pupils yeah/ for example this this XXX is very active or XXX things like that or they know the girl_ the parents of this boy are separated\|
- 162 MAU: there are thirty thirty pupils in a class\|
- 163 CEL: but you don't remember when you are_\|
- 164 MAU: never\|
- 165 [overlapping]
- 166 CEL: and about for example if you have a meeting with some parents and it happens this that for example the father doesn't into account the opinion of the teacher | what should we do?|
- 167 MAU: you can't do anything you can't\|
- 168 CLE: but we are responsible about_\|
- 169 MAU: yeah it's normal in XXX\|
- 170 CEL: no you are responsible if they let you to do but_\|
- 171 CLE: yes but if not/ what? we leave this child in a corner and that's all/ because_\|
- 172 ???: no no\|
- 173 CLE: you do as much as you can and that's all\|
- 174 CEL: if the parents don't allow you to do something else XXX something else you cannot do it because parents have the last word or the last decision\|
- 175 CLE: yeah of course but_\|
- 176 NAN: it's very very difficult\|
- 177 MAU: I think that the problem is_ in Spain is not is now not as big as in Wien for example because it's normal that it happens that that you invite parents and they come and they say hey what do you want you are a woman so_ it doesn't matter for me what you tell me and my boy wouldn't do what you tell him because you are a woman and that's not our culture XX say will you tell him? that yes you can say but now you are in Austria and you should maybe adapt or_ I don't know or sometimes it happens that parents come and they don't speak any German they don't understand you there are there is an elder brother or somebody to translate because they don't speak German or no Turkish for example\|

XII. Annexus

Preservice group 1.D Language acquisition task

Nancy, Celine, Lauren

[...]

- 1 NAN: so the first one | well I think that no that you teach language in the same way but they don't learn the language in the same way there are lots of things that influence on the learning\ no/ yes one is culture I supposes\|
- 2 CEL: I think there are cultures that are eh easy well children from specific kind of culture learn English faster than other_|
- 3 LAU: yeah because the difference between_ a big between learning English in Spain and in Belgium it's all like the movies and everything XXX\|
- 4 NAN: yes\|
- 5 LAU: it's all dubbed and with us is just_|
- 6 CEL: yes because in your country they don't translate\|
- 7 LAU: we we_ no with subtitles\|
- 8 CEL: you go to the cinema and_|
- 9 LAU: yes\|
- 10 CEL: XXX\|
- 11 LAU: always with subtitles so we hear English\|
- 12 CEL: English and XXX\|
- 13 LAU: much more than_|
- 14 CEL: but here no\|
- 15 LAU: and and the music and everything it's all English so we hear it and see it everyday so I think that is XXX\|
- 16 CEL: *bueno* maybe for you_|
- 17 LAU: it's it's much easier for us to learn English\|
- 18 CEL: yes you have a_ the contact with the language is more important to learn XXX\|
- 19 LAU: when when you see and hear a language everyday it's just so much easier to to start to speaking and_|
- 20 NAN: yeah yeah\|
- 21 CEL: here we don't have this exposure to English so_|
- 22 NAN: but XXX_|
- 23 LAU: if France it's also like that they also dub everything and_|
- 24 NAN: so we are not agree with this one because this one says that doesn't affect and we think that yes\|
- 25 LAU: yes it does\|
- 26 NAN: if affects\|
- 27 CEL: yeah XXX\|
- 28 NAN: there is plenty of evidence supposed to support the XXX of an EFL syllabus\|
- 29 CEL: what's EFL XXX\|
- 30 NAN: English as a foreign language\|
- 31 CEL: ah ok\|
- 32 NAN: I think\ no/ because EFL is English as a foreign language\|
- 33 ???: XXX\|
- 34 ???: XXX\|
- 35 LAU: oh that when they teach_|
- 36 NAN: yeah\|
- 37 LAU: they start_|
- 38 NAN: more simple to more complex\|
- 39 EEE: yes\|
- 40 NAN: yeah well this is a reality because when you are in the school you start with simple things and when they are in XXX you teach them more complex things\|
- 41 LAU: they are XXX really good to do that that there is enough evidence to_ that proofs XXX is the best thing to do XXX\|
- 42 ???: mm\|
- 43 CEL: I think so\|
- 44 NAN: well I think that when they start to learn English_|
- 45 LAU: mm\|
- 46 NAN: you can't teach them complex things like for example eh modal verbs or relative clauses or things like that because they need first a basic language\|
- 47 LAU: yeah XXX\|
- 48 NAN: XXX XXX\|
- 49 LAU: I think it's good XXX XXX\|
- 50 CEL: yeah but this is when you when we are talking about writing for example but when you are doing an English class you teach all the time_ yes the teacher speaks English\|

XII. Annexus

- 51 LAU: yeah\|
52 CEL: almost all the time not all the time but when I'm speaking English to our_ to my children I don't use simple structure\|
53 NAN: you are using constantly the language\|
54 CEL: yes the language yes_|\|
55 ???: so_|\|
56 LAU: but I think when you really start_|\|
57 CEL: but you teach them simple structures that they listen all the time the real language\|
58 LAU: yeah that's true\|
59 CEL: so\|
60 LAU: I think_|\|
61 NAN: but this_ it doesn't happen always it happens\|
62 LAU: I think when they really have to start writing and they will answer XXX XX they write it's always better when you teach language it is better XXX make children XXX as much as possible and then they all learn\|
63 CEL: XXX yeah\|
64 NAN: yes but when they are young they learn more\|
65 LAU: yeah\|
66 NAN: by repetition than other thing and it's difficult\|
67 CEL: because they don't have the need to use this language\|
68 NAN: it's more easy for them to understand what you are saying than XXX producing language\|
69 LAU: yeah\|
70 NAN: they don't produce nothing they repeat XXX\|
71 CEL: yes\|
72 LAU: they have more facility\|
73 ???: three\|
74 NAN: we know what a grammar rule is about XXX XXX [unable to calculate fragment duration]
75 LAU: no I don't think so\|
76 NAN: I don't think so\|
77 LAU: I think you can use a rule without really knowing you're using it\|
78 NAN: no no no\|
79 LAU: because you start speaking just when_|\|
80 NAN: XXX yeah\|
81 LAU: yeah just XXX the most important thing is that they start speaking and they can use whatever yeah XXX\|
82 NAN: yeah yeah no but_|\|
83 LAU: they don't have to start\|
84 NAN: but this happens to us no/ because when I'm speaking I don't think in_|\|
85 LAU: yes sure\|
86 NAN: I have to use eh this verb tense or the other one_|\|
87 CEL: but I_ the meaning yes you you you do this\|
88 NAN: yeah at the beginning yes because you think is Spanish and you translate it to English\|
89 LAU: I don't_ I've never done that also because I hear it so much\|
90 NAN: I'm starting now to think in English when I'm speaking but yeah\|
91 CEL: but I think most of us_ we still think in Spanish\|
92 NAN: think in Spanish because_|\|
93 LAU: yeah that's true but you're not really going to think XXX XXX to speak the sentence XXX\|
94 CEL: yes you say it and_|\|
95 LAU: and you don't know which rules you are using\|
96 CEL: yes XXX it doesn't matter to me_|\|
97 LAU: I don't know I have XXX\|
98 CEL: if I say past simple or past perfect\|
99 NAN: yeah\|
100 LAU: I don't know I really don't know but_ things like that\|
101 NAN: but it's difficult to assume this because you have to do it unconsciously\|
102 LAU: yeah | it just has to be like fluently and_|\|
103 NAN: but it's it's easy when it's your own language because you have learnt it in that way and when when I_ we speak Spanish well most of the time we speak in a correct way be_|\|
104 LAU: yeah\|
105 NAN: but it's our language so we know what tense we have to use or_|\|
106 LAU: yeah it's it's automatic\|
107 NAN: yes it's unconscious but in English it's more difficult because yeah it's a second language or_ with no_ yeah | a teacher_|\|
108 CEL: no\|
109 LAU: no\|
110 NAN: we have we have XXX last year and no\|
111 LAU: no\|

XII. Annexus

112 NAN: you have to let pupils to do mistakes\
113 LAU: yes because then\
114 NAN: and_
115 LAU: you'll scare them up and they won't\
116 NAN: and you never have to say no this is bad in front of all the class\
117 LAU: yes yes\
118 NAN: because the pupil\
119 LAU: what you can do is when they make a mistake just answer and actually say the same thing and and
and just correct in that way but without saying no you're wrong it's like that because then the child_
120 NAN: yes\
121 LAU: will hear in the right way\
122 NAN: yeah\
123 LAU: so when he will hear it maybe he will think about next time\
124 NAN: yeah\
125 LAU: yeah\
126 CEL: yes\
127 ???: so_
128 CEL: no I think it's better if children work in groups\
129 ???: aha\
130 CEL: because if they_
131 NAN: but sometimes yes and _ depending on the task they have to do\
132 LAU: they have to learn_
133 NAN: and it's important to promote group work I think\
134 CEL: but it's it's good for them because they can learn from each other\
135 NAN: yes and help each other\
136 CEL: although they do mistakes they are also doing_
137 NAN: and it's pupil interaction so it's important\
138 LAU: yeah that's good\
139 NAN: yeah | it's XXX\
140 <4>
141 NAN: xde_ depends on_
142 CEL: XX are XXX about language\
143 NAN: but if you are talking or if you are teaching grammar of course they need to know_
144 CEL: but there are XXX things\
145 NAN: the grammar rule they_
146 CEL: apart of grammar in a language\
147 NAN: yeah but I think that for example vocabulary doesn't XXX a big XXX for example with TPR
activities you show them but they observe you and do the same so the next time they know that standing up
stand up means to_
148 LAU: yeah I think they have to learn it a couple_ hear it a couple of times\
149 NAN: yeah\
150 LAU: some XXX\
151 CEL: no but it's like us when we see for example a film we don't understand every single word so_
152 LAU: mm\
153 CEL: perhaps there are words that_
154 NAN: that through the context_
155 CEL: never never before we haven't listened or so they can learn although they eh anyone has told them
no/
156 LAU: yeah\
157 NAN: [reading] the most important thing_
158 LAU: but I don't think that you can learn that you can teach everything about langua_
159 NAN: yeah\
160 LAU: they XXX have to_
161 NAN: the best way is using the language\
162 LAU: yeah\
163 NAN: if you want to learn it it's using the language because_
164 LAU: just\
165 NAN: I_ well this year no because I have no time but last year I went to an *academia* and yes they teach me
a lot of grammar but what I need is just to_
166 LAU: yeah it's the most important thing\
167 NAN: yeah\
168 LAU: if you don't speak_
169 NAN: for me yes\
170 LAU: just XX listen to_
171 CEL: yes\
172 LAU: XXX if you just sit there and listen to some grammar_
173 NAN: no\

XII. Annexus

174 LAU: you are not going to learn a language\
175 NAN: because the grammar is important but_
176 LAU: the_ yeah\
177 NAN: depends on the purpose you want to learn a language no/ for me I suppose that the level of grammar
we have to teach English in primary school it's is enough\
178 LAU: yeah\
179 NAN: but we need to speak English and to understand English\
180 LAU: yeah\
181 NAN: be able to a listening understand all the conversation
182 LAU: yeah\
183 CEL: mm\
184 NAN: and be able to teach a whole class in English without using our own language\
185 LAU: yes\
186 NAN: this is the problem\
187 LAU: aha\
188 ????: [laughs]
189 NAN: is a person speaks more than one language he probably won't speak any of them perfectly | no I don't
think so\
190 LAU: I don't think so either | because yeah you know Catalan and Spanish_
191 NAN: Catalan and Spanish\
192 LAU: and you you speak it both\
193 NAN: yeah I s_
194 LAU: perfectly\
195 NAN: but not all the people\
196 CEL: yeah\
197 NAN: I I speak the two ones_
198 LAU: yeah\
199 NAN: because well with my friends_
200 CEL: people from here XXX\
201 NAN: XXX Catalan but there is a lot of people in Catalonia who don't speak Catalan\
202 LAU: Catalan speakers\
203 CEL: because their their parents come come from different places in Spain\
204 NAN: yes they come from different places but in primary school there is a Catalan subject so they know
Catalan they don't use it because they don't want\
205 CEL: no in schools all is in Catalan\
206 NAN: yes all\
207 CEL: there is a Spanish subject but nowadays all is in Catalan\
208 NAN: everything all the subjects are in Catalan\
209 CEL: although we are in Spain\
210 NAN: but they don't use it because they don't want to\
211 LAU: what I actually don't understand is how you how you learnt to speak so well both of the languages it's
like when you when you are small when you are a kid\
212 NAN: but there are few people who speak the two ones at the same level\
213 LAU: aha\
214 NAN: depends on the on the context\
215 LAU: but how do they learn it when you are a kid? don't you start mixing them when you XXX/
216 NAN: I don't remember [laughs] I don't remember\
217 LAU: it's a wonder I mean it's so strange\
218 CEL: the official language here is Spanish but in Catalunya in this zone_
219 NAN: there is_
220 LAU: yeah\
221 CEL: there is another_
222 NAN: Catalan_
223 CEL: *but before it was a dialect or something like this and now is a another official language*/
224 LAU: but in your_ at home in your family it's Catalan\
225 CEL: yes yes\
226 NAN: the two ones | sometimes I speak Catalan sometimes I speak Spanish\
227 LAU: you just mix it\
228 NAN: yes I mix it\
229 CEL: XXX me in my case I speak Spanish with my mother_
230 NAN: but not_
231 CEL: and Catalan with my father\
232 LAU: so strange\
233 NAN: yeah\
234 LAU: because I saw_ I I just wonder how you learn it when you're so_ when you're small\
235 NAN: XXX like you\
236 LAU: I don't understand why you just_ why you don't mix it and and_

XII. Annexus

237 NAN: but mixing in what way/ because_
238 LAU: that you_
239 NAN: I mix it but not some Spanish words and some Catalan words\
240 LAU: that you that you know when you speak in Spanish or when you speak in Catalan\
241 NAN: yeah\
242 CEL: yeah\
243 LAU: but I wonder when you are small you don't know which one is Spanish and which one is Catalan\
244 NAN: yeah\
245 LAU: and you don't start to X XX one line_
246 CEL: this is XXX_
247 NAN: I think it is very important to start learning another language when you are_
248 LAU: when you are young\
249 NAN: children\
250 CEL: yeah I know that_
251 NAN: when you are very very young\
252 LAU: yeah but I just I_ it's strange\
253 NAN: because_
254 LAU: yeah I don't know learn these\
255 NAN: but XXX_
256 LAU: two languages XXX know that there're two different_
257 CEL: yeah but but perhaps it's like you with your English\
258 NAN: but_
259 LAU: yeah but I don't feel XXX to_
260 NAN: there is few people eh who speak the two ones\
261 LAU: yeah\
262 NAN: very few people yeah I think so because me me_ for example me at home eh I'm talking with my mother in Spanish and I say one sentence in Spanish and the other one in Catalan\
263 LAU: yeah\
264 NAN: yeah but I don't mix one Spanish word with_
265 LAU: yeah\
266 NAN: with one Catalan word no I mix sentences\
267 LAU: but well now you know that but if you're like just starting to speak when you're like two years old and you're just starting to speak and_
268 CEL: I don't I don't remember_
269 LAU: yeah because normally in the stree_
270 CEL: so what XXX_
271 NAN: with people in the street normally you speak Spanish here XXX\
272 LAU: yeah\
273 NAN: but at school at university and_
274 CEL: it's Catalan\
275 NAN: in_ it's Catalan because now Catalan it's more official_
276 LAU: mm\
277 NAN: than years before so this is why we are able to speak in the same level XXX\
278 LAU: yeah [laughs] so XXX think so\
279 CEL: yeah and like like XXX has been here for so long she knows Spanish and Catalan and her English yeah because it's it's her mother tongue so she know Spanish and Catalan also perfectly and I don't know\
280 NAN: who?
281 CEL: Tchr\
282 NAN: well perhaps Catalan no\ [laughs]
283 LAU: no/
284 CEL: yes\
285 NAN: perfectly no\
286 LAU: no XXX perfectly yeah but it's about speaking it perfectly but_
287 CEL: I think she can if you just live in the country\
288 NAN: she she speaks Catalan as well as we can speak English I think\
289 LAU: yeah\
290 CEL: we have_ so she speaks_
291 NAN: no· I think that she has a_
292 LAU: [laughs]
293 NAN: no\
294 [laughter]
295 NAN: XXX don't take this into account\
296 [laughter]
297 CEL: I heard her the other talking in Catalan and she she's pretty good_
298 LAU: mm\
299 CEL: talking in Catalan\
300 NAN: we can ask her\ [laughter]

XII. Annexus

301 LAU: yeah but I think it's possible to speak some languages and speaking them perfectly\
302 NAN: yes\
303 LAU: ok\
304 [something is read in a low voice]
305 LAU: I think so\
306 NAN: yeah I agree with that | yeah\
307 LAU: think if you can express yourself in a language that you_
308 CEL: well no not like like an Indian no/ but XXX\
309 LAU: like what/
310 CEL: yeah for me a multilingual XXX is someone who can_ you don't need to know the language perfectly\
311 LAU: yes\
312 CEL: but have a good level yes because you speak like an Indian | I don't know my XXX this is not a multilingual_
313 LAU: yeah you just have to be able to express yourself and say what you feel in different circumstances and just_ yeah so then I think you can just_
314 CEL: but_
315 NAN: yeah perhaps the problem is that XXX English | if he is able to to learn Catalan or Spanish and she is not able to learn English but the problem is not mm his problem XXX for the teacher of English or whatever because the exposure of English is not the same_
316 LAU: mm\
317 NAN> than Catalan or Spanish\
318 LAU: mm\
319 NAN: he doesn't need to use it constantly and perhaps this is why he has difficulties he has difficulties to XXX\
320 LAU: XXX used to XXX about the next one the immigrant\
321 NAN: ah\
322 CEL: yes\
323 NAN: XXX something about_ XXX\
324 ???: XXX\
325 LAU: multilingual\
326 [laughter]
327 NAN: with that one *me he colado*
328 [laughter]
329 ???: yeah\
330 LAU: but we can we can go to the next one I don't know\
331 <15>
332 NAN: how long_
333 <15>
334 CEL: I don't understand the question/
335 NAN: this one/
336 CEL: yeah\
337 NAN: eh_
338 CEL: he can speak Catalan or Spanish XXX he is failing in English | so they are saying that he has got a XXX insecurity | XXX yes | but then they say that obviously he can learn a language\
339 NAN: yes because if this person is an immigrant_
340 LAU: yeah\
341 NAN: and is able to learn and speak Catalan or Spanish but not English\
342 LAU: yes\
343 NAN: the problem is because a learning disability but I don't think so because_
344 CEL: no\
345 NAN: I think it's because of the teaching of English and because the sequence XXX because language is not used here_
346 LAU: mm yeah\
347 CEL: like Spanish and he_
348 NAN: or in the school or if you are working eh_ yeah it depends_ not because for example now it happens to be that when when the weekend arrives when I meet my friends I X like to speak English I can't because they can't because they don't speak English so I feel_ I don't know how to say that | because now we are_
349 CEL: XXX XXX\
350 NAN: yes this course we are we are doing English in all the classes eh except one or Ant XXX all the classes are in English so when I come home I_
351 LAU: you still want to speak English\
352 NAN: yes I like XXX English speaking English but I can't\
353 LAU: yeah\
354 NAN: because they they_
355 LAU: they don't understand\
356 NAN: they don't XXX so I would like to arrive home\

XII. Annexus

357 CEL: but this is always_|
358 NAN: yeah it's always but it's the first time that it happens to me | I suppose that it is for this because here we are speaking English all the days so I speak_|
359 LAU: yeah but_|
360 NAN: I speak English all the day and when_|
361 LAU: oh yeah when you get home|
362 NAN: yes XXX in English or a group of children when I_|
363 TCHR: XXX which question do you_?|
364 CEL: yeah we are talking about XXX but in XXX|
365 NAN: so I XXX_ doesn't need to be the problem of of a learning disability or the problem of the teaching of English it doesn't need to be this because this is what we are saying the exposure is not the same_|
366 LAU: mm|
367 NAN: so_|
368 LAU: yeah|
369 NAN: it is difficult for this child to learn English but also for the rest of the children_|
370 CEL: yeah|
371 NAN: the rest XXX is difficult to learn_|
372 LAU: yeah|
373 CEL: because they are not exposed|
374 NAN: yeah in in TOEFL in TOEFL 2 we were talking about that in the English class where immigrant children are in the same situation that the others_|
375 CEL: yes|
376 NAN: because everybody is learning English | it's the first time they learn English so they are at the same level the have the same difficulties and_|
377 LAU: aha|
378 NAN: XXX yeah|
379 CEL: what_|
380 NAN: XXX\ [indefinite fragment length]|
381 ???: XXX\
382 <8>
383 NAN: what means who are not proficient?|
384 CEL: that they don't speak the language|
385 ???: XXX XXX|
386 NAN: no who are not proficient|
387 CEL: they are native speakers but they are not proficient|
388 NAN: in their native language|
389 CEL: in their native language|
390 NAN: so they don't speak_|
391 NAN: it's like us we we are native speakers of Catalan but if we don't have a degree about or XXX or whatever related to our level of Catalan | you know? I have_ you have a very good level of Catalan|
392 CEL: if you if you do an exam_|
393 NAN: yeah|
394 CEL: about all the things related to Catalan morphosyntax semantics_|
395 NAN: yeah|
396 CEL: you are not going to pass it because you are native but there are lots of thing to study inside language|
397 NAN: but XXX_|
398 CEL: you have to do a linguistic XXX|
399 NAN: but in Spanish too|
400 CEL: yes of course|
401 NAN: it is not only in_|
402 CEL: but is it_ but then then this happens not only to minority language|
403 LAU: it's everybody|
404 CEL: this happens to all the languages in the world not only minority|
405 NAN: yes I agree|
406 CEL: XXXX students|
407 LAU: but proficient no_|
408 CEL: I suppose that they don't speak very very good their native language no/|
409 NAN: I suppose|
410 CEL: we can ask_|
411 NAN: yeah|
412 CEL: this_ in my opinion is this that we are native speakers but we don't know everything related to the language|
413 NAN: yeah no nobody knows it|
414 CEL: but XXX that mean that we are not XXX|
415 NAN: yes|
416 TCHR: proficient/|
417 CEL: it means who are not XXX|

XII. Annexus

418 TCHR: oh yeah\
419 NAN: that they don't speak very_
420 TCHR: yeah yeah ok that's it\
421 NAN: but this is not only minority I think most of us\
422 ????: mm\
423 NAN: we are not proficient in our language it's not only for minority languages happens to all the languages
in the world | you don't think_ you speak_ what what's the language in Belgium?
424 LAU: Dutch\
425 NAN: Dutch | like like German\ no/
426 CEL: no\
427 LAU: no\
428 NAN: it's different/
429 CEL: yes\
430 LAU: yeah\
431 NAN: so you you speak Dutch but taking into account your context\ no/ because you don't know technical
words in Dutch as me for example in Catalan XXX so this in not only for minority languages we are competent
people in our language but we don't know here every single word\
432 LAU: XXX\
433 CEL: yeah\
434 LAU: I think aspects of language\
435 NAN: yeah XXX\
436 ????: [laughs]
437 NAN: but I don't really_ I don't understand very very good this XXX | Tchr Tchr_ we don't understand very
good the last one\
438 TCHR: ok eh minority languages XXX XXX immigrants don't speak the language\ all right/
439 NAN: but that don't speak their own language very good\ no/
440 TCHR: yeah in proficient in the XXX they come here they start losing it_
441 NAN: ah-
442 TCHR: and they don't know to read and write in that language\
443 NAN: ah ok mm\
444 TCHR: yeah/
445 NAN: yeah yeah\
446 CEL: no no\
447 NAN: yes that for example the Arabic people who come here to Spain_
448 TCHR: yeah and they learn_
449 NAN: they learn to speak Spanish or to speak Catalan but they aren't_ they now they are in Spain not in an
Arabian country they lose their XXX or their written language and they speak in_
450 ????: XXX learn it\
451 LAU: they come here when they're really young and they just XXX speaking XXX but they just XXX
writing_
452 NAN: yeah\
453 ????: they can't get it\
454 NAN: because at home they continue speaking but writing_
455 ????: yeah\
456 NAN: for example/
457 LAU: they XXX XXX Spanish they just forget all the other XXX all the other language and then it says that
even if they know the_ for example Spanish_
458 NAN: aha\
459 LAU: I think they will still have difficulties in other subjects\
460 NAN: mm\
461 LAU: I don't know | I think it still stays different because it's not your native language\
462 NAN: yeah yeah\
463 LAU: but if you speak it like perfectly | I don't see XXX XXX so many problems
464 ????: XXX\
465 [laughter]
466 NAN: but I don't know\
467 LAU: well I think_ I think maybe it depends on how old you are when you get here\
468 NAN: yeah\
469 CEL: yes yes\
470 NAN: if you are very young you have_ it's more easy for you to to adapt to the country yeah and to learn the
language\
471 CEL: yes\
472 LAU: yes\
473 NAN: because you don't have any experiences XXX\
474 ????: mm\
475 ????: yeah\
476 NAN: yes

XII. Annexus

Preservice group 1.E Language task Jeffrey, Elsa, Lori

1 JEF: ok | should we read every sentence loud or_|
2 ELS: =yeah=
3 LOR: =yeah=
4 ELS: it's better\
5 JEF: ok I can start | eh wherever humans exist language exists\
6 ELS: no I think that's not that's not true\
7 JEF: neither do I | I have XXX\
8 LOR: I think_|
9 JEF: you say yes\
10 LOR: why?\
11 ELS: I don't know because eh I think it's an impossible question to to answer because nobody knows |
nobody\
12 JEF: yes\
13 ELS: can know_|
14 LOR: mm\
15 ELS: so my answer is not | true neither false\
16 JEF: ok\
17 LOR: it's_|
18 JEF: my my theory is that if you put a a child in a forest or two children in a forest | they maybe can
communicate they can come up with a total language like_|
19 LOR: yes but XXX eh eh if a child lives between animals for example_|
20 JEF: yes\
21 LOR: he can hear the different sounds_|
22 JEF: yes\
23 LOR: that the animals do_|
24 JEF: yeah\
25 LOR: referring to different things and I think he can learn a language and XXX\
26 JEF: yeah\
27 LOR: I don't know\
28 JEF: yeah it depends on how you draw the line between language and_|
29 ELS: well I think that's_|
30 JEF: sounds and_|
31 ELS: language is everywhere | everywhere you_ well that example that you are that you are saying is it's an
example of communication and maybe if you are with animals or whatever I I think that communication is
always there\
32 JEF: yeah\
33 ELS: but there are lots of kinds of language | XXX well it's difficult_|
34 JEF: yeah it's difficult to answer we we don't know\
35 ELS: ok\
36 JEF: like body language is a language or =not a language=/
37 ELS: =yeah that's it=
38 JEF: it depends\
39 ELS: it depends\
40 JEF: ok number two/
41 ELS: yeah some languages are more primitive than others | probably I think so\
42 JEF: I think yes\
43 LOR: I don't think so\
44 [laughter]
45 JEF: you never_ XXX ok\
46 ELS: eh why not?\
47 LOR: because eh well when we talk about languages | what are what are we referring about? so | we are
talking about different kinds of languages depending on the country or_ what do you think | about
language meaning?\
48 JEF: well I think like more primitive than others is like_ for example Spanish_|
49 ???: mm\
50 JEF: for me it's more | like *subjuntivo* no_ it doesn't e_|
51 ???: eh/
52 JEF: *subjuntivo en español*\
53 ???: aha\
54 JEF: *no exist_* eh it_|
55 ???: it doesn't_|
56 JEF: doesn't doesn't exist in Swedish language so_|

XII. Annexus

- 57 LOR: so that means that this is older XXX\
58 JEF: I don't know and like you have three or four ways to say like *pasados* like_
59 ???: mm\
60 JEF: what's it called in English\
61 ???: the past\
62 JEF: the past yeah I'm confused yeah but in some language you only s you only speak in the in the present time but then you say yesterday | if you want or_
63 ???: yeah\
64 JEF: like Japanese I think they say_ they talk in present time and then they say | yesterday\
65 LOR: mm\
66 JEF: but I don't know if it's| =more=
67 LOR: =but= do you think that it_ for example eh a language has more words to say the past or different words to say different words to say different eh parts of the past | eh you think that eh if a language has that it_ this language is eh more primitive/
68 JEF: primitive doesn't X mean that it's eh_
69 LOR: old it means that's old\
70 JEF: it's old || or || or doesn't mean that it's like_ I can't express it in English\
71 ELS: or maybe that the o_
72 JEF: that it_
73 ELS: the origin_
74 JEF: they don't use the language as_
75 ELS: ah ok\
76 JEF: and different languages have more_
77 ELS: I understand that maybe | it has been talking during lots of years or maybe that if vocabulary is more primitive you mean/
78 JEF: yeah\
79 ELS: em | well || both meanings are true I think\
80 JEF: yeah\
81 ELS: because there is there are some languages that come from lots of year ago because they eh are linked with Latin or Greek or something like that and | eh | there are another kinds of languages that have a primitive vocabulary\
82 JEF: yes because languages_
83 LOR: what what it means primitive XXX\
84 LOR: so that they use a vocabulary very specific or_
85 JEF: I I can't explain how I think it is | because like thousand years ago you had like a language and then the language developed to become more and more_ I can't_ I don't know the word | more and more complex or more_ and maybe some some languages are further down in the scale and some languages are further up and I don't know\
86 LOR: I think that | the language has an evolution\
87 JEF: yes\
88 LOR: all the languages\
89 JEF: yes\
90 LOR: but I don't think that eh one language is more primitive than other languages\
91 ELS: why why not?
92 LOR: because ||| because I XXX one day one day they XXX XXX XXX language no/ and then this is XXX on on XXX and I think the language comes at the same time XXX all the languages come at the same time and they_ the language XXX XXX eh all the languages develop eh eh in in a different way\
93 JEF: yes\
94 LOR: so I don't think so it is more primitive or_ one language than other languages\
95 ELS: I think that there is an open answer here\
96 LOR: yeah\
97 ELS: yeah\
98 JEF: yeah I don't_ we don't know\
99 ELS: XXX question\
100 LOR: yeah\
101 JEF: ok\
102 LOR: some some languages will not allow foreign words being included in XXX vocabulary\
103 <2>
104 JEF: I I'd say no because I think that every language\
105 LOR: XXX\
106 JEF: yeah have_ yeah exactly have an evolution and they create new words or they copy words from other countries or_ like the Swedish language they have many words from from the German language and from the English language and_
107 LOR: yeah\
108 JEF: yeah\
109 LOR: I think it's XXX\

XII. Annexus

110 ELS: yeah I think the same | it's something natural that maybe countries eh that are in contact like maybe
for example Spain and France_|

111 JEF: yeah\|

112 ELS: and Italy or Portugal they have lots of words that are like_ that are the same or pretty eh || well that
are mm <2> that you can understand what they are_|

113 JEF: yeah\|

114 OLH: saying because eh they live together or they are | eh next to well I don't know how to say it\|

115 JEF: but we understand\|

116 ELS: ok\|

117 JEF: so take the next one\|

118 ELS: yeah\|

119 JEF: all languages change through time | I think yeah I think yes\|

120 ELS: yeah\|

121 LOR: yeah\|

122 JEF: yeah so we all agree on that one/|

123 LOR: =yeah=

124 ELS: =yeah=

125 JEF: next one

126 ELS: eh the relationship between sounds and signs and their subsequent meaning are deliberate due to a
natural relationship between them\|

127 JEF: I don't understand exactly\|

128 LOR: what does it mean | deliberate | here/|

129 JEF: I'm not sure\|

130 LOR: deliberate XXX\|

131 JEF: [reads question again]

132 LOR: XXX\|

133 JEF: we're not sure of what_ [speaking to the teacher]

134 LOR: what's the meaning of deliberate [speaking to teacher]

135 TCHR: that it it doesn't happen naturally\|

136 ELS: yeah\|

137 TCHR: XXX a natural relationship | ok/|

138 LOR: XXX\|

139 JEF: like what between sounds and their signs\|

140 LOR: and signs\|

141 JEF: XXX\|

142 LOR: signs\|

143 ELS: yeah XXX\|

144 ???: XXX\|

145 JEF: ah you mean letters\|

146 ???: sounds of_|

147 JEF: the letters/|

148 ???: signs\|

149 JEF: ok I thought yeah\|

150 LOR: I think it's not natural\|

151 ELS: no\|

152 JEF: relation between sounds and signs\|

153 LOR: no\|

154 JEF: I don't know\|

155 LOR: XXX\|

156 JEF: no | ok\|

157 ELS: you mean the way that it's written down and the way that you pronounce it is like the same | that's the
meaning of this question/|

158 JEF: yeah I think_|

159 ELS: XXX\|

160 LOR: no I don't think it's XXX like XXX I think the question is if eh between what we XXX the XXX and
what the signs we use to XXX them that sounds if this is natural or not\|

161 ELS: natural in which way/|

162 LOR: natural I mean if_ I don't know how to explain | I don't know || for example the way that one one
person decides to to give the sound X for example this this is not natural not XXX\|

163 JEF: no\|

164 LOR: that it doesn't come_|

165 JEF: no no\|

166 LOR> naturally\|

167 ELS: yeah\|

168 LOR: it is something that we invent\|

169 JEF: yeah\|

170 LOR: yeah | not everybody who says I XXX I like this for example in Spanish we represent like this\|

XII. Annexus

171 ELS: XXX so yeah that was XXX\
172 LOR: XXX more or less\
173 JEF: yeah we agree now XXX\
174 LOR: yes\
175 JEF: and the next one/
176 ELS: all languages have a XXX discrete sounds or gestures in order to form words
177 JEF: and endings XXX_
178 ELS: yes\
179 JEF: XXX || discrete sounds/ what's_
180 ELS: it's true\
181 JAU: what's discrete sounds?
182 ELS: eh like *dis_ discret* in Catalan/
183 LOR: XXX\
184 ELS: *discret discret* | it's like eh_
185 JEF: XXX\
186 ELS: that doesn't_
187 JEF: meaning XXX\
188 ELS: that you don't realise that that's something hidden\
189 JEF: yeah I I think I understand the word but don't understand the meaning_
190 ELS: the meaning of_ yeah\
191 JEF: cannot make a discrete sound or_
192 <10>
193 TCHR: do you understand/
194 LOR: I think it's_
195 TCHR: does each language XXX XXX does each language have a limited set of sounds/
196 ELS: yeah\
197 TCHR: that they can use\
198 ???: XXX\
199 TCHR: ok/
200 JEF: ok | li limited || limited\
201 ELS: yeah\
202 JEF: XXX\
203 ELS: all speakers XXX\
204 JEF: yeah at one point you ha_ you cannot_ I think yes or_
205 [laughter]
206 JEF: yeah a limited\
207 ELS: yes\
208 JEF: because you can create how many words/
209 LOR: no\
210 JEF: it has to be limited\
211 LOR: yeah because for example in in Spanish there are fi_ eh five vowels\
212 JEF: yes\
213 LOR: ok and in Catalan for example XXX eight eight vowels and for eh eh Spanish people will be very difficult to pronounce all the eight sounds this X me_ it means it is limited\
214 JEF: yeah\
215 LOR: the sounds that a language has\
216 ELS: mm\
217 ???: XXX\
218 JEF: mm | all languages have a finite set of sentences which can be formed from its sound system\
219 LOR: I think it's infinite XXX the_ what do you say?
220 ELS: what do say?
221 LOR: I think that the language_ each language has an infinite set of sentences | we can eh you can make sentences | all the time in a different way | I think\
222 ELS: yeah possibly\
223 JEF: yeah maybe sometimes you have eh used every possibility way to form a sentence\
224 ELS: mm\
225 LOR: I don't think so\
226 ELS: I think that I don't really don't understand what this sentence means | eh eh I don't know what does it mean | which can be formed from its sound system\
227 LOR: I think this means that eh we have a a set of finite sounds\
228 ELS: mm\
229 LOR: ok/
230 ELS: XXX\
231 LOR: that when we talk we can mix all this | system and we can eh use it in an infinite way\
232 ELS: mm\
233 JEF: mm\
234 LOR: XXX\

XII. Annexus

235 JEF: yeah you_ yeah maybe\
236 ELS: but you don't think so\
237 JEF: I'm not sure eh you can use your_ what's it called nouns vocals\
238 LOR: vowels\
239 ELS: vowels\
240 JEF: and consonants\
241 ELS: =consonants=
242 LOR: =consonants=
243 JEF: like you can mix them very much but at some some point maybe_ I'm not sure if I understand the question
244 <2>
245 LOR: so let's continue\
246 JEF: well let's continue\
247 ELS: all grammars contain roles for the formation of words and sentences of a similar type\
248 LOR: I didn't understand this sentence\
249 ELS: yeah\
250 JEF: mm\
251 ELS: Tchr <3> this sentence_
252 TCHR: aha\
253 ELS: XXX\
254 TCHR: ok mm languages have XXX right we agree on that XXX languages have structures | do the structures_ have rules/ as part of XXX rules for making new words and sentences/
255 LOR: yeah\
256 ELS: yeah\
257 JEF: yes\
258 ELS: and this one/
259 TCHR: mm/ [reads a question] is it limited the amount of sentences you can make | using u_/ ok the sound system means phonetic system | using the phonetic system of a language | take English | the number of sentences you can make with the sound from English | is it limited | or not/
260 LOR: no\
261 ELS: yeah\
262 JEF: mm well maybe it it's not\
263 ???: XXX\
264 JEF: ok\
265 ???: of course\
266 JEF: eh/
267 ELS: and the other one it's yes\
268 JEF: yes | there are there are rules\
269 ELS: yeah\
270 LOR: yeah\
271 JEF: for sure\
272 LOR: and_
273 JEF: ok\
274 LOR: every spoken language has a class of vowels and a class of consonants\
275 JEF: yeah it has to be\
276 LOR: yeah\
277 JEF: otherwise we can't speak\
278 LOR: yeah\
279 JEF: yes\
280 ELS: XXX were saying before that eh that in Catalan we have eight vowels because we have the neutral one and the accent the open accent or the closed one | but not in Spanish | maybe in Swe_ in Swedish you you've got another kind of vowel XXX\
281 JEF: yeah yeah yeah\
282 ELS: XXX\
283 JEF: yeah\
284 ELS: so all is different but the pronunciation is also XXX\
285 JEF: mm\
286 ???: XXX\
287 JEF: yeah\
288 LOR: XXX the next one no/
289 JEF: ok | there are no similar grammatical categories which are universal to all languages\
290 LOR: I think it's false\
291 <2>
292 ELS: false\
293 JEF: yeah\
294 ???: mm\
295 JEF: false\

XII. Annexus

296 ???: well\
297 JEF: well\ [laughs]
298 LOR: because_ XXX similar grammatical XXX XXX because for exam_ for me it's eh if XXX phonetics
or syntax or_ yeah that's all\
299 ELS: XXX\
300 <3>
301 LOR: I think this eh categories are universal although XXX has_
302 ELS: XXX\
303 LOR: ok XXX\
304 ELS: yeah | but yeah | I suppose_ because our singular_ no because_\
305 LOR: XXX\
306 <9>
307 ELS: so do you think the grammatical categories in the universal languages are similar or no/ that's the
question maybe\
308 JEF: yeah\
309 ELS: yeah similar\
310 JEF: in a way all languages are similar because we create sentences and meanings in the past in the future
in the present\
311 LOR: yeah but\
312 JEF: it has to be some kind of similarity\
313 EEE: mm\
314 LOR: XXX\
315 ELS: so that's true or false/
316 JEF: well then the question is_ false XXX\
317 LOR: false\
318 ELS: false yeah\
319 JEF: false\
320 ???: XXX\
321 <2>
322 ELS: eh there are no semantic universals found in every language in the world\
323 <6>
324 JEF: I'm not sure I don't understand the XXX\
325 LOR: yeah\
326 JEF: I don't know semantic\
327 LOR: XXX\
328 ELS: yeah\
329 JEF: yeah | there are no semantic universals_
330 LOR: I think it's false\
331 ???: semantic universals\
332 ELS: I don't understand\
333 ???: XXX XXX\
334 JEF: ok <4> ok\
335 LOR: I think this is false\
336 ELS: [laughs]
337 JEF: yeah I'd say also false\
338 ELS: well I don't know it but_
339 LOR: yeah that's false\
340 JEF: yeah XXX\
341 LOR: it it doesn't mean that the_ the universals are the same but for example for a XXX_
342 ELS: for a_
343 LOR: XXX if we want to make the feminine for example we add an a_
344 JEF: yeah\
345 LOR: at the end of the word | but in English it doesn't happen but this doesn't happen but it happens for
example in English the the past is formed like this\
346 JEF: yeah\
347 LOR: ed | so it doesn't XXX that they have the same semantic eh universals\
348 ELS: mm\
349 LOR: but I I don't know how to say XXX\
350 ELS: yeah\
351 LOR: XXX | I think all the languages have a different to form the words\
352 JEF: yeah\
353 LOR: and this this XX I think their their semantic universals\
354 ELS: yeah mm XX aha\
355 JEF: ok | next one\
356 LOR: every language has a way of referring to past time | XXX from XXX questions using XXX and so on\
357 ELS: yeah | you were saying this\

XII. Annexus

358 JEF: yes yes | ok | competent speakers of any language are capable of producing an infinite set of sentences\
359 <5>
360 ???: mm\
361 ELS: what_ produce which kind of sentences\
362 JEF: XXX it's infinite\
363 LOR: XXX\
364 JEF: an endless set of sentence you can speak but not forever I don't know\
365 [laughs]
366 ELS: maybe yes maybe I there are people can speak speak speak and forever\
367 JEF: yeah\
368 LOR: no but I don't un_ I understand something well I understand but I think_
369 JEF: if you're a good speaker_
370 LOR: no it it doesn't matter if if this a competent speaker or not\
371 JEF: mm\
372 ELS: why not?\
373 LOR: because XXX well because if we we can form an infinite_ before we have said_
374 JEF: yeah\
375 LOR: XXX ok | XXX yes yes I put XXX\
376 JEF: well I don't know\
377 [laughter]
378 LOR: but if is it is yes here_
379 ELS: mm\
380 JEF: maybe it was no XXX\
381 LOR: you put yes here_
382 JEF: yeah\
383 LOR: or no | we follow the XXX\
384 JEF: yeah\
385 LOR: you put no also\
386 ELS: yeah it was no\
387 JEF: it was no/ was it/
388 ELS: no\
389 LOR: if it was no eh this means that everyone can make infinite sentences in a language | it doesn't matter if it's competent or not | no/
390 ELS: yeah | well yes of course but XXX sometimes XXX competent speakers use to be more able to speak_
391 LOR: yeah\
392 ELS: and to produce more sentences or more meanings than the others but_
393 JEF: but endless is a strong word I I don't know but_
394 ELS: yeah\
395 JEF: we can do sentences like XXX well maybe we can talk forever\
396 [laughter]
397 LOR: so yes or no/
398 JEF: yeah well XXX or XXX/
399 ELS: I'd put false but I don't know\
400 JEF: I'm not sure\
401 LOR: well depending on the speaker\
402 ELS: yes\
403 LOR: that XXX what we have said before XXX competent XXX_
404 ELS: if we_
405 LOR: XXX which he or she is not able to produce_ | is more able than the other ones | ok
406 JEF: yes keep talking XXX another\
407 LOR: eh any normal child born anywhere in the world of XXX racial geographical social or economical heritage is capable of learning any language to which he or she is exposed\
408 JEF: yes I think so yes | because there are many adopted children and_
409 ELS: yeah\
410 JEF: they speak fluently so yes\
411 LOR: yeah\
412 JEF: eh differences found among languages are due to biological reasons\
413 LOR: no\
414 ELS: no\
415 JEF: no\ || no\
416 LOR: there isn't XXX biological but social or_
417 JEF: yeah environmental_
418 LOR: yeah\
419 JEF> but not biological\
420 LOR: people around you\

XII. Annexus

421 JEF: yeah\
422 LOR: yeah ok\
423 JEF: so we finished\
424 ???: yeah that's all\
425 JEF: shall we stop this/

XII. Annexus

Preservice Group 1.F Language task

Stella, Lilian, Cindy, Maggie

1 CIN: eh what do you think about the first one?
2 LIL: wherever humans exist languages exist/
3 CIN: yes\
4 STE: for me this XXX true\
5 CIN: I =think so=
6 MAG: =I think it's= true\
7 LIL: I think true\
8 STE: true/ but what is language?
9 ???: loli\
10 LIL: language is a way of communication\
11 CIN: yes yes the other day we have we had this XXX/ XXX and said that eh the gestures the mimic and all that things was a language\
12 LIL: communicate feelings and thought and then animals I think that they don't have any language\
13 ???: [laughs]
14 LIL: I don't know | no/
15 STE: why isn't it true for you?
16 MAG: for me it's true is_ language eh XXX language eh gesture_\
17 CIN: body =language=
18 EEE: =XXX=
19 MAG: eh I don't know | pictures in the prehistory time\
20 CIN: yeah\
21 MAG: everything is_ all this is language/ yes\
22 CIN: mm\
23 MAG: wherever humans exists language exists\
24 CIN: yes\
25 MAG: if not_
26 CIN: [laughs]
27 STE: obviously XXX\
28 CIN: yeah\
29 STE: yeah | ok/
30 LIL: we are agree/
31 CIN: yes | no/
32 LIL: if language is_ all kinds of languages | all things for communication | communicative expression | I think yes | no/
33 ???: ok | the second/
34 CIN: the second | some languages are more primitive than others\
35 LIL: I think that_
36 STE: I don't know what is meant by primitive because I agree if it's meant that some languages have an easier system of grammar or_ yeah | if it is this is meant by primitive I agree but_ yeah | what about you/
37 LIL: for me it's false\
38 MAG: I_
39 CIN: for me too | for me it's false too\
40 LIL: for me it's true like_ *sigui bueno no me*_\
41 MAG: but what's the meaning of primitive?
42 CIN: *clar* | =primitive=
43 MAG: =I don't= understand\
44 STE: yeah I don't understand XXX\
45 MAG: I you think that XXX =language=
46 ???: with =less value=/
47 LIL: there are primitive languages and then they have got eh eh new languages with structures they XXX to the primitive languages | Latin and then Spanish eh Italian or_
48 STE: and you consider =for example Latin= as =a primitive language/=
49 LIL: =Ieh Latin= =2 a primitive language= yes | I consider language like a primitive but_
50 CIN: but_
51 LIL: I don't know XXX\
52 CIN: XXX primitive | I don't think that Latin is it's a_
53 MAG: I think XXX\
54 CIN: primitive language | I think that is a primitive I found that as a XXX a language with less value | *con menos valor*\
55 ???: mm\

XII. Annexus

56 MAG: yes I_ for me primitive the meaning of primitive here in this sentence is the is the_
57 STE: it's like in eh_ mm not so good\ [laughs]
58 [laughter]
59 STE: it's only to to say one word for several meanings\
60 ???: ok\
61 STE: I don't know what what is meant by primitive\
62 ???: XXX\
63 LIL: primitive | here/ what's the meaning of primitive/
64 TCHR: primitive/ primitive\
65 [laughter]
66 STE: is it meant that eh =that it's an easier_=
67 MAG: =not evolutioned= for example/
68 ???: ah ok\
69 TCHR: not XXX XXX whatever XXX how would you interpret primitive?
70 CIN: buf | but_
71 LIL: I think in Latin Greek it's primitive but they don't agree with me\
72 TCHR: XXX have to\
73 [laughter]
74 LIL: no we don't_
75 TCHR: how would you how would you_
76 LIL: we don't know\
77 TCHR: define primitive/
78 STE: for me is primitive I I thought it is meant that if that is maybe an easier system of grammar or structure
so I would agree with this statement but if not_ but if this is not meant XXX primitive_
79 TCHR: how would you interpret primitive?
80 LIL: like eh_
81 TCHR: old/
82 LIL: old | yes\
83 TCHR: *that wasn't my intention but it's a good interpretation | my intention was that is was a question like
XXX you said that XXX valid XXX what does primitive mean | old that hasn't developed because it's_
yeah/*
84 [laughter]
85 ???: ok\
86 CIN: then_
87 MAG: although it is primitive in your way of meaning I think it's XXX because you can consider a language
more easy or more XXX languages | that kind of_
88 CIN: com_?
89 MAG: language is_
90 CIN: a way of communication\
91 MAG: a way of communication and it's it's adapted to my_
92 CIN: our way of life or_
93 MAG: yes\
94 STE: yes but it's only meant with this statement if their exist_ if there do exist more primitive languages in
that meaning we_ in in the meaning they have an easier system of grammar and that XXX exists
languages which have an easier grammar system than for example_ I think it's_ the German system of
grammar is difficult to learn but there are some other systems of grammar for me which are easier |
they only have_ I don't know_ English I think English isn't so difficult to learn because they have_
what do they have_ I don't know\
95 [laughter]
96 STE: but I think that XXX exist easier easier eh | easier to learn XXX exist languages XXX_
97 CIN: no I don't think so\
98 ???: XXX\
99 MAG: I think XXX it's easier or more difficult it depends on your mother language | if my mother language
is Spanish | Catalan for me it's easier than English but for a_
100 STE: yeah that's true\
101 MAG: at_ I don't know eh Dutch\
102 STE: yeah\
103 MAG: speaker\
104 STE: XXX is more_
105 CIN: difficult to learn Spanish\
106 MAG: it's more difficult to learn than Catalan\
107 CIN: German\
108 MAG: than English | I don't know\
109 STE: yes but in this statement it is only_ the question is or the statement that there are_ if there are do exist
primitive_ more primitive languages_
110 LIL: or not\

XII. Annexus

- 111 STE: or not | and there are I think | there are languages which do have an easier system of grammar than another language | you know what I mean/
- 112 LIL: yes yes|
- 113 CIN: yes|
- 114 LIL: but I don't know_|
- 115 STE: it's it's_ there are languages which don't have Spanish tenses for example_|
- 116 CIN: but maybe there =are languages_=
- 117 STE: =or languages= which don't have to_ XXX|
- 118 MAG: yes for example English eh_ eh the same_ they use the same past form to express to past forms in Spanish|
- 119 EEE: mm|
- 120 MAG: mm/ but for me this is not_|
- 121 LIL: easier|
- 122 MAG: easier or more difficult|
- 123 ???: XXX|
- 124 STE: but it's from the s_ only the structure is more primitive | you know/ only eh it's only about the structure of the language|
- 125 MAG: but English people_|
- 126 STE: it it doesn't matter_|
- 127 MAG: and Spanish people can communicate_|
- 128 STE: yes but I think it doesn't matter if it's more difficult for you or not because yeah it's only about the structure of the language and if you say English has one_ uses one past tense and in Spa_ in in Catalan or in Spanish this_ you have to_ you can use_ you have to use two for past forms for example | eh it is_ English is more primitive in this way than Spanish | you know what I mean? it's only about the structure not if you_ it's more difficult for you or not|
- 129 <3>
- 130 ???: I disagree|
- 131 [laughter]
- 132 [general overlapping]
- 133 STE: ok next question |
- 134 LIL: yeah XXX I don't understand this sentence|
- 135 CIN: some languages will not allow for new words | XXX already formed vocabulary || I I think that it's referring to_ if for example in Spanish we don't have a word to express chat | and we have eh included a new word XXX *chatear* and this statement it's | mm | it says that eh some languages not not permit to accept new words I think that this sentence says that|
- 136 LIL: yes I think so but_ *no sé* XXX I think it's false | I don't know maybe there are_ some languages that happens that but if a language not allow new vocabulary this language will be dead in a day because mm mm there_|
- 137 MAG: it depends if they need or not|
- 138 LIL: yeah but for example here now you have XXX ok/
- 139 MAG: yes|
- 140 LIL: in your_|
- 141 MAG: so I need the new vocabulary|
- 142 LIL: but if but if you didn't eh don't create or_ that new vocabulary_ then/
- 143 MAG: yes yes|
- 144 LIL: if you don't need it's_|
- 145 CIN: the speakers couldn't express the the things|
- 146 MAG: but the statement here says that some language_|
- 147 CIN: yes|
- 148 MAG: will not allow || for new words_|
- 149 LIL: to be included | allow new words be included | it's_ what do you think?|
- 150 MAG: allow is to_ like to be able no/
- 151 ???: no|
- 152 CIN: *permitir*|
- 153 STE: ah yeah | for me it's_ eh I_ is it meant in this statement that some languages it's not possible to eh to get to to have new words in a language or_ what_ is it meant for this/ is it meant with this statement/ that it's not XXX some languages it's not possible to to develop new words/
- 154 ???: I_|
- 155 CIN: possible I don't know | eh here allow_|
- 156 LIL: they don't want they don't_|
- 157 MAG: they don't want|
- 158 LIL: yes they don't want to allow|
- 159 CIN: I think want I don't know if it refers to want or to_ no/
- 160 ???: mm|
- 161 CIN: I don't know|
- 162 STE: yes but for me I think it's false the statement|
- 163 EEE: yes|

XII. Annexus

164 CIN: I think it's false and if there are any language that don't allow to include new words this language will
XXX disappear\|

165 STE: yeah\|

166 ???: XXX\|

167 CIN: in the future | no/ ok\|

168 [laughter]

169 STE: good | next\|

170 LIL: all languages change through time\|

171 CIN: yes\|

172 MAG: yes\|

173 STE: yeah\|

174 CIN: it's the the opposite of the other one\|

175 [laughter]

176 STE: ok the relationships between sounds and signs are deliberate\|

177 ???: mm\|

178 CIN: I don't know | this one_\|

179 TCHR: [a la classe] if you don't understand the question then tell me XXX right\|

180 ???: uy\|

181 TCHR: XXX XXX the question\|

182 MAG: false no\|

183 CIN: false\|

184 LIL: I'd say that it depends\|

185 MAG: XXX what\|

186 LIL: bet_ for ex_ depends on the on the kind of language\|

187 MAG: ok but I think we have to ask to [name of teacher]_\|

188 LIL: signs\|

189 MAG: if always we are talking about languages in a general_\|

190 CIN: view\|

191 MAG: point of view or only as a spoken language because_\|

192 LIL: yes for that the reason I said =it depends=\|

193 MAG: =XXX=\|

194 LIL: it depends on the kind of language\|

195 [laughter]

196 ???: XXX\|

197 CIN: yes/ false or_\|

198 LIL: no and_ for ex_ I don't_\|

199 MAG: symbols\|

200 LIL: yes\|

201 MAG: in XXX sentences of a =language|=

202 LIL: =when you= XXX_ yeah\|

203 MAG: the meaning of language\|

204 ???: [to Tchr] is a question | what are you referring?\|

205 TCHR: XXX XXX\|

206 ???: [laughter] and the answer\|

207 [laughter]

208 TCHR: XXX foreign language | you talk about the definition we had | the whole thing is about trying to find a
definition of language | trying to define that what is language\|

209 LIL: yes\|

210 STE: but do you mean the question the relationship between sounds and signs | signs that_\|

211 TCHR: I mean_\|

212 ???: [laughs]

213 TCHR: [sembla que escriu alguna cosa per il·lustrar] what is this?\|

214 MAG: ei\|

215 TCHR: is that natural\|

216 [overlapping]

217 STE: it's something to do with ei\|

218 LIL: no I think XXX\|

219 TCHR: is this sign_ is it_ the relationship between the fact that you say this is an ei\|

220 EEE: no\|

221 TCHR: is it a natural relationship_\|

222 STE: =it's invented\|=

223 TCHR: which grow out of it\|

224 CIN: no\|

225 ???: XXX question\|

226 STE: ok understand ok so_\|

227 CIN: then no\|

228 STE: false\|

XII. Annexus

229 ???: false\
230 STE: yeah\
231 CIN: it's an invent_
232 MAG: although then you are talking about sign language/ you can't say no because | I don't know | XXX a mouth with a language_
233 LIL: yes\
234 STE: but too many_ =yes\
235 CIN: =yes\
236 MAG: is not a_
237 STE: but I think she meant sign eh the letters\
238 CIN: yes in the letters yes is false but in other_
239 MAG: XXX sign_
240 CIN: in symbols in sym_ in =symbols\
241 STE: =symbols\
242 MAG: in for example and example in England [segurament fa un gest]this_
243 ???: mm\
244 ???: yes\
245 MAG: is very bad is is like this in Spanish [segurament fa algun altre gest]
246 LIL: it seems very bad\
247 MAG: yes this is_
248 LIL: XXX\
249 ???: [laughs]
250 MAG: it_ in Spanish this is XXX\
251 [laughs]
252 LIL: or victory\
253 [laughs]
254 MAG: so is the same is false in all languages | no/
255 LIL: yes but if you see a dog in_ with a red line crossing it?
256 STE: yes but she is talking about signs =not symbols\
257 LIL: =no yeah yeah yeah yeah\
258 [general overlapping]
259 LIL: here we say *nos vamos por las parras*\
260 MAG: *por los cerros de Úbeda*\
261 LIL: *sólo/ no / y por la parra no XXX*\
262 CIN: *sí / también*\
263 LIL: *también sí*\
264 STE: right ok XXX\
265 LIL: finish | next one | ok | a languages_ ay all languages have a finite set of discrete sounds in order to form words\
266 ???: discrete sounds\
267 LIL: I think it's true\
268 STE: I think so too\
269 CIN: I put_ I'd say true too but I don't XXX\
270 LIL: the phonetic system_ yes it is_
271 CIN: yes but XXX what_ if it was_ if it was_ no if it isn't_
272 [laughter]
273 CIN: fine_ fin_
274 LIL: finite\
275 CIN: eh I think that the communication was too difficult if we haven't got a- a lim_
276 STE: finite\
277 CIN: yes and limit_ limitations | a limit symbols\
278 LIL: yes with sounds but I think with gestures it's false | it's not finite XXX\
279 CIN: *no sé* | I don't know\
280 LIL: it's not finite\
281 CIN: yes but now_
282 LIL: now\
283 CIN: we are speaking about_ with gestures\ no/
284 LIL: XXX if we- if we create a new gesture and all the people like and all the people make the same gestures_
285 MAG: yes we can create a new_
286 LIL: yes\
287 MAG: gestures but you can adapt new sounds for example for your language\
288 LIL: but eh comm_ in a combination of sounds but I think the phonetic the phonetic system it's finite\
289 CIN: yeah\
290 LIL: we can make_
291 CIN: for a language\
292 LIL: XXX one language you have a phonetic system one phonetic system | finite | we can_

XII. Annexus

293 CIN: and a number =of letters\
294 LIL: =but example XXX new words\
295 CIN: or symbols\
296 LIL: not sounds\
297 CIN: or symbols or whatever\
298 LIL: not new sounds I think || in Spanish we have five vowels in *Catalán* eight\
299 CIN: yeah well\
300 LIL: and_ it's finite we don't create a new vowel for Spanish | we can create a new wo_ new words but not sounds\
301 MAG: for example Spanish adapt another word of another language for example show | if you say show you are adapting a new sound that is not in the language | Spanish haven't this sound\ [so fricativ palatoalveolar sord]
302 CIN: schwa\
303 MAG: you haven't it and you adapt it and you include in your_
304 LIL: but eh_
305 MAG: is like adapt another gesture and include it\
306 LIL: at the moment we adapt the word to the writing we pronounce different because we_
307 MAG: you say chow? no you say show\
308 CIN: yes the_
309 LIL: we speak English\
310 CIN: there are people that say chow\
311 LIL: but but my parents chow yes yes of course | er_ pizza\
312 CIN: our parents or our grandparents they don't say show | chow | they say chow not show\
313 MAG: but what's the correct form\
314 CIN: not because you know English or know_
315 MAG: no no in Spanish if you go to X to a Spanish classroom and the teacher_ what what do you say?
316 LIL: because we are_
317 MAG: chow or show/
318 LIL: but the re_ academic XXX of Spanish XXX *no sé cómo se dice | la real academia* it_ [laughs] |
319 TCHR: XXX [diu alguna cosa a les noies i riuen]
320 LIL: *la real academia_* they allow chow\
321 CIN: yes XXX\
322 MAG: chow/
323 CIN: and whiskey whiskey what/ what happened with whiskey? double u? no- g_
324 MAG: vale to write to write they adapted the XXX\
325 CIN: and the sound/
326 MAG: güisqui | now bisqui | whiskey \
327 CIN: but bisque/ the double u is bisque/ XXX I mean windows *no és* bindows\
328 MAG: you say whiskey\
329 [laughter]
330 MAG: it's written with_
331 STE: XXX\
332 [laughter]
333 LIL: ok er_ all languages have a_
334 [laughter]
335 LIL: have a finite set of sentences which can be formed each sound system\ [laughs]
336 CIN: I think that's that is false\
337 LIL: I think false\
338 CIN: because a sentence is_
339 ???: sentences\
340 CIN: there are many possible_
341 MAG: I don't understand the meaning_ the relation in sounds and sentences || do you understand me/
342 CIN: yes yes yes\
343 MAG: [reads] all languages have a finite set of sentences which can be formed_
344 <2>
345 CIN: *que pueden ser formadas por su sistema fonético | bueno*
346 LIL: *supongo que se refería con las palabras*
347 MAG: *supongo que se refería con las palabras*
348 CIN: yes\
349 MAG: yes no/ words\
350 CIN: yes\
351 LIL: I think it's true\
352 MAG: true/
353 LIL: yes\
354 CIN: ay no_
355 MAG: false\
356 LIL: *era la otra | es que empiezan igual*

XII. Annexus

357 STE: I think it's false too yeah\
358 LIL: ok/ something to say/
359 [laughter]
360 ???: next/
361 MAG: [to Ste] you are thinking Spanish people like to discuss no/
362 STE: yes\
363 [laughter]
364 CIN: ok next one | all grammars contain rules for the formation of words and sentences of a similar kind | similar kind | what's_ what what it want to be what it want to say here/
365 LIL: XXX\
366 CIN: [reads whispering]
367 MAG: in a similar way no/
368 CIN: similar kind/ you understand that | the meaning of XXX\
369 MAG: *de un modo similar*/
370 STE: I don't understand similar kind XXX XXX\
371 LIL: we aks to Tchr or what/ yeah/
372 CIN: I think it's_ I don't know I_
373 STE: all languages or the most of languages have a different eh different_ they all contain rules for the formation of words or sentences but they have different eh they use it different\
374 MAG: different XXX\
375 ???: yeah\
376 [deadly overlapping]
377 MAG: XXX and_
378 CIN: no I think_
379 MAG: XXX\
380 CIN: no XXX\
381 MAG: the construction of the plural\
382 CIN: no is_
383 MAG: it's different/
384 CIN: different in all the languages\
385 MAG: yes but the rule XXX\
386 CIN: that they are plural\
387 LIL: they are XXX for that\
388 MAG: yes the formation_ the construction of the plural | this is the same the formation of the_
389 CIN: in Japan too/ because there are the_ these strange symbols I don't know if_
390 LIL: XXX they have a plural XXX for a sentence for example | they don't have consonants and vowels | I don't know how they_
391 MAG: I think the symbol can change if the sentence is in plural or =in singular\
392 CIN: =in singular\
393 MAG: no/
394 CIN: I suppose that I don't know\
395 LIL: I don't know XXX\
396 MAG: I think the sentence is true\
397 LIL: yes yes\
398 STE: mm\
399 LIL: XXX no | another one\
400 STE: every spoken language has a class of vowels and a class of eh consonants\
401 LIL: I think it's false\
402 ???: why?
403 LIL: Japan for example they don't have_
404 CIN: vowels and consonants\
405 LIL: eh/
406 STE: ah ok\
407 CIN: they have_
408 LIL: symbols\
409 ???: XXX\
410 LIL: XXX | XXX symbols to ideas and they combine the symbols_
411 CIN: the lines and the_
412 MAG: but in spoken language_ if\
413 LIL: XXX the phonetic but vowels and consonant_
414 CIN: is not phonetic\
415 LIL: are writing\
416 CIN: writing\
417 LIL: no/
418 [laughter]
419 LIL: the phonetics it's wrong\
420 CIN: but we have a_

XII. Annexus

421 MAG: yes but a vowel is a vowel because eh you can_
422 STE: speak\
423 CIN: speak\
424 MAG: you can pronounce it a_ it's XXX\
425 LIL: but the vowel is a not this this is the the sound\
426 STE: yes but it is_
427 LIL: XXX writing\
428 STE: is about every spoken language\
429 LIL: ah\
430 STE: not_
431 CIN: writing no/
432 STE: so\
433 LIL: ah ok\
434 STE: it is about spoken language not about every written language you know/
435 ????: yeah\
436 [laughter]
437 LIL: problem\
438 [laughter]
439 ????: XXX\
440 LIL: I don't know\
441 <2>
442 STE: I I think it's true XXX I think it's true\
443 MAG: true/ I don't know\
444 LIL: no with spoken yes\
445 [laughter]
446 LIL: next one/
447 CIN: yes | next one/
448 MAG: there are no similar grammatical categories which are universal to all languages\
449 LIL: buah\ [showing the question is difficult]
450 MAG: false\
451 LIL: false\
452 STE: XXX false\
453 ????: XXX\
454 LIL: right/ [laughs]
455 STE: we don't have to say anything because we all agree\
456 [laughter]
457 MAG: but_
458 [overlapping]
459 LIL: I was afraid XXX that\
460 [laughter]
461 MAG: all grammars contain rules for the formation of words and sentences of a similar kind | if you say true
and they say there are no similar grammatical categories which are universal to all languages_
462 CIN: yes then it's a_
463 MAG: and you say false\
464 LIL: which is the difference between them?
465 STE: XXX German XXX better\
466 MAG: what's the meaning yeah of a similar kind?
467 CIN: similar kind\
468 [laughter]
469 TCHR: they seem alike <2> do you understand\
470 MAG: XXX yes\
471 TCHR: similar_
472 ????: XXX\
473 MAG: *de modo similar* | more or less/
474 <2>
475 STE: but it's ok because the statement is there are no similar grammatical categories which are universal to
all languages | it's ok with the other statement XXX isn't it/
476 CIN: ah because the other is XXX and and_
477 STE: where is the other statement?
478 CIN: here\ [llegeix en veu baixa]
479 LIL: it's different grammatical categories than rules\
480 ????: ah\ [tired]
481 [laughter]
482 MAG: grammatical categories what a verb or an adjective/
483 CIN: I suppose no/
484 LIL: yes no/
485 MAG: ok\

XII. Annexus

486 [laughter]
487 CIN: no/ if not what's_/|
488 MAG: everybody said false|
489 CIN: no I didn't say nothing because I have XXX|
490 [laughter]
491 CIN: I'm not sure with the other one|
492 MAG: false|
493 ???: XXX|
494 MAG: ok the next one|
495 STE: there are no semantic universals found in every language in the world? <2> yeah that's true I think|
496 CIN: true|
497 LIL: true | I don't know XXX|
498 STE: I don't know_ I think semantic universals means the meaning of the sentences
a. [tall a la cinta] because means the meaning of what you say I think and so there is no eh it's not for
all languages the same | you know what I mean|
499 LIL: yeah yeah yeah|
500 STE: do you agree with me|
501 CIN: yes I agree with you | and you Loli|
502 LIL: no because_|
503 [laughter]
504 MAG: if you say semantic universals are the meaning of the sentence you can say a thing in very different
ways but in similar cultures I think_ two language isn't with a similar culture can say the same thing_|
505 CIN: yeah but in a different culture what/ it's too difficult that_|
506 MAG: yes because XXX_|
507 STE: I think it's it's it's gen_ in general|
508 LIL: yes|
509 STE: you know/ not if in_ like Spanish and Catalan for example | maybe it's the same in Spanish and
Catalan | you know what I mean? the the the meaning || but I think it's it's about general language |
XXX think/ eh I don't know | was it that what you meant|
510 MAG: yes yes yes it's true it's true|
511 CIN: ok | it's the time no|
512 LIL: *no acaba a las tres | queda media hora*|
513 CIN: but she says_|
514 STE: yeah|
515 CIN: XXX eh next | every language has a way of referring to past time negative forming questions using
commands and so on || true|
516 STE: true|
517 ???: XXX|
518 [laughter]
519 MAG: XXX XXX|
520 CIN: competent speakers of any language are capable of producing an infinite set of sentences | mm that is
similar_|
521 LIL: I think it's false|
522 CIN: me too|
523 STE: me too I think so|
524 LIL: an infinite set of sentences XXX it's impossible|
525 CIN: I don't know_|
526 MAG: impossible|
527 [overlapping]
528 LIL: [laughs] *bueno*|
529 ???: *què?*|
530 TCHR: we don't have XXX|

Preservice group 1.G Language task

Frank, Moria, Chrissy

- 1 MOR: this are some hypothetical situations involving language learning | discuss them XXX | XXX you are a teacher in a language school you have both the father_ and his son in two of your classes | you notice that the young boy is much better at the pronunciation of the language and can handle social language well but the father masters the grammar much faster | why do this happens? why the XXX_ the pupil speak has a better pronunciation and the father knows earlier the grammar\|
- 2 CHR: maybe because the little boy don't know the grammar_\|
- 3 MOR: of any language\|
- 4 CHR: any language so it's_\|
- 5 MOR: yeah\|
- 6 CHR: XXX to think\|
- 7 FRA: maybe the father spends more time studying_\|
- 8 MOR: no and_\|
- 9 CHR: yeah\|
- 10 FRA: and it's easier for him to study grammar than than the language\|
- 11 MOR: and X and X XX for a child it's easier to_\|
- 12 CHR: to pronounce\|
- 13 MOR: to pronounce or to acquire new phonetical_ phonemes phonemes\ no/\|
- 14 FRA: it's more natural\|
- 15 CHR: XXX\|
- 16 FRA: XXX\|
- 17 [laughter]
- 18 MOR: no/ take one\|
- 19 FRA: some years ago the audiolingual method was very popular for teaching English as a foreign language | this method involved repeating sentences questions and entire dialogues after hearing the teacher of after hearing a cassette | why do you think this method largely failed to produce good language learning/\|
- 20 MOR: [laughs] for the repetition maybe/\|
- 21 CHR: XXX in my opinion it is a_ not ever efficient method to learn you you aren't going to find a person a student and say hello hello what's your name my name is Peter and my name is_\|
- 22 FRA: no\|
- 23 MOR: it's not a real situation\|
- 24 CHR: ok bye bye\|
- 25 FRA: it's not a real situation\|
- 26 CHR: XXX situation_\|
- 27 MOR: and you_\|
- 28 CHR: XXX\|
- 29 MOR: don't use the_\|
- 30 CHR: it's XXX XXX it is XX language/\|
- 31 FRA: it's something prepared | activities it's not natural\|
- 32 CHR: it's not natural\|
- 33 MOR: ok\|
- 34 [laughter]
- 35 FRA: XXX\|
- 36 CHR: XXX XXX Amina has just arrived to Catalonia and she's learning XXX Spanish the school director does not want to put her in the EFL classroom because he thinks she will be confused by so many languages | however in a few XX lessons the EFL teacher has noticed that she seems to have no trouble at all adjusting to the lesson | who do you think is right?
- 37 <2>
- 38 FRA: come on\|
- 39 CHR: I XXX your turn to speak\|
- 40 MOR: to speak you have to speak XXX\|
- 41 FRA: [reads the question again] XXX XXX\|
- 42 MOR: I don't know\|
- 43 FRA: the_ the teacher\|
- 44 CHR: yes I think that the EFL teacher is right because in an EFL lesson anybody knows the language | so she's_ Amina is in the same position that her colleagues or partners_ because in Spanish and Catalan she has to learn the language and the others_\|
- 45 MOR: know\|
- 46 CHR> know\|
- 47 MOR: know already\|
- 48 CHR: but in English anybody the language XXX is a foreign language XXX\|

XII. Annexus

- 49 FRA: XXX she has problems with Catalan and Spanish it's another XXX no/ not in an EFL classroom you have to speak in English\
50 CHR: in English yeah\
51 FRA: it doesn't matter if she doesn't_\
52 CHR: if the teacher speaks all the time in English_\
53 FRA: and the_\
54 CHR: all the pupils have the same problem\
55 FRA: yes | we think the teacher is right\
56 CHR: ok\
57 MOR: mm\
58 FRA: what do you think?\
59 CHR: this is Moira\
60 FRA: Moira\
61 [laughter]
62 CHR: XXX\
63 FRA: Moira/
64 MOR: yes yes\
65 FRA: yes/ yes XXX\
66 MOR: Ralph is a British who quit school when he was twelve years old and immediately began a career at sea | he does not know how to read or write yet he can speak to all the members of the crew in his ship including to Russians one Polish sailor and three French men | does this mean he is a genius/ no/
67 <2>
68 CHR: [laughs] no no he's not a genius he has learnt a new language\
69 MOR: yes and_\
70 CHR: but only_\
71 MOR: in_ on the sea they have to communicate to each other and they have to_ XX *lo que sea* [laughs] to improve something to understand and to_ no/
72 CHR: yes\
73 MOR: and to speak\
74 FRA: it means that the best way to to learn a language is XXX\
75 MOR: is using it\
76 CHR: XXX\
77 MOR: yes\
78 CHR: not only the_ to speak_\
79 FRA: yes only speaking yes\
80 MOR: yes the writing\ [laughs]
81 CHR: the writing the writing XXX is_\
82 MOR: different and difficult\
83 FRA: but XXX isn't XXX\
84 MOR: in a real situation\
85 CHR: situation | and natural\
86 MOR: and natural so_ [laughter]
87 FRA: have to finish with natural\
88 CHR: natural\
89 FRA: a friend moved to Prague with her family six months ago | yesterday her daughter teacher told her that her daughter is having some difficulties with the language so your friend has decided she will speak to her in Check for an hour a day | and the time reading will be in Check from now on | even though her own Check is still a bit shit\
90 MOR: [laughs]
91 CHR: [laughs]
92 FRA: what do you think the results will be? mm\
93 MOR: [laughs]
94 [muttering]
95 MOR: ai ai\
96 CHR: if_\
97 MOR: maybe_\
98 CHR: if the friend doesn't know how to speak Check correctly maybe the daughter will do the same mistakes\
99 FRA: yes | but maybe it's better_\
100 MOR: yes but if they practise_\
101 FRA: yes\
102 MOR: she will improve her level of Check [laughs] no/ and maybe XXX the time_\
103 FRA: but maybe the level will_\
104 CHR: XXX XXX\
105 MOR: eh/
106 CHR: but_\
107 MOR: XXX\

XII. Annexus

108 CHR : if her brother don't know how_ he doesn't how to speak in_|
109 MOR: Check\
110 CHR: correctly_|
111 MOR: as_|
112 CHR: then she will_|
113 MOR: learn eh_|
114 CHR: make the same mistakes\
115 MOR: yeah\
116 FRA: but maybe he will learn something vocabulary_|
117 MOR: yes but_|
118 FRA: or_|
119 MOR: but if she read in Check always then she will have a_|
120 CHR: yeah it's true\
121 MOR: large vocabulary XXX you have to have a large dictionary to understand it *porque si no*_|
122 CHR: *vale*\
123 FRA: XXX\
124 CHR: it's my turn\
125 FRA: XXX\
126 CHR: XXX last year you were told that if you learnt German you could get a job within the United Nations
in Geneva\
127 MOR: Geneva\
128 CHR: you are very excited about the prospect but after six months in a German class you still cannot say
more than a few basic things | are you not motivated enough/
129 <11>
130 MOR: [laughs] mm\
131 CHR: it's not motivation\
132 MOR: no maybe_ *no sé* maybe you are motivated but_|
133 CHR: eh to learn_|
134 MOR: it's different to be_ to stay there than to learn in a lesson no/
135 FRA: and maybe when you go out the class you_|
136 MOR: you XXX *seguro*\
137 FRA: you don't practise your XXX\
138 MOR: yeah\
139 FRA: if you go to a German class and after you speak in your own language\
140 MOR: in Spanish or in Catalan or in whatever\
141 FRA: no/ what do you say?\
142 CHR: yeah yeah yeah\
143 MOR: surely when she or he XXX_|
144 CHR: you\
145 [laughter]
146 MOR: goes to Germany she will learn so fast this this language\
147 CHR: but German is a language very_|
148 MOR: difficult\
149 CHR: different from_|
150 MOR: yes\
151 CHR: Spanish English and Catalan_|
152 MOR: yes\
153 CHR: so it's more difficult\
154 MOR: to learn\1
155 CHR: to learn and it's I think it's_
156 FRA: I think you have to practise XXX\
157 CHR: yeah yeah of course\
158 FRA: no/
159 CHR: yeah/
160 FRA: did you practise your English/
161 CHR: of course\
162 FRA: in Holland/
163 MOR: in a natural way\
164 CHR: in Holland I practised a lot of things yes\
165 FRA: eh XXX\
166 CHR: the next one XXX\
167 FRA: next one | next please\
168 CHR: next one\
169 MOR: your aunt has told you she has decided to learn Japanese | however because she is a tight and doesn't
want to spend any money on the lessons she has XXX digital television and sits in front of the TV all day
listening to the broadcast from Tokio | do you think she will ever learn Japanese/ [laughs] all day from the TV/
170 CHR: eh yeah but maybe she will only speak XXX\

XII. Annexus

171 MOR: yes\
172 FRA: [laughs]
173 MOR: maybe she will learn vocabulary or something like that but_
174 CHR: eh the the vocabulary of TV_
175 MOR: it's very very_
176 CHR: programmes or news programme_ yeah it's very_
177 MOR: *cult*/
178 CHR: XXX or *no sé*/
179 MOR: yeah cu_ *culto*/
180 FRA: XXX a lot of things about the vocabulary\
181 MOR: yes\
182 FRA: XXX only XXX_
183 MOR: I mean XXX she never will speak\
184 FRA: no\
185 MOR: she only listens and when_
186 FRA: no maybe XXX_
187 CHR: XXX watch TV it's good practice\
188 MOR: but you need other things\
189 FRA: other things yes\
190 CHR: improve your listening but not to learn\
191 MOR: and XXX you need to speak you need to speak you need to communicate with that language no/
192 FRA: yes XXX\
193 MOR: [laughs]
194 CHR: XXX\
195 FRA: definitely\
196 CHR: definitely\
197 [laughter]
198 FRA: I love this word\
199 CHR: definitely\
200 FRA: I love this XXX_ |
201 [laughter]
202 FRA: next one\
203 CHR: that's all that's all\
204 MOR: *va*/
205 CHR: next one your turn\
206 FRA: you are a language teacher in a public school | you have noticed that the students who are doing better
in the language art course in Catalan are also doing better in your EFL class | do you think they are related/ mm_
207 MOR: [laughs]
208 CHR: I don't know_
209 TCHR: when I say language art I mean reading and writing\
210 FRA: ah· reading and writing\
211 MOR: XXX\
212 FRA: I thought in painting no/
213 MOR: mm\
214 FRA: painting\
215 MOR: XXX [laughs]
216 CHR: well maybe they read Catalan very fast they can read English eh I don't know\
217 MOR: [laughs]
218 CHR: differently if XXX\
219 MOR: eh_
220 FRA: [reads the question again]
221 MOR: [reads the question again]
222 FRA: maybe there are some things that are related in languages\ no/ if you work hard || in reading\
223 MOR: [laughs] *es que no sé*/
224 FRA: reading and_ *què més?*/
225 EEE: writing\
226 FRA: writing are related I think\
227 CHR: if if you read a lot then you can write better so if they are good reading they good writing\
228 FRA: and if it's very difficult for you to read a sentence in Catalan_
229 MOR: in English will be_
230 FRA: in English will be_
231 CHR: XXX\
232 MOR: too difficult\
233 FRA: yes more difficult\ no/
234 CHR: yes\
235 MOR: yes [laughs]
236 CHR: I agree\

XII. Annexus

237 MOR: [laughs] XXX eh/
238 FRA: XXX XXX\
239 CHR: your school has hired you to teach English to three-year-olds | you have noticed that after several classes of one hour per week they do not seem to remember anything what you told them before\
240 MOR: [laughs]
241 CHR: why do you think this happens?
242 MOR: *hala colega*
243 CHR: why do you think this happens? and_ XXX please we are in XXX\
244 MOR: XXX\
245 FRA: ah | XXX XXX\
246 MOR: [reads the question again]
247 FRA: why do you read it and after reread it again?
248 CHR: because you don't listen to me\
249 FRA: yes I think so\
250 MOR: [laughs]
251 FRA: XXX\
252 CHR: XXX\
253 MOR: I don't know\
254 CHR: because three-year-olds can't remember anything I mean_
255 MOR: XXX\
256 CHR: they are too young to remember_
257 MOR: anything no they can remember but maybe they need more_
258 CHR: they need more time to remember\
259 MOR: more time to learn something or_ and in English for example if they are learning the colours in Spanish they are in_ at this age they are learning lots of things and then_ I think so I don't know\
260 FRA: XXX\
261 CHR: XXX yes I agree but_ it well I mean they they can even speak Catalan or Spanish three year old only a bit_
262 FRA: you you have to_
263 MOR: yeah\
264 CHR: so_
265 FRA: to know what you are teaching\
266 CHR: and the way you are teaching\
267 FRA: but they are three-year-olds\
268 MOR: yeah\
269 CHR: cause they need to be always very XXX I think\
270 MOR: maybe_
271 CHR: I think_
272 MOR: maybe the teacher is teaching something_
273 FRA: are teaching the verb XXX\
274 MOR: no XXX no\
275 CHR: [laughs]
276 FRA: maybe if they don't remember XXX\
277 MOR: in three years/
278 FRA: yes maybe\
279 MOR: no but maybe XXX\
280 FRA: and and that's why they don't remember\
281 MOR: things difficult more difficult\
282 CHR: yeah it depends of the same XXX\
283 MOR: on the_ yeah\
284 CHR: teaching and the XXX\
285 MOR: XXX\
286 FRA: it's_ that's all\
287 CHR: that's all\
288 MOR: that's all/ XXX no\
289 CHR: no\
290 MOR: typical mistakes in EFL classroom\
291 FRA: XXX\
292 CHR: pronunciation\
293 MOR: I eated apples | I goed_
294 FRA: it's the past of go\
295 MOR: to Barcelona yesterday | XXX yes but | do you think these mistakes are because of influence from the students native language? <2> [laughs] XXX XXX\
296 CHR: yes yes yes\
297 FRA: yes because the children_
298 MOR: I think\
299 FRA: learn rules and after they_

XII. Annexus

300 CHR: yeah\
301 FRA: they try to_ I don't know follow the rules\
302 MOR: yes but is that eh_
303 CHR: from the students' XXX\
304 MOR: influenced from the students native language/ I think that_
305 FRA: yes because in in Catalan I don't know the past one of the past is -ava -ava -ava\
306 MOR: yes\
307 FRA: and I don't know_
308 CHR: no but_
309 MOR: yes but here it's because_
310 FRA: it's always the same and maybe they think in English it's always -ed -ed -ed and they use it\
311 MOR: yeah but maybe it is because they are include the structure -ed in the past and then they_
312 CHR: they forgot XXX learning the irregular verbs\
313 FRA: yeah of course because first you learn irregular\
314 CHR: irregular and then you XXX\
315 MOR: yeah\
316 CHR: XXX\
317 MOR: eh\
318 CHR: that's all\

XII. Annexus

Preservice group 1.H Language acquisition

John, Lori, David

1 JOH: adults learn a second language more quickly and easily than you children\
2 LOR: I think it's not_
3 JOH: I_ it's false\
4 DAV: it's false yes\
5 LOR: [laughs]
6 JOH: language is learnt mainly through imitating a speaker of the language\
7 DAV: well I think it's true\
8 JOH: why?\
9 DAV: because it's more easier to to listen to another person and X it's easier than reading I think\
10 JOH: mm\
11 DAV: or it's quicker also\
12 LOR: I am not sure if it's true or not because maybe sometimes you use_
13 JOH: maybe at the beginning\
14 LOR: imitation | at the beginning but || when you are_ when you know the language more_ you know more
the language I think you don't use to imitate to the others\
15 JOH: yeah I think the same | maybe at the beginning you imitate and then we know the language XXX you
are used to what's like XXX you use them | XXX\
16 LOR: and there are some kind_ different ways to learn one language and one can be imitating but there are
other ways to to learn the language\
17 JOH: yeah for example/
18 LOR: for example_
19 DAV: reading\
20 LOR: reading or or_
21 DAV: or talking to another speaker\
22 JOH: yeah but it must be difficult to learn a language only by reading because you don't hear how to
pronounce the words\
23 DAV: or listening to it/
24 JOH: mm_
25 DAV: it's not it's not imitating_
26 JOH: yeah it's not imitating yeah you are right || minority language students should not be placed in the
foreign language class until they have mastered the language used in the school because they may be confused
by learning too many languages at once | I think that's completely false\
27 LOR: yeah\
28 DAV: I think too it's false\
29 JOH: I think it's the best *art* (way) to be_ if you want to learn a different language you should go_
30 LOR: yeah\
31 JOH: in a in a class where only this language is spoken and if you don't understand all it's not important
just to to get the feeling for the language\
32 DAV: eh\
33 JOH: the best you can do is going to the country\
34 DAV: yeah XXX more\
35 JOH: where you face the language of all day\
36 DAV: yeah that helps if he is more younger_ well if he is younger eh he can study and learn more lots of
languages not only one\
37 JOH: mm\
38 DAV: and he and he can do it at the same time | it is false false\
39 JOH: false yeah | eh the higher IQ student test the better they are as language learners\
40 DAV: no-
41 JOH: that is false\
42 LOR: not necessarily\
43 DAV: it's false true\
44 LOR: not necessarily\
45 DAV: it's not necessary\
46 JOH: no eh students will learn a language if their parents try to use it a bit at home | yeah I think so because
when you practise_
47 DAV: yeah I think it's more XXX it's more learning\
48 LOR: yeah | but I think if their parents are eh I mean if you learn a different language than the mother
tongue language eh if the fathers are not eh speakers of that language I think it's it's a little bit confusing for the
child because she she or he it's used to to listen to her parents or his parents_ I don't know\
49 DAV: yeah but the parents can use it as a game for example\
50 JOH: mm\

XII. Annexus

51 DAV: that they XXX\
52 JOH: yes\
53 DAV: it's rather interesting\
54 LOR: yeah for me I think it's it's useful to to talk in another language in order to make the children understand ay learn another language\
55 DAV: XXX\
56 LOR: but I don't know if it it would be confusing for the children\
57 DAV: I don't think so\
58 LOR: no/
59 JOH: and don't think it's confusing\
60 <4>
61 LOR: mm\
62 JOH: ok the more motivated a language student is the most successful s/he will be in learning a language | yes of course\
63 DAV: yeah I think_
64 LOR: I think so\
65 JOH: if you are motivated you want to learn\
66 DAV: yeah but many things not only languages\
67 JOH: yeah it's_ yeah | if a student is having problems with EFL comprehension || the more time that the student spends listening to English the more quickly s/he will learn the language | what is EFL understanding/
68 LOR: I don't understand\
69 TCHR: it's English as a foreign language\
70 JOH: aha\
71 DAV: eh\
72 <4>
73 JOH: yeah I think so always like when you practise you you will XXX\
74 DAV: yeah but I don't know because it's comprehension not only listening\
75 JOH: mm\
76 DAV: and she says the more time that student spends listening to English_
77 JOH: aha\
78 DAV: only listening_
79 JOH: ah you're_
80 DAV: is my question\
81 JOH: ah you're right\
82 DAV: it's comprehension\
83 JOH: XXX just listening when you_
84 DAV: when you are listening to lots of_
85 JOH: aha\
86 DAV: English but_ he doesn't understand anything it's not_ I don't know\
87 LOR: I don't understand the question\
88 JOH: mm\
89 LOR: no\
90 DAV: eh/
91 LOR: XXX the problem\
92 JOH: with a student_ well the student has problems with understanding\
93 LOR: it may help when he's listening very often\
94 DAV: XXX\
95 LOR: it means that it_ eh he or she eh listen more English_
96 JOH: mm it will be easier to understand\
97 LOR: to understand eh the language the English language\
98 JOH: and he has said that eh understanding is listening and something different\
99 LOR: yeah\
100 <4>
101 JOH: mm\
102 DAV: go on\
103 JOH: cognitive and academic development in the students' native language has an important and positive effect on second language acquisition\
104 DAV: no I think no\
105 JOH: I I think it's false\
106 DAV: yeah me too\
107 <5>
108 JOH: it's something completely different\
109 DAV: yeah I think it's more more difficult to_ well to have a second acquisition of a language\
110 TCHR: so they're not related\
111 JOH: no it's just two different different types of of education if you have two or three different titles say you are a doctor it won't help you to learn another language why? it's something completely different\
112 DAV: mm\

XII. Annexus

- 113 TCHR: XXX XXX children\
114 JOH: ah ok\
115 TCHR: in in most cases they_ XXX gonna be XXX\
116 JOH: mm\
117 TCHR: but the questions XXX children ok/ do you still agree/
118 JOH: yeah maybe it can be easier when you know some when you know certain structures to learn other stuff it can get easier\
119 DAV: well but only if the student is a children\
120 JOH: mm\
121 DAV: because he has_ well it's like a an easier way to have new acquisitions <5> well_
122 JOH: for a second language the younger one starts learning the better | yeah of course it's like_
123 DAV: they have_
124 JOH> the first point\
125 DAV: yeah I would say\
126 LOR: yeah I th_ it could be yes but it could be no because if you start to learn the language when you have_ for example four years old\
127 JOH: mm\
128 LOR: but you only have maybe one hour per week I think children XXX the eh XXXX and eh and frustrated because you eh when you are twelve or fifteen eh you you can't speak English because you hadn't spent a lot of time doing it but many_ I don't know how to say eh for example one XXX_ if we learn XXX we are very small\
129 DAV: mm\
130 LOR: and || if you don't spend eh hours and hours learning that language eh at the end it could be XXX that eh when you are you are twelve or thirteen or fifteen eh you get XXX you get eh frustrated because you can't speak English because you you_ for example if we count the hours that a person X spend in English eh it's impossible that this person can speak English | do you understand what I mean/
131 JOH: it depends on the XXX of the teacher\
132 DAV: yeah I think so\
133 JOH: it it's just only one hour a week and the teacher is really enthusiastic XXX XXX method some_ a lot of games I don't think that the child will be bored the child_ it's difficult to make children bored\
134 DAV: yeah\
135 JOH: when you_ there's some games or XXX | and I think it's easier for for a child to_
136 DAV: and_
137 JOH: the younger one starts learning_
138 DAV: a method to learn motivated XXX can learn\
139 LOR: yes they can learn but one hour per week is it's if you count_
140 DAV: but_
141 LOR: during this one hour per week_
142 DAV: but one hour per week if they want_ more_
143 LOR: but_
144 DAV: most of the people of the children_ for example here eh they are studying English for_ in in school from two to three hours a week and more of them_ the most goes to extra schools academies and all that\
145 LOR: yes but it's XXX\
146 DAV: with two or three hours I think you can speak English at twelve years old\
147 LOR: I'm not so sure\
148 DAV: from the_ now the || XXX is obligated to speak in English I think it's_ <3> I think it's true XXX\
149 JOH: XXX\
150 DAV: six six I think | six or eight/
151 JOH: XXX XXX\
152 LOR: XXX\
153 DAV: XXX\
154 LOR: XXX\
155 JOH: yeah I don't know\
156 DAV: XXX | twelve/ in four years/ I think they can speak English\
157 JOH: I think so it depends on the teacher and XXX\
158 LOR: I'm not so agree eh/ mm but I I think if you XXX about the the foreign language then yes but if not it's very complicated\
159 JOH: yeah but easier than if when you are older\
160 DAV: I don't think so\
161 LOR: eh/
162 JOH: when you are older it's even more difficult when you start learning a language but fifteen years old I'm sure it's more difficult than if you have started XXX\
163 LOR: yes but it depends because if you spend eh few hours per week eh <3> I don't know but_
164 DAV: but I I don't think that two or three hours per week || is I think it's enough to_ when you are twelve or fifteen you can speak English not a very good English but you can defend it\
165 JOH: and express what you want\
166 LOR: if you don't go to *estraescolars*\

XII. Annexus

167 DAV: eh/|
168 LOR: if you don't go to *extraescolars* to do English I think it's impossible to speak|
169 DAV: I think I think that you can if you want you can | that's another thing | if you want you can if you don't want_
170 <2>
171 JOH: ok let's go to the next one|
172 DAV: yeah|
173 JOH: most mistakes in a foreign language are due to influence of the L1|
174 DAV: L1/ what's that|
175 JOH: ah first language|
176 DAV: first language|
177 LOR: no|
178 JOH: eh yes of course|
179 DAV: yes|
180 JOH: we in Austria make a lot of mistakes in in English that they are called austriacisms | because you it in_
181 DAV: where are you from?|
182 JOH: Austria
183 DAV: yeah/ I'm going to Austria|
184 JOH: yeah/
185 DAV: XXX|
186 JOH: [laughs]
187 LOR: [laughs]
188 JOH: it's because in German we have a certain structure and_
189 DAV: yeah XXX|
190 JOH: people just produces exactly XXX the English and XXX wrong and XXX really funny and I think it's similar languages|
191 DAV: yeah|
192 LOR: yeah|
193 DAV: yeah because German and English are similar|
194 JOH: mm|
195 DAV: in Spanish it's different because they are_ Spanish is Latin and it's a bit different | we can do it as you do but I think so I think it's_|
196 JOH: and you can when you are listening to somebody who's speaking English you can listen_
197 DAV: yeah|
198 JOH: which country he's from ah this mistake ah maybe he's German or he's Austrian because_
199 LOR: [laughs]
200 JOH: XXX mistake|
201 DAV: yeah|
202 JOH: or if he's Italian you can hear it\
203 <3>
204 DAV: XXX|
205 LOR: not all eh but some mistakes are_
206 JOH: yes of course XXX|
207 DAV: XXX|
208 JOH: the influence of the mother language|
209 LOR: yeah|

XII. Annexus

Preservice group 1.I Language acquisition task

Jeffrey, Lilian, Brenda

- 1 BRE: the first one it says adults learn a second language more quickly and easily than \young children | I I
don't agree with that one
- 2 JEF: no\
- 3 BRE: I think that are children who learn quickly_
- 4 JEF: yeah\
- 5 BRE: and easily | and I think it's something proved that it's like that and you can see it in schools\
- 6 JEF: yeah | I I agree with you\
- 7 LIL: yeah I agree with you\
- 8 JEF: ok\
- 9 LIL: second one/
- 10 JEF: it's easy XXX\ ok/
- 11 LIL: yeah\
- 12 JEF: ok the second one | language is learnt mainly through imitating a speaker of the language/ <4> first
when we are small children we imitate_
- 13 ???: mm\
- 14 JEF: our mother or father or everyone but when we become older we have study more I think\
- 15 LIL: yes\
- 16 JEF: if want to study Spanish I don't imitate you I I try to learn the grammar words\
- 17 BRE: yes\
- 18 LIL: mm\
- 19 JEF: I look after words etcetera\
- 20 BRE: but at the beginning you need a reference_
- 21 LIL: yeah perhaps in your mother language yes because you are imitating your parents_
- 22 JEF: yeah at XXX\
- 23 LIL: but when you learn a second language I think it's different because you have your competence your
linguistic competence\
- 24 BRE: mm\
- 25 LIL: how to pronounce to_
- 26 BRE: to pronounce/
- 27 LIL: no *però* the articulation of the tone etcetera so perhaps your mother language yes but_
- 28 JEF: not the second\
- 29 LIL: a second or third language I think no\
- 30 BRE: mm\
- 31 JEF: ok\
- 32 BRE: I agree with you\
- 33 LIL: XXX\
- 34 JEF: it depends on the age I think yes\
- 35 LIL: yes\
- 36 JEF: because you can learn many languages when you are like a child like when you are two three years
old you can learn Spanish English whatever at the same time and then you imitate I think and when you become
older no I XXX\
- 37 <4>
- 38 LIL: eh minority language students should not be placed in a foreign language class until they have
mastered the language used in school because they may be confused by many too many language XXX\
- 39 BRE: no\ [laughs]
- 40 JEF: mm\
- 41 BRE: I don't agree I think that maybe that the foreign language class is the only place where they have
something in common and all of them are learning the same new language so I think it can be if the whole
foreign language class is run in the foreign language yes if they speak in the language from the country then it
can be more difficult but if the class is run in English for instance as here\
- 42 LIL: it's better\
- 43 BRE: yes\
- 44 LIL: with the child_
- 45 BRE: all of them are learning a language that they don't know so_
- 46 <9>
- 47 LIL: eh number four the higher a IQ has the better they are as language learners\
- 48 JEF: I don't agree\
- 49 LIL: no\
- 50 JEF: because as Maria José told we have_
- 51 BRE: we are intelligent\

XII. Annexus

52 JEF: multiple intelligence\
53 LIL: intelligence\
54 JEF: and you could be good in linguistics or you can be good in math or you can be good in music or painting or whatever\
55 BRE: I I don't understand what'_\
56 LIL: eh intellectual quotient or_
57 JEF: yeah it's_
58 BRE: *coeficient intel-lectual*\
59 JEF: it's a measure of your intelligence\
60 LIL: ok ok\
61 JEF: the higher your intelligence the better you speak a language | you can have different intelligences\
62 BRE: yes\
63 JEF: you can be good in painting or math_
64 LIL: yeah yeah I'm agree with you\
65 JEF: so_
66 BRE: yeah me too\
67 JEF: so number four no number five students will learn a language faster if they parents try to used it a bit at home\
68 BRE: but it means a foreign language or_
69 LIL: yeah\ no/
70 BRE: because it says to use_
71 LIL: a second language\
72 BRE: yeah_ a bit at home\
73 JEF: yeah yeah\
74 BRE: maybe yes because if they are practising and listening more to that language\
75 LIL: yeah and it's very important to use language in a real context XXX\
76 JEF: yeah\
77 LIL: for example Catalan in my case I didn't learn Catalan until I had to use it with my friends in a real context I studied it in class but it's it's different\
78 BRE: mm\
79 LIL: I didn't talk and then when you have to use eh_\
80 BRE: in a real context\
81 JEF: yeah\
82 LIL: yeah in a real context you have to use it\
83 JEF: yeah if you don't_
84 BRE: I think yes it's very difficult for example with XXX with English to do this\
85 LIL: yeah\
86 JEF: yeah but if you don't practise language you don't learn it that's why I can't speak so good Spanish because I never speak it at home I only speak Swedish so_
87 LIL: at home or in the street or I don't know\
88 BRE: yeah XXX\
89 LIL: but here in Spain you you can't go to the street and go to a supermarket and talk in English\
90 BRE: yes\
91 JEF: yeah\
92 BRE: it could be nice but it's a little bit difficult\
93 LIL: yeah | ok five or_
94 BRE: number six\
95 LIL: the more motivated a language student is the most successful s/he will be in learning the language\
96 BRE: yes\
97 JEF: yeah I agree you have to be motivated if you're not you're not XXX\
98 LIL: yes\
99 BRE: yes I agree\
100 JEF: yeah ok number seven if a student is having problems with the EFL comprehension the more time that student spends listening to English the more quickly s/he will learn the language\
101 ???: mm | not XXX\
102 BRE: no because it's not just listening is mm practising other skills and_
103 LIL: yeah all the skills\
104 JEF: yeah but I think it's easy or easier if you always listen to English\
105 BRE: but it's not just li_ I think that one thing is listen_
106 JEF: yeah\
107 BRE: to English and the other thing is being immersed in a society which only speaks English\
108 LIL: but I think the sense of the sentence is_ for example a child who has problems with English_
109 BRE: mm\
110 BRE: as a foreign language in the school if this child in his class foreign language eh is listening all the time but in English is better for him but if the teacher is talking in Spanish or Catalan\
111 BRE: yes\

XII. Annexus

- 112 BRE: and doing English and I'm not very good in English_ I think this is the sense eh/ not only putting a
tape and listening to it without context\|
- 113 JEF: but like in Sweden we have all the movies from Hollywood or English spoken movies we have
subtitles in English and the real voice in_ no subtitles in Swedish and real voice in English\|
- 114 ???: mm\|
- 115 JEF: so we hear a lot of English and that's why may Swedish people know how to speak English very well
and for example here in Spain you have you_\|
- 116 LIL: yeah they are translated\|
- 117 JEF: yeah into Spanish\|
- 118 LIL: yeah\|
- 119 BRE: most of them\|
- 120 JEF: and that's_ for you it's harder because you don't hear English so often\|
- 121 BRE: no\|
- 122 JEF: I think_\|
- 123 BRE: no | no XXX because I have all my classes in English\|
- 124 JEF: but if you like XXX sitting at home or in the movies watching a movie and you hear English I think it
would be easier for you to learn but now maybe you can speak good English but when you start to learn\|
- 125 LIL: no yeah\|
- 126 JEF: yeah\|
- 127 BRE: mm no I agree with you XXX | if this is the sense of the sentence to put on a cassette and listen
English without context is stupid I think\|
- 128 JEF: yeah\|
- 129 LIL: yeah\|
- 130 BRE: but in this way yes it's better\|
- 131 LIL: mm | ok number XXX academic development in the student's native language has an important and
positive effect on a second language acquisition\|
- 132 <5>
- 133 BRE: mm_\|
- 134 JEF: mm\|
- 135 BRE: yeah\|
- 136 LIL: yeah if you have developed some skills in your own language then it will be easier in the in the
second language\|
- 137 JEF: yeah well if you learn_ if you are bilingual_ XXX\|
- 138 LIL: mm\|
- 139 BRE: yes\|
- 140 JEF: if you speak two languages from the beginning when you are a child X easy but if you only speak one
and then have to learn the second one and then you have to to be good in your first language in your mother
tongue otherwise it can be really_\|
- 141 BRE: I agree with you it depends on the age if I learn two languages when I am child I I don't XXX_ I am
in this moment at developing these skills linguistics in general but if I learn English as a XXX in this class as a
second language when you are twelve or thirteen\|
- 142 JEF: yeah\|
- 143 BRE: you have to_\|
- 144 JEF: to know your mother tongue\|
- 145 BRE: yeah\|
- 146 LIL: mm\|
- 147 JEF: yeah\|
- 148 ???: ok\|
- 149 BRE: for a second language the younger you are the better\|
- 150 LIL: yeah\|
- 151 BRE: yeah\|
- 152 BRE: it's better to start_\|
- 153 JEF: yeah\|
- 154 BRE: the first one but the opposite\|
- 155 JEF: yeah | the easiest way to learn learn a language is when you're a child\|
- 156 LIL: yes\|
- 157 JEF: then you learn it automatically\|
- 158 BRE: the younger ones is very relative no/ XXX the younger one_ is very relative one thing is a child and
an adult another thing is younger\|
- 159 JEF: but the younger you are the better I think\|
- 160 LIL: yeah *quan més jove siguis*\|
- 161 BRE: yeah but for example Tchr and I now try to learn Euskera | I'm better/ and I have more facilities
than Tchr\|
- 162 LIL: but maybe here it says because this is about well I don't know if it's for pupils_\|
- 163 JEF: yeah but_\|
- 164 LIL: but it means that the younger you are the X you are_\|
- 165 JEF: well let's put it in_ the older you are the more difficulties to to learn a language I think I don't know\|

XII. Annexus

166 BRE: yeah but I think\
167 JEF: like if XXX grammar XXX\
168 LIL: it depends_
169 BRE: but you mean that_
170 LIL: with children yes but when you are an adult and_ I don't know twenty and more eh it's the same for a person who has twenty years or a person that has for_
171 BRE: then it depends on your abilities and skills to to understand the language\
172 LIL: yeah because the development of the linguistic skills is finished so I think a person who have twenty years and a person who have forty is the same is different with children of course\
173 JEF: yeah | yeah I agree you have a point there yeah\
174 LIL: XXX\
175 JEF: most mistakes in a foreign language are due to influence of the L1\
176 LIL: yes\
177 BRE: fifty fifty I think\
178 LIL: but you make a lot of mm literal translations and_
179 JEF: yeah\
180 BRE: yeah but for example to to miss the -s in the third person in English\
181 LIL: yeah\
182 JEF: but like_
183 BRE: and XXX_
184 LIL: but the pronunciation and everything I don't know\
185 JEF: yeah it depends on the first language and and the order of the words in a sentence\
186 ????: yes\
187 JEF: like in Spanish you have a different order maybe_
188 LIL: yes in English it's_
189 JEF: and in English you have another so you translate word by word in Spanish and say it English maybe I don't know cause we XXX\
190 BRE: yeah more or less but I think that is the fifty of my mistakes are influence of Spanish or Catalan and the other fifty per cent are mistakes of this language like in Catalan or Spanish\
191 LIL: yeah\
192 BRE: yeah we have both\
193 JEF: like we we talk about this in TOEFL 1 and like eh_
194 BRE: XXX/
195 JEF: I don't know like X *tengo veinticuatro años* I have twenty four years it's not the same in English I am twenty four\
196 LIL: yeah\
197 JEF: so that's the when you translate_
198 MER: because you take the reference of your own language and then_
199 JEF: you translate it word by word maybe\
200 BRE: yeah you XXX\
201 JEF: so well many mistakes is_
202 BRE: yeah XXX\
203 JEF: yeah | ok\
204 BRE: that's all\
205 JEF: finished\

XII. Annexus

Preservice group 1.J Language acquisition task

Elsa, Lynette, John

- 1 LYN: right first question | XXX has just moved to Catalunya from Israel | you have noticed that your EFL classroom she does not seem to be able to follow the classbook or the workbook yeah/ she's the most talkative one in the class | why do you think this is happening/
- 2 ????: oh god\|
- 3 ELS: well first I don't know in which sense she is talkative because well she is a foreign person and I don't know in which language she is talking maybe if we are talking about English classroom I think that all the kids are in the same situation so || eh the English is not their own language so everybody is in the same situation so I don't know what's happening but_
- 4 JOH: I don't understand she XXX follow the class paper the work XXX\|
- 5 LYN: maybe because she's just bored\|
- 6 ELS: yeah\|
- 7 JOH: yeah maybe | and she wants to talk and want to practise the language XXX\|
- 8 ELS: yeah\|
- 9 LYN: XXX as well she is the most talkative she might be in a different level XXX\|
- 10 ELS: yeah that's XXX\|
- 11 LYN: she could be she could know the XXX XXX XXX XXX any other reason XXX it depends on the language she is talking\|
- 12 ELS: yeah that's it\|
- 13 LYN: so she's bored and she's XXX\ [indefinite duration]
- 14 ELS: yeah \|
- 15 LYN: eh XXX\|
- 16 ????: yeah ok\|
- 17 ELS: yeah it's XXX\|
- 18 [laughter]
- 19 ELS: you are well into the middle of the year in your EFL classroom | you have already covered several units in the book but now you think you might have to go back to the beginning | most of your students are fine when they have to answer what their friends are doing or something of that sort using present continuous tense but they cannot seem to explain basic things about their family which of course only involves the simplest structure | present simple | why is this? mm what do you think?
- 20 <4>
- 21 JOH: I think it's just a matter of practising enough practising like doing games XXX XXX interesting practising\|
- 22 LYN: and I think that XXX always XXX [noisy environment; indefinite duration] XXX\|
- 23 ELS: yeah\|
- 24 LYN: XXX XXX I mean if XXX XXX only use this continuous tense they're not so XXX XXX XXX XXX [indefinite duration] XXX XXX XXX\|
- 25 ELS: yeah\|
- 26 LYN: XXX\|
- 27 JOH: XXX\|
- 28 ELS: I agree with you that XXX <8> but the beginning it means that you go back to the present simple in order to_
- 29 JOH: XXX she can always XXX XXX I mean XXX or mix them and XXX the differences\|
- 30 ELS: yeah XXX XXX yes\|
- 31 LYN: 'cause we're in XXX Spanish class you all need XXX tense XXX\|
- 32 ELS: yeah XXX\|
- 33 LYN: XXX XXX XXX\|
- 34 ELS: no XXX no XXX\|
- 35 LYN: XXX\|
- 36 ELS: yeah we did five different X in the last five days\|
- 37 LYN: really\|
- 38 ELS: XXX XXX [overlapping] XXX nothing and just vocabulary and XXX and the exams_
- 39 LYN: yeah\|
- 40 ELS: are very strange\|
- 41 JOH: so I understand\|
- 42 LYN: but I don't know XXX XXX\|
- 43 ELS: yeah\|
- 44 ????: ok next one\|
- 45 JOH: several teachers at the teachers' coffee room talking about their classes | they are stupefied by the fact that no matter how often they explain the different conditional cases the students they cannot use them correctly in their exams | what would you say to them?|
- 46 LYN: stupefied/ what's stupefied? can't understand\|

XII. Annexus

47 JOH: XXX difficult\
48 <11>
49 LYN: XXX the exams so and their teaching\
50 ELS: yeah\
51 LYN: XXX test exams as would be XXX from the students' point XXX XXX\
52 JOH: but it depends also on which level they are | which level XXX and so\
53 LYN: yeah\
54 ELS: well | in Spain the use of conditional cases are one of the most difficult things to to learn and that's something that it's really hard for the students to use in the exams also in the exams or in the written X works and it's something I don't know\
55 LYN: XXX XXX repetition XXX XXX XXX to see it in text | XXX XXX yes but I don't know\
56 [laughter]
57 LYN: XXX\
58 ELS: yeah | and the XXX XXX\
59 [laughter]
60 LYN: ok you are in a French course and you've been asked to give a presentation | your extremely nervous because you know XXX the teacher corrects every mistake the students make as they go along | XXX presentation and your mind was blank | what has happened? eh_
61 ???: [laughter]
62 LYN: eh your mind is gone blank\
63 [laughter]
64 ELS: what has happened? XX_
65 LYN: mm\
66 JOH: the the question is what can the teacher do differently_
67 LYN: yes but_
68 ELS: or what has happened to you why_ |
69 LYN: XXX\
70 ELS: well sometimes maybe it happened to me because how that teacher is correcting people all the time eh you have the feeling that maybe you are going to to be wrong and and you get nervous and and at the end you feel like I don't know anything and_
71 LYN: yeah she'd rather not say anything at all\
72 ELS: yeah\
73 LYN: not XXX\
74 JOH: XXX it's just the pressure too much pressure\
75 ELS: and the security or_
76 LYN: yeah definitely in presentations you shouldn't be correcting through the presentation\
77 ELS: yeah\
78 JOH: yeah\
79 LYN: XXX XXX XXX\
80 ELS: that's it\
81 LYN: pretty nervous XXX XXX\
82 ELS: yeah\
83 ???: mm\
84 LYN: XXX\
85 ELS: ok\
86 JOH: I think it's just just a XXX reaction from the the XXX_
87 ELS: mm\
88 JOH: is just to stop\
89 ELS: yes\
90 LYN: yeah | XXX XXX practise that XXX good that someone understands_
91 ELS: yes\
92 LYN: and the XXX XXX then some days it's like pupils just_
93 JOH: yeah\
94 ELS: yeah\
95 LYN: know what you mean to say as_
96 ???: [laughs]
97 LYN: right I XXX\
98 [laughter]
99 LYN: so yes | you_ XXX XXX\
100 ELS: yes\
101 LYN: I would say definitely teachers XXX XXX\
102 ELS: mm | yeah | ok next one eh | which do you think is more likely to happen in the following situation? eh a teacher gives the students a group task and ask them to discuss to discuss it English | eh the students who make mistakes in English are corrected by the others in the group | the students who make mistakes in English are not corrected the students who make mistakes influence the others' use of English and everyone begins to repeat the same mistakes spreading them like the flu\
103 <3>

XII. Annexus

104 LYN: yeah I think yeah XXX the number start somebody XXX\
105 ELS: mm\
106 LYN: XXX XXX\
107 ELS: yeah\
108 JOH: I think it's a problem because there are really bad mistakes sometimes and you are not very XXX very
secure | secure/ secure XXX\
109 ELS: mm\
110 LYN: that's true | I think some people are so confident that they XXX project the forms that even though it's
an obvious mistake XXX correct\
111 JOH: this happened to me when I met this *intercambio* I had an *intercambio* with XXX XXX and he has_
and he speaks good English but he has some some expressions XXX for to go or something like this\
112 ELS: oh yeah yeah\
113 JOH: XXXX I don't want to I don't want to_
114 ELS: yeah\
115 JOH: XXX XXX\
116 ????: XXX XXX\
117 [laughter]
118 LYN: so yeah I think it could be_
119 ELS: XXX\
120 LYN: XXX very much XXX XXX students make mistakes and try XXX if everyone studies XXX\
121 ELS: mm\
122 LYN: XXX that could happen but not_
123 JOH: yeah\
124 LYN: not XXX\
125 ELS: yeah but that can be possible or so\
126 LYN: yeah\
127 ELS: XXX this two mm\
128 <2>
129 LYN: yeah I think it XXX three\
130 ELS: yeah\
131 LYN: because you can't be XXX XXX
132 ELS: yeah\
133 LYN: so if you know XXX the language XXX but usually it's that one yeah\
134 ELS: so ok\
135 LYN: it's good\
136 ELS: mm\
137 JOH: so we think it's b/
138 ELS: yeah that's it\
139 LYN: XXX teachers XXX teachers XXX but this is XXX eh yeah they are stupefied by the fact that no
matter how often they explain XXX to the students that XXX XXX\
140 ELS: again\
141 LYN: again\
142 ELS: future/
143 LYN: XXX teach the XXX\
144 ELS: because_
145 LYN: what's really important is to try to XXX every day XXX XXX differences because I learn for the
university you got XXX for primary schools XXX teachers XXX but we have the XXX eh XXX we
use XXX grammar XXX and I mean I can I can XXX have XXX XXX\
146 ELS: mm\
147 LYN: because I don't think about it that is how_
148 ELS: yeah\
149 LYN: XXX so I think XXXX yeah everyday_
150 ELS: yeah it is_
151 LYN: XXX\
152 ELS: and also when it's a kind of eh || well the future perfect it's is difficult it's not present simple or
something like that cause the future perfect is something that it's not very used\
153 JOH: yeah\
154 LYN: this is something still still happening\
155 ELS: yeah\
156 LYN: XXX XXX ending XXX they are XXX\
157 ELS: then what we don't say to them so_ depending on the way they are teaching to their students_
158 JOH: mm\
159 ELS: how | can they take and use that tense | well but you were saying X before that they have to use it
everyday because_
160 JOH: mm\
161 LYN: yes it's_
162 JOH: because if you just XXX always XXX that are different_ try to learn them by heart but after XXX_

XII. Annexus

163 ELS: yes\
164 [laughter]
165 JOH: XXX XXX\
166 LYN: exactly yes XXX XXX you will give XXX and that's XXX exams they just learn XXX\
167 ELS: XXX\
168 LYN: ok | yeah XXX XXX\
169 ELS: yeah\
170 [laughter; pause]
171 JOH: XXX always speak in Spanish I try to XXX but XXX *hablaba* hablar pasado *oder* (but)_\
172 ELS: [laughs]
173 JOH: XXX XXX eh\
174 LYN: yeah\
175 [laughter]
176 JOH: and I can say XXX XXX\
177 ELS: yes | it's not very difficult the future is XXX Spanish yeah\
178 JOH: is it XXX XXX\
179 ELS: eh_\
180 JOH: XXX\
181 ELS: there are two yeah\
182 JOH: I think I just need_\
183 ELS: XXX eh *iré habré ido*
184 JOH: *habré ido* ah right\
185 ELS: so it's_\
186 JOH: yes\
187 ELS: yeah\
188 JOH: XXX XXX say\
189 ELS: and also XXX *voy a ir sí* I'm going to_\
190 LYN: ah XXX and then just use XXX_\
191 ELS: yeah yeah [laughs] yeah I use to translate eh in a literal way sometimes sometimes when I have to thing about X complex structures and_ *había ido* so I I had gone to_ yes something like that\
192 LYN: XXX\
193 ELS: mm\
194 [laughter]
195 LYN: so so yeah just XXX everyday or XXX\
196 ELS: yeah\
197 LYN: it's nothing regarding the tense it's_\
198 ELS: or in a real way so what you are talking now make a_\
199 LYN: XXX together XXX\
200 ELS: yeah\
201 [laughter]
202 LYN: that's XXX\
203 ELS: ok next one\
204 JOH: try to think of situations where you don't understand what is being said even though it's your own language | lawyer speaking to judges doctors and medical XXX\
do you think this means that you are not a competent speaker of your language?
205 ELS: mm\
206 LYN: XXX no/
207 ELS: no because they are talking with their own eh technicisms\
208 LYN: yes technical XXX\
209 ELS: technical yeah\
210 LYN: I think that if we did understand then we should be doctors and lawyers\
211 ELS: yes\
212 LYN: it's like anything XXX people of XXX understand everything a native XXX says or_\
213 ELS: mm\
214 LYN: XXX\
215 ELS: yeah XXX\
216 LYN: XXX\
217 ELS: mm | so that doesn't mean that you are not a competent speaker\
218 LYN: what would you regard as a competent speaker? XXX I don't know\
219 ELS: [laughs]
220 JOH: she mentioned this last week\
221 ELS: XXX it's true so for me it's a person who can express herself or himself and to speak properly and to write correctly and and to understand others_ I don't know\
222 LYN: and it's quite strange XXX to say that XXX speak XXX speak\
223 ELS: yeah\
224 LYN: speaking XXX\
225 JOH: yeah\

XII. Annexus

226 ELS: ok\
227 LYN: XXX\
228 [laughter]
229 ELS: you yes/
230 [laughter]
231 ELS: you've been studying English Portuguese and Finnish for many years and can communicate in those languages in many different situations | however you do not know how to explain to a policeman that someone has just run past you completely naked except for a pair of orange socks | does this mean you are not multilingual/ <2> for many years\
232 JOH: XXX\
233 ELS: yeah\
234 JOH: I don't understand the question\
235 ELS: again/
236 LYN: what country you are? you_
237 ELS: from XXX\
238 JOH: XXX XXX/
239 ELS: mm XXX\ [speaks very softly]
240 JOH: when you are in a different country XXX French_
241 LYN: yeah\
242 JOH: yeah multilingual XXX in this situation you don't have to_
243 ELS: yeah\
244 LYN: yeah\
245 ELS: yeah\
246 LYN: XXX XXX XXX\ [indefinite duration]
247 ELS: yeah\ [laughs]
248 JOH: they could XXX XXX\
249 ELS: where is the relationship between that you cannot express that you have seen a person and that you are not multilingual\
250 LYN: I think it's to say that to be multilingual you speak XXX\
251 ELS: yeah\
252 LYN: but mm\
253 JOH: but multilingual is just XXX\
254 LYN: XXX XXX to speaks sounds like_ yeah\
255 ELS: XXX yeah ok\
256 LYN: all right next one | XXX arrived to Catalunya from the XXX last year | the teacher have noticed XXX she is able to communicate XXX XXX but when Talia is in class she does not seem to be able to XXX your head director has decided that Talia must have a learning disability | do you agree/
257 JOH: learning disability/
258 ELS: XXX\
259 [overlapping]
260 ???: XXX\
261 LYN: the teacher\
262 ???: XXX because_
263 JOH: no\
264 ELS: no XXX not\
265 JOH: probably because it's different from the XXX it's it's_
266 LYN: it's the culture XXX XXX \
267 ELS: yeah\
268 LYN: I think it's the only XXX communicate XXX students XXX XXX\
269 ELS: XXX to do it\
270 LYN: XXX XXX yeah ok XXX\
271 ELS: but learning disability what does_ what do you think XXX it's that_/\
272 LYN: I think XXX dyslexia_
273 ELS: yeah XXX able to to learn or_ I don't think so\
274 JOH: no\
275 [laughter]
276 ???: so\
277 ELS: ok\
278 JOH: XXX\
279 LYN: we XXX\
280 ELS: yeah\
281 JOH: XXX has been in Catalunya for several years and although he now speaks very fluent Catalan he's failing in his other subjects because he does not seem to have assimilated the most basic concepts of the subjects and therefore cannot progress | what do you think has happened? XXX because_
282 <5>
283 ELS: because maybe he is paying more attention into language and not in_
284 JOH: content\

XII. Annexus

285 ELS: yeah\
286 LYN: yeah\
287 ELS: because at the beginning is_ he's talking eh_
288 JOH: it's XXX\
289 ELS: yeah\
290 LYN: [inaudible segment]
291 ELS: yeah\
292 LYN: XXX yeah XXX to read XXX short story in Spanish a story XXX\
293 ELS: yeah\
294 LYN: XXX\
295 ELS: XXX\
296 LYN: XXX\
297 JOH: probably he already missed the first years\
298 <2>
299 ELS: mm I think he is not conscious of his learning of Catalan and eh mm if he wants to to learn another subject in Catalan he has to reflect about language maybe\
300 <4>
301 LYN: XXX I mean I've never spoken XXX XXX\
302 ELS: [laughs] e-y\
303 LYN: XXX amazing to think XXX XXX\
304 ELS: yeah what do you think? imagine you and_
305 LYN: yeah\
306 ELS: learning Spanish and studying mathematics in Spanish\
307 LYN: XXX but somehow XXX lectures XXX in history yeah you know [laughs] absolutely important XXX studying the word and the grammar and not taking XXX\
308 ELS: and you/
309 LYN: XXX | what do you think\
310 JOH: XXX I've lived in America so I I cannot have the same situation here like you no? it was different because I was young I was sixteen and so after two months or three months XXX begin to think XXX was no real it was just a XXX XXX? XXX\
311 LYN: XXX until XXX\
312 JOH: yeah so I went everyday to school and XXX and I had no other choice that was XXX and here it's very difficult because XX X Germany or France XXX\
313 LYN: XXX XXX XXX it's not gonna help\
314 ELS: yeah\
315 JOH: XXX\
316 LYN: but I XXX preparing XXX XXX XXX Spanish courses\
317 ELS: and XXX one it's an XXX XXX\
318 JOH: but I can't just go XXX to listen to XXX\

XII. Annexus

Preservice group 2.1 Multilinguistic task

Jill, Kelly, Annabelle

1 KEL: imagine this is your class and these pupils are in it | eh now you have to say what you think they will
speak as language | what language\|

2 ANN: ah/ which language?|

3 KEL: yes\|

4 ANN: ok\|

5 JIL: mm\|

6 KEL: so look at the pictures\|

7 ANN: I think_|

8 KEL: and then say the letter and say which language you_|

9 JIL: he will speak some_|

10 ANN: XXX\|

11 JIL: Arabic or Turkish/ I think Turkish | Turkish/|

12 ????: XXX\|

13 ANN: I think he's from_ Iran/|

14 KEL: Iran | then what language do they speak in Iran?|

15 ANN: =Iranish/=

16 KEL: =Iranish/= I don't know\|

17 JIL: yes or Arabic too I don't know I'm not sure\|

18 ANN: ok XXX\|

19 KEL: and this one is I think XXX person b/|

20 ANN: b\|

21 KEL: person b is from Morocco I think/|

22 ANN: ye-s\|

23 KEL: but she's wearing XXX shoes that sport shoes but ok I think is Morocco\|

24 ANN: XXX person e is from Colombia I think\|

25 KEL: Colombia/ and then they speak Spanish | XXX speak Spanish\|

26 ANN: Spanish/ yeah\|

27 KEL: person f/ I think he speaks | American\|

28 ANN: he's from south Africa | I think\|

29 KEL: I think he speaks American or or Spanish\|

30 ANN: XXX cool clothes_|

31 KEL: yes\|

32 ANN: XXX\|

33 KEL: I think he's from America and will speak Spanish or or American\|

34 JIL: a latin_|

35 ANN: or both maybe/|

36 KEL: or both yeah | yeah maybe both \|

37 ANN: I think she_ person d_|

38 KEL: yeah person d\|

39 ANN: Nicaragua I don't know\|

40 KEL: I don't know\|

41 ANN: =XXX=

42 KEL: =XXX= only the language\|

43 JIL: XXX XXX\|

44 KEL: maybe she speaks =French=

45 ????: =French=

46 KEL: XXX or French\|

47 ANN: yes French\|

48 KEL: yes French\|

49 ANN: or no or eh_|

50 KEL: XXX French\|

51 ANN: language\|

52 KEL: I think also from the_|

53 ANN: ok\|

54 KEL: she\|

55 ANN: is from_|

56 JIL: person a\|

57 ANN: eastern of the wor_ eh\|

58 KEL: yeah all from Spain or something like that | so which language do you think?|

59 JIL: I don't think she's from Spain\|

XII. Annexus

60 KEL: ah ok no you can say\
61 JIL: maybe South America/
62 KEL: so then XXX\
63 ANN: the language is_
64 ???: XXX do you think?
65 KEL: a is_ I think she speaks Spanish\
66 ANN: or Portuguese\
67 KEL: or Portuguese\
68 ANN: ok yes\
69 [tape paused]
70 JIL: XXX person a speaks reads and writes Spanish and Catalan\
71 KEL: oh yes\
72 JIL: speaks Tagalog | I already talked because of her dark hair and her big eyes_
73 ANN: you XXX she's an immigrant you don't know\
74 JIL: yeah you never know that's true but I think her eyes are too big for an Asiatic\
really a a general thing you say about this people that because she's dark and big dark eyes I thought she was from Spain or something\
75 ANN: ok | next one\
76 KEL: what what is Tagalog?
77 JIL: I don't know what it is\
78 KEL: ok\
79 ANN: XXX\
80 KEL: eh/
81 JIL: XXX Philippines/ ah\
82 KEL: XXX\
83 JIL: also from the east\
84 KEL: ah ok\
85 JIL: yes\
86 ANN: the Philippine people\
87 JIL: person b speaks Arabic speaks some Spanish\
88 KEL: Arabic\
89 ANN: ok\
90 KEL: yes\
91 ANN: ok\
92 JIL: person c speaks Arabic_
93 ???: XXX\
94 JIL: and writes a bit in Arabic and a bit of Spanish\
95 KEL: XX of the Muslim look\
96 JIL: yes because of their eh XXX from the XXX\
97 ANN: yeah\
98 JIL: the scarf on their head\
99 ANN: mm | eh_
100 JIL: person d person d speaks reads and writes in Spanish and Catalan\
101 KEL: ok\
102 ANN: ok\
103 JIL: but she's also an immigrant I think | XXX Spanish\
104 ANN: XXX XXX\
105 KEL: XXX so you talk something else_
106 JIL: because she's so dark of skin I think she's an immigrant but maybe she has parents or_
107 ANN: yeah\
108 JIL: XXX XXX\
109 KEL: XXX big mouth\
110 JIL: yeah and the big mouth\
111 ANN: yeah\
112 JIL: that's why you think she's not Spanish but_
113 KEL: ok\
114 ANN: ok\
115 JIL: person b speaks reads and writes_
116 ANN: e or d/
117 KEL: e yeah/
118 JIL: and Catalan e also Spanish and Catalan\
119 ANN: c/
120 JIL: we had a good with the Spanish XXX we said south of America XXX\
121 ANN: yeah\
122 JIL: but yeah\
123 ANN: ok\
124 JIL: you see many people with this hair this rasta hair XXX\

XII. Annexus

- 125 ANN: yeah\|
- 126 JIL: yeah | person f speaks English and Menda\|
- 127 KEL: Menda/ what's Menda/|
- 128 ANN: what's Menda/ [asking someone else) f person f\|
- 129 [someone talks in a loud tone]
- 130 TCHR: that was an African XXX|
- 131 KEL: ok\|
- 132 JIL: ok oh ok\|
- 133 KEL: oh we had Africa we had said America south America or America\|
- 134 ANN: XXX\|
- 135 JIL: he had XXX and the and the clothes\|
- 136 EEE: ok\|
- 137 ANN: XXX | yes ok XXX\|
- 138 KEL: what do you think about the advantages of having a multilinguistic class? eh imagine you are teacher of multilinguistic class yes? what do you think that the advantages are and the disadvantages?
- 139 JIL: I think it's nice to have many people from many countries | because you can eh do more and make XXX culture/|
- 140 ANN: yeah\|
- 141 JIL: exchange culture and things like that and you can_ yeah they can tell about their own countries so then it will be more real for the other children and about XXX\|
- 142 ANN: XXX\|
- 143 JIL: and that's XXX\|
- 144 KEL: yes you have to teach culture_ |
- 145 ANN: the way of life\|
- 146 JIL: yes they can help each other with different things I think also the difficulty is that eh it's eh difficult to make XXX clear for all the children maybe but I think when you have only your culture you have that same problem because no_ all the children are of the same level but here_ but it's harder now because everyone has his own style of treating each other and social XXX and XXX and you have to learn about all the different cultures because you have to_ |
- 147 ANN: you can understand each other\|
- 148 JIL: yeah you have to understand and the children XXX their ways and their cultures so you have to study them all and after these many children with different eh cultures you really have to be aware of some problems that could be because if you say something XXX it's different for the other and the XXX communications\|
- 149 ???: yes\|
- 150 JIL: I think that's the biggest problem maybe\|
- 151 ???: yeah\|
- 152 JIL: maybe well XXX\|
- 153 ???: yes\|
- 154 JIL: you're clear and you're XXX your intention is that I eh\|
- 155 ANN: XXX\|
- 156 JIL: yes that you intention is good and that they understand what your intention is\|
- 157 ???: yes\|
- 158 JIL: and XXX they have\|
- 159 ANN: XXX\|
- 160 JIL: with children look in the eyes of of the teacher\|
- 161 ANN: yes\|
- 162 JIL: for some children it's not normal to do that and for other children it's normal to do\|
- 163 KEL: yeah\|
- 164 ANN: yeah\|
- 165 KEL: XXX French my sister talks about she is now a French student in her university and the French students always XXX looking like this and the teacher asks_ |
- 166 JIL: always/|
- 167 KEL: no no no | always no\|
- 168 JIL: in the Netherlands XXX so the teacher asked her | don't you understand me/ yeah I do understand and the XXX in French you do this when you mean yes and this is no\|
- 169 ANN: ah·|
- 170 JIL: it's so_ she was always speaking like this\|
- 171 ANN: and they thought she didn't understand\|
- 172 JIL: yes it's XXX and also like this it's ok or bad XXX this is crazy XXX is crazy but in some countries this is crazy\|
- 173 ANN: yeah we do this\|
- 174 JIL: XXX so it's a_ |
- 175 ANN: ok\|
- 176 JIL: XXX different cultures\|
- 177 KEL: yeah so_ |
- 178 JIL: that XXX XXX yeah\|
- 179 KEL: yeah\|

XII. Annexus

180 ???: ok but if you have X children in your class what are you going to do with_ XXX are you going to follow a method or_ because it's hard to have a good method for all the children XXX\|

181 JIL: eh on a subject or_

182 ???: yes\|

183 ANN: yes\|

184 ???: yeah a method XXX\|

185 KEL: I think you need a method to to see what you have to do the big lines\|

186 ???: yes\|

187 KEL: but you can leave your method and do it in different ways teach the same in different ways\|

188 JIL: the same stuff\|

189 KEL: but I think you need it maybe you can look for a a method where many pictures are in so XXX he XXX visual or so\|

190 ???: XXX\|

191 KEL: XXX XXX important and you have to do it by yourself your m_ eh mimic mimic mimic/\|

192 ???: yes\|

193 KEL: yeah/\|

194 ???: XXX\|

195 KEL: and drawings draw on the blackboard XXX\|

196 ANN: yeah\|

197 KEL: to make it more clear for children yes\|

198 ANN: ok\|

199 KEL: I also think it\|

200 ANN: and eh_

201 JIL: and you have to be patient XXX but you as a teacher I think XXX always XXX\|

202 ???: yeah\|

203 ???: XXX\|

204 KEL: yes and_ ok\|

205 ANN: eh are you_ you have_

206 ???: it's hard_

207 JIL: how many times would you_ what is it more important for you XX eh the the social things or to learn those children things\|

208 KEL: first the social\|

209 ANN: yes because if they don't eh fell they belong in the group they don't eh like to be on the school and they have many problems_

210 KEL: no need to learn\|

211 JIL: then you XXX anything and I think the important things for that people_

212 KEL: XXX is to_

213 ANN: XXX\|

214 JIL: to learn how to learn in context\|

215 KEL: yeah and how to learn how to learn to live in this_ |

216 ???: yes\|

217 KEL: in another culture in that country where they are so first you have to learn them how to eh live their own live in another culture\|

218 ???: yes\|

219 KEL: and after that you can learn other things which are important but the first thing is important to_ how can you eh what do X do in the supermarket XXX food and speaking_ =they come=

220 ???: =XXX=

221 KEL: yes when you need something which problems_ how do you speak to other people how do you speak to little children\|

222 JIL: yeah and it's also interesting to talk with all the children to eh say that everyone say what the difficulties are for them\|

223 ANN: yeah\|

224 KEL: yeah\|

225 JIL: maybe they can give X_ that's the nice that you have many multicultural eh persons that they give eh other children at the class at X how to solve a problem or how they do that in their country\|

226 KEL: how they deal with a problem in their country in this culture things like that\|

227 ANN: ok and what kind of character or things you have to know or do as a teacher to be a teacher of a multilinguistic class? what what are you XXX eh_ what kind of_?

228 JIL: yes\|

229 KEL: XX

230 ANN: do you have to know or do you have to_

231 JIL: isn't that what I what I said about studying every culture/\|

232 ANN: yes\|

233 JIL: first studying every culture I think and then you have to learn from that and then you know what you XXX and what XXX\|

234 KEL: yes\|

235 ANN: and I think it will go_

XII. Annexus

- 236 JIL: like you said you have to be also very patient_|
237 ANN: patience and I think_|
238 KEL: yes and open-minded|
239 JIL: use many pictures and blackboard and drawings and things like that make as visual XXX eh | I think that's very important to do and you have to be XXX of a good relationship with XX students and you and between the students and themselves|
240 ANN: you have to talk XXX|
241 JIL: the climate is the the the_|
242 KEL: the atmosphere|
243 JIL: yeah the atmosphere is good and everyone feels free to say XXX want and do XXX|
244 KEL: mm it's very important before learning other things|
245 ANN: yeah and eh this is a multilinguistic class and imagine there are more children of the same country or culture in the class and eh_ are you XXX do you accept it as a teacher that they speak in their own language and do their cultural things together in groups or something or_|
246 ???: I don't know|
247 JIL: I think maybe on the playground when they are only with the two of them that they speak their own language ok but in the class there are other children they can't understand each they can't understand them so I think it's good to talk in your own language because other children then don't know when they are laughing they don't know what they say and if they say something =XXX XXX=
248 ???: =XXX XXX=
249 JIL: miscommunication so I think when you speak_|
250 ???: XXX|
251 JIL: as a whole group everyone has to speak the same language and maybe sometimes to explain it to another one who can't use_|
252 ???: yes ok|
253 JIL: XXX own language but then you see what_ when they use it and why they use it but I think it's not no_|
254 KEL: not allowed to do that no|
255 JIL: and in some schools_|
256 KEL: XXX|
257 JIL: oh yeah in some schools in Holland it is also forbidden to speak on the playground | in your own language|
258 KEL: yes | on my last practice in school_|
259 JIL: yes yes|
260 KEL: it XXX to speak Turkish or_|
261 JIL: yeah but that was_ that's eh_|
262 ANN: XXX|
263 JIL: also because they don't speak_ some children don't speak Dutch at home so when they want to learn Dutch in this case_|
264 ANN: they have to practise XXX|
265 JIL: you have to practise and practise and when it's for the children too easy to speak their own language_ and that's why they_ it's forbidden to speak their own language and there were also people in the class with another eh language so I think then you can say you_ it's forbidden because otherwise_|
266 ANN: yes I think it's good_|
267 JIL: other children can play with XXX persons because they don't understand what they mean|
268 ANN: and then you you you your own_|
269 JIL: you isolate XXX|
270 ANN: XXX isolate from the group and that's not good|
271 JIL: so this is why I think it's good to forbid it|
272 ANN: ok|
273 JIL: yes|
274 KEL: I agree|
275 JIL: ok|
276 ANN: thank you|
277 JIL: I have three different eh teaching styles for you_|
278 ANN: XXX|
279 JIL: it's about how a classroom is look_ eh looks like_|
280 ANN: mm|
281 JIL: and you have to take about what are the good points of this classroom and what are the bad point and after the three classrooms you have to say which one you_|
282 KEL: prefer|
283 JIL: and why|
284 ANN: ok|
285 KEL: XXX|
286 JIL: and why you don't prefer the other ones?|
287 ANN: ok I got XXX|

XII. Annexus

- 288 JIL: yes the first classroom is a large library corner there are more than fifty books there are lots of books
re_ take up and things\|
- 289 ???: mm\|
- 290 JIL: there is a sofa and there armchairs eh that's_ there are no desks there are only tables around the edge
of the room | that's_ |
- 291 ???: XXX\|
- 292 JIL: not many so_ and there is an open space in the middle of the classroom ok/|
- 293 ANN: yes\|
- 294 JIL: eh || the tables in the eh XXX are not for using for you own to sit there but only when you want to
work in group or things like that\|
- 295 KEL: ok yes\|
- 296 JIL: XXX that's why the tables are standing there | eh | ok/ then the next one_ mm\|
- 297 ANN: XXX to listen to the three first or_ |
- 298 KEL: =yes=
- 299 JIL: =yes=
- 300 KEL: because the_ |
- 301 JIL: first all the three and then you have to choose which one you most XXX\|
- 302 ANN: ah ok I thought we had to_ ok\|
- 303 JIL: so the second one is a small small library corner but there are no chairs students select books and
return to their seats or they have chairs and tables to sit | XXX there but you go to the library to pick up a book
and then you have to go back to your seats so not in XXX the books no but_ |
- 304 ANN: ok\|
- 305 KEL: but it was a small class so it wasn't_ isn't a big distance\|
- 306 JIL: I don't know it's a small library corner | no chairs students select books and return to their seats so I
think they have to go back to their class\|
- 307 KEL: oh I thought it was all in one class I misunderstood it | ah XXX\|
- 308 JIL: ok\|
- 309 KEL: yeah\|
- 310 JIL: there is a small library XXX\|
- 311 KEL: yeah I thought that's it thank you\|
- 312 JIL: and the desks standing in a u\|
- 313 KEL: ok yeah\|
- 314 JIL: yeah/ and | only for X groups you can change_ they change XXX\|
- 315 KEL: ok\|
- 316 JIL: and things like that tables in the corner standing there with the computer or there's an aqualaughsm
for fish and there are some microscopes | and classroom three that's the last classroom there is a reading corner
eh a chair for a teacher to read stories but pupils sit on the floor there and the desks are standing in rows and_ |
- 317 ANN: rows of two three or_ |
- 318 JIL: mm I don't know I think two or three like_ |
- 319 KEL: yeah it's like everywhere\|
- 320 JIL: XXX in rows or maybe long rows tables in the back XX different groups and writing samples\|
- 321 KEL: ok\|
- 322 ANN: XXX\|
- 323 JIL: that's the third classroom\|
- 324 ANN: and I didn't understand the first because | you have no || no tables for children to_ |
- 325 JIL: no desks\|
- 326 ANN: no desks for children to to work on\|
- 327 JIL: no you have a large_ |
- 328 ANN: any/|
- 329 JIL: a large library corner so there is a corner with many books and there is a sofa and two armchairs\|
- 330 ANN: yes so XXX XXX sit there and read\|
- 331 JIL: XXX yes and there are no desks but tables eh\|
- 332 ANN: ah ok but there's_ |
- 333 JIL: table around to XXX so I think_ |
- 334 KEL: so they all sit_ |
- 335 JIL: I think they_ that's what_ yeah open space in the middle and the tables are not assigned for
individuals | they are for writing projects\|
- 336 ANN: yeah\|
- 337 JIL: maths | manipulate eh so that they =are all standing there=
- 338 KEL: =but why do they have to sit there?= yes but where do they have to sit when they want to work on
their own?\|
- 339 JIL: yeah XXX\|
- 340 KEL: a table for group projects XXX I think maybe they have just to pay attention XXX\|
- 341 JIL: yes\|
- 342 ANN: ok that's XXX\|
- 343 KEL: probably yes because if I think about this I think I like classroom two_ |
- 344 ANN: yeah me too\|

XII. Annexus

345 KEL: XXX eh/
346 ANN: can we see/
347 KEL: yeah can we see because I don't really know_
348 JIL: yes XXX XXX\
349 KEL: ah ok it's a small library corner no chairs to XXX and return to seats\
350 JIL: yes\
351 ANN: the tables are standing in a u\
352 KEL: I really like the u forms so_
353 ANN: I I think_
354 KEL: well be_ because <1> everybody it looking to the same point in the class and students can talk about their work if it's necessary and eh yeah\
355 ANN: I think eh eh you have to to to talk together to work in groups\
356 ???: mm\
357 ANN: you have to see each other to_ like we are sitting now then you're_ then it's good to see each other but if you're sitting_ everyone is sit sitting next to each other it's not very XXX\
358 KEL: for group project is it_
359 ANN: no_
360 KEL: but the best thing they say about the u form\
361 ???: XXX\
362 KEL: the teacher can_
363 JIL: can XXX\
364 KEL: the teacher can see every XXX\
365 ANN: yeah\
366 KEL: that's the the big eh_
367 JIL: cause they're also standing they can change it\
368 KEL: yes they can change so_
369 JIL: for XXX but she said she had some other education style when you have the education style to teach in_ a group in groups always_
370 KEL: XXX don't get XXX\
371 ANN: XXX it's not very extreme like that\
372 KEL: no\
373 ANN: you have groupwork but also very much individual work eh and that is good_ but then the u form is good because you can ask =your neighbours=
374 KEL: =but there wasn't= a classroom with groups\
375 ANN: I know no no no but you can you can XXX if you work individually you can ask your neighbours for things\
376 KEL: yeah\
377 ANN: and you don't work on your own\
378 JIL: first classroom_
379 ANN: it didn't have any thing to work on your own\
380 KEL: ok XXX now I will describe how the activity arrangement looks like in every class\
381 ANN: ok\
382 KEL: they're standing here also what they do on a day XXX\
383 JIL: XXX\
384 ANN: ok\
385 KEL: and I am curious if you still choose the second option as the best\
386 JIL: ok\
387 ANN: can I hear hear the third one again\
388 KEL: yes I will repeat the third XXX\
389 ANN: ok\
390 KEL: ok so the first was with the large library to take XXX somewhere_
391 JIL: yeah and the and the sofas/
392 KEL: the sofas in the in the corner of the library\
393 JIL: yes ok yes\
394 KEL: yeah/ people's choice of activities | reading writing XXX listening or things they choose the activities\
395 JIL: yeah\
396 KEL: writing activity peer and teacher corrected the final copy typed by student and or teacher so eh book groups readings with teacher at different times throughout the day so children choose what they are going to do I think and_
397 JIL: sort of XXX\
398 KEL: no because the XXX is about the materials and this is not materials\
399 JIL: ah yeah\
400 KEL: the only materials XXX they only choose the the subject they want to do\
401 JIL: ah ok\
402 KEL: so eh here XXX of assessments XXX to do XXX of completed books by each students followed up an XXX attendance attendance to give an activity\

XII. Annexus

403 JIL: I don't understand if you're XXX\
404 ANN: I want to see it\
405 TCHR?: assessment assessment would be the the students once they finished the materials\
406 ANN: yes\
407 TCHR?: they go and do their own assessment\
408 ANN: ok\
409 TCHR: on XXX I've finished this they discuss it with the teacher and the teacher makes XXX XXX\
410 KEL: I think more like XXX\
411 ANN: yes? XXX?
412 KEL: a little bit like XXX\
413 TCHR: and then they have writing folders which is_ they they take the homework when they feel like writing
they write in it put it in their X they don't have to do the schedule XXX\
414 KEL: ah ok\
415 ANN: yes ok\
416 JIL: yes\
417 KEL: so not eh class teaching of XXX\
418 EEE: ok\
419 KEL: more like that so this is about classroom one\
420 ANN: yeah\
421 KEL: yeah/
422 JIL: ok\
423 KEL: classroom two is the u form\
424 JIL: yeah\
425 KEL: eh activity arrangement they set up in sessions so you have different session during one day session
one for practise of standards standardised tests | I don't know how to say this\
426 JIL: yeah XXX\
427 TCHR: if you want to you can read it but_
428 ANN: yeah\
429 TCHR: but it's it is better is the X activities are planned are very XXX\
430 KEL: ah ok\
431 TCHR: that's the biggest difference\
432 KEL: the reading the journal reflection on reading free choices between computer reading or writing maths
exercises in groups XXX so I think that's XXX\
433 ANN: the u form like you said\
434 KEL: eh so they have periodic standard tests so_
435 JIL: it's a little bit like_
436 KEL: the regular_
437 JIL: XXX\
438 KEL: XXX yeah\
439 JIL: ok yes\
440 KEL: and the third one was the reading corner\
441 ANN: XXX/
442 KEL: the desks in rows and table in the back XXX also | eh/
443 ANN: the sessions/
444 KEL: into group activities personal dictionaries students write XXX page or pictures XXX sentences with
groups session to dictation X students listen to tapes XXX\
445 JIL: XXX\
446 KEL: oh vocabulary\
447 JIL: XXX\
448 KEL: and vocabulary/
449 ANN: XXX don't worry/
450 KEL: I'm sorry\
451 [laughs]
452 ANN: hard work\
453 JIL: yeah\
454 KEL: so this is more like_ it's the day is set up\
455 JIL: yes\
456 KEL: it's more with group work not just_
457 ANN: ok\
458 KEL: on your own\
459 ANN: XXX reading tests XXX\
460 JIL: but it's much of reading and_
461 KEL: yes but you don't_ I think it's not about what they do in one day it's about eh_
462 JIL: how it's set up\
463 ANN: how it's_
464 KEL: how it's set up which which one you like you_?
465 ANN: yeah ok\

XII. Annexus

466 KEL: which one you like prefer\
467 JIL: XXX\
468 ANN: but what's the big difference between two and three?
469 KEL: this is more with group_
470 JIL: group work and group activities so_
471 KEL: but one day do_ XXX and repeat it all\
472 JIL: sorry sorry I think this is very very of their own and with the third one_
473 KEL: yeah\
474 JIL: I think students have students have more time to think about their own opinion to think about their own things and I think eh classroom two is more_ you have to do this this and this this is more XXX\
475 KEL: all by yourself you mean\
476 JIL: yeah the and_
477 KEL: this is XXX free of choice\
478 JIL: yes yes but_
479 [general overlapping]
480 ANN: of their opinion of choice why what how and and eh eh they do it for themselves
481 KEL: I think you do it for the group and talk with each other what you think XXX\
482 ANN: yes\
483 KEL: and everyone pick up the things he wants to learn from it and it's not you have to do this and learn it and_
484 ANN: yeah exactly\
485 KEL: but you have_ you you get a book and you can_ the children in your group are talking about it and in that way they learn not from the text XXX they don't learn XXX\
486 JIL: if you say it like this I like classroom three the most\
487 ANN: I like a combination\
488 JIL: yeah it's hard to say one\
489 ANN: of one and three\
490 JIL: yeah\
491 ANN: I like the eh I like it when people can choose for themselves what to do first and what to do XXX that they can =learn XXX level= XXX a time and and_ but it's also good to work together as groups two and see other views and stuff\
492 ???: =yeah that's a good point=
493 KEL: yes children have to learn to work together\
494 ANN: work together/
495 KEL: yeah\
496 ANN: yes\
497 KEL: and learn from each other yes\
498 ANN: ok\
499 KEL: so and what about the second classroom? first you liked it\ no/
500 ANN: yeah no I was finished yet\
501 KEL: and now/
502 ANN: because I think it's good for_ eh like I said for individual work the u form only the u form not the activity arrangement but I don't think it's good for groups and when I see the activity the activity arrangement it's not for the XXX either for the development of their own_
503 KEL: only XXX one choice XXX one opinion and_
504 ANN: XXX and working together\
505 KEL: yeah and they only can make one choice XXX sessions\
506 ANN: yeah they have to learn everything the same\
507 KEL: yeah\
508 ANN: and that's not good\
509 KEL: and you don't know the reason of the difference\
510 ANN: no\
511 KEL: the differentiation\
512 ANN: yeah I don't know\
513 JIL: ok\
514 KEL: so that's fine | XXX you see it on the paper\
515 ANN: yes there are so much more to to to this there is so much more than this XXX\
516 KEL: yes | but do you think XXX the best classroom and teaching style which one you prefer? when you can make_
517 ANN: when we have XXX\
518 KEL: no you_ yeah you can make your XXX classroom\
519 ANN: I X liked the sitting groups and they XXX in groups\
520 KEL: yes\
521 ANN: and so and if they want to work individually they can X can turn their desk and are alone or they can sit in their XXX\
522 KEL: but then it's_
523 ANN: XXX\

XII. Annexus

- 524 KEL: there are always students making that noise and always XXX\
525 JIL: XXX no no they are not walking all the time they sit somewhere and if they acquire then it's not a problem and it's not a big XXX of walking some children like XXX and I had in my classroom an empty table in which_ behind the class and there were some times there was a students and they picked up the stuff and go and sit there because they want to work and don't want to be disturbed when students_
- 526 KEL: XXX that seems XXX we had two tables for two children when they were XXX concentrate anymore they could sit alone because XXX special education so they eh they are not allowed to go out of the classroom they always had to stay in because XXX\
527 ANN: ah ok yes\
528 KEL: XXX so they are XXX desk XXX\
529 ANN: yeah\
530 KEL: and later they changed the class XXX and then it was X take away XXX XXX or and another table was for mathematics so that changed but during XXX opportunities to go and sit alone sit alone XXX\
531 ANN: XXX\
532 KEL: XXX people it was very bad because they would always say oh everybody it too loud I can't concentrate anymore and shut up and they were screaming so it's good that they can XXX\
533 JIL: yeah XXX XXX classroom the fourth classroom\
534 ANN: they sit in groups and they have the opportunity to work XXX because if XXX have the same opinion about it they can make a XXX in the hallway or in a special room where it's it's quiet or just where you can talk so you have a place_
535 ???: yes\
536 ANN: no wait a minute yeah you can be quiet XXX XXX and then the groups can discuss things but they can work on their own XXX and if they really really want to talk to each XXX and XXX together they can go to a separate place I think my my classroom is more than a_
537 [tape stopped]

XII. Annexus

Inservice group 2 – Multilinguistic task

Terry – Lucille – Janet

- 1 [students introduce themselves]
2 JAN: so the situation XXX that you are going to be a teacher\
3 LUC: yeah\
4 JAN: you are going to be a teacher in a multilingual classroom and_
5 LUC: yeah\
6 JAN: here is the picture of your class and and your task is to think about each of this XX what language the
child can read write_
7 TER: mm\
8 JAN: so || and what language XXX?
9 TER: XXX of these photos\
10 JAN: yeah XXX from these photos what language do they use or they write_
11 TER: first one first one I think a | she could read XXX Asian but XXX eyes mm and the colour of the skin
and XXX I think I think XXX she could XXX Asia so she speaks mm I think XXX Spanish also XXX\
12 LUC: it's a XXX XXX\
13 TER: XXX\
14 JAN: but what do you think about XXX question? I found XXX XXX she is from Asia\
15 LUC: maybe she could be from XXX I don't think XXX know to XXX Asian\
16 TER: eh/
17 LUC: the picture and so it's difficult\
18 TER: XXX she's quite XXX and that's why XXX\
19 LUC: XXX any children can speak a_
20 TER: yeah that's true XXX and maybe she can write and speak <3> I don't know what they XXX if if she
would be from Asia I don't know what language it would be but XXX I don't know I I think she can some
Spanish\
21 EEE: [laughter]
22 LUC: and she is from Asia\
23 TER: I think so XXX XXX to learn\
24 LUC: [laughs]
25 TER: XXX it could be\
26 LUC: mm XXX idea\
27 TER: I think_
28 LUC: he looks like Harry Potter\
29 TER: XXX just she looks like Spanish she XXX\
30 LUC: XXX\
31 TER: she I don't XXX\
32 LUC: yeah\
33 TER: XXX XX powers XXX\
34 LUC: yeah XXX\
35 JAN: yeah I suppose it's for the colours XXX this this must be Spanish or Catalan or some somewhere
XXX\
36 LUC: XXX\
37 TER: and the hair is so dark I think_ yeah_
38 LUC: yeah but I think it's also XXX\
39 JAN: XXX American/
40 TER: why? why?
41 JAN: I don't know\
42 TER: XXX yeah/
43 JAN: why do you have this impression? XXX\
44 TER: XXX\
45 JAN: everyone can be from America\
46 TER: yeah that's true but they have all_
47 LUC: XXX so they XXX\
48 TER: at least XXX from_
49 LUC: XXX is very friendly and very eh_ I don't know how to say\
50 TER: X self-confidence/
51 LUC: yeah\
52 TER: XXX quite secure\
53 LUC: yes I don't know\
54 TER: and this XXX see she's definitely from Sp_
55 [overlapping]
56 JAN: XXX you think XXX did you XXX some language she can use/

XII. Annexus

57 LUC: XXX no idea no idea at all\
58 TER: and what about you?\
59 JAN: oh I thought she might somewhere from here because the way she's dressed like\
60 TER: mm\
61 JAN: cardigan and XXX\
62 TER: yeah\
63 JAN: that she would be XXX XXX flowers\
64 TER: yeah the XXX XXX yeah\
65 [overlapping]
66 LUC: XXX\
67 TER: yeah XXX she speaks at least Spanish and if she's from Barcelona maybe_
68 JAN: oh I also_
69 TER: maybe she speaks Catalan also\
70 JAN: I also thought about XXX because it's also flower XXX flowers XXX\
71 LUC: I don't know\
72 JAN: so what about you? what language does she speak?\
73 TER: I think she is from a different island XXX\
74 JAN: XXX\
75 TER: yeah oh really XXX and XXX XXX sauna XXX sports or something XXX I don't_ maybe it's XXX
and those are XXX I have a feeling XX from islands\
76 LUC: yeah like me\
77 TER: XXX she speaks XXX\
78 LUC: oh I was hoping she speaks English but the first impression is that she is from another culture\
79 TER: really/
80 LUC: I I don't know XXX\
81 TER: it could be\
82 LUC: what XXX it's true that their face is like pale and_
83 TER: mm\
84 LUC: if she had red hair I would really say that she's from Ireland but but I think XXX XXX\
85 TER: and_
86 JAN: why\
87 TER: I mean this would be more {(& Finland)}\
88 JAN: why? she looks like a Japanese\
89 LUC: mm\
90 JAN: d/
91 TER: but but XXX but for the sad sad and melancholic look and XXX\
92 ???: [laughs]
93 TER: I mean XXX\
94 JAN: XXX\
95 TER: some Scandinavian or from_ ||| and maybe she comes from everywhere\
96 LUC: where?\
97 TER: everywhere I think [laughs] but not from Africa\
98 LUC: this is the most typical look for Japanese maybe\
99 TER: then look at the look at the eyes\
100 LUC: but but the XXX\
101 TER: how how XXX\
102 LUC: why? no_
103 TER: XXX\
104 [general overlapping; undecipherable]
105 JAN: yeah but it's not the question about where does she come from but what languages can she use\
106 LUC: Japanese\
107 JAN: Japanese/ but_ maybe she's from XXX\
108 TER: I think she's she's an Scandinavian language\
109 ???: XXX\
110 TER: yeah\
111 JAN: because she's so melancholic you know/
112 TER: yeah like like the skin the colour of the skin and the hair- and the dress I don't know XXX something
which reminds | from XXX\
113 LUC: XXX Finnish XXX speak Czech\
114 TER: XXX good\
115 [laughter]
116 JAN: oh I thought this XXX the last girl XXX speaks Czech\
117 TER: do you do you think this XXX/
118 JAN: no it's not XXX class so they can speak different languages and they XXX
119 TER: yeah\
120 JAN: it's probable that they speak XXX languages\
121 TER: I think English is very_ like English is the language that they speak and Catalan

XII. Annexus

122 JAN: ok so_ oh ok that XXX when they enter the classroom | what language do they speak before they
enter the English classroom | that's the question\
123 TER: but XXX XXX you say no but I think she could XXX XXX Asia XXX Spanish Irish Finnish\
124 EEE: yeah\ [laughs]
125 TER: that's my guess | and yours/
126 LUC: USA or English_ <3> [laughs] I don't know <2> British XXX English it depends Japanese or so\
127 TER: XXX XXX Japanese\
128 JAN: yeah but appearances XXX Japanese\
129 TER: yeah\
130 JAN: actually she can be_ she can_
131 LUC: XXX XXX\
132 TER: yes southern American XXX Perú or XXX\
133 LUC: yeah Mexican maybe more Mexican than XXX\
134 TER: yeah and then from middle America or southern America I think\
135 LUC: mm mm\
136 TER: and_
137 JAN: ok for e_ XXX\
138 LUC: mm\
139 TER: mm\
140 JAN: XXX\
141 TER: but XXX\
142 JAN: XXX\
143 TER: XXX really really how to say but he's quite open he's XXX XXX it could be also_
144 LUC: XXX\
145 TER: from XXX the shadows and the XXX\
146 LUC: XXX\
147 JAN: ok but what language do you think_?
148 TER: eh Spanish\
149 LUC: England maybe\
150 TER: XXX\
151 LUC: yeah maybe\
152 TER: XXX XXX is much darker skin\
153 LUC: she's XXX\
154 TER: yeah\
155 JAN: so you think he speaks Indian language\
156 TER: I think Spanish\
157 JAN: Spanish/
158 TER: eh this one I think\
159 LUC: yeah could be\
160 JAN: XXX\
161 TER: is she or he/
162 LUC: I think it's she she has earrings\
163 TER: oh that's true\
164 LUC: these these things in her hair\
165 TER: this XXX hair and then_ whi which country XXX XXX? |I think_ XXX but XXX I think | her_ his
clothing <2> XXX to say\
166 JAN: is she from Europe/
167 TER: mm-
168 JAN: Asia/
169 TER: from from_ XXX XXX\
170 JAN: so what XXX?
171 TER: it could be\
172 JAN: Hungarian Italian\
173 TER: could be\
174 LUC: of south_
175 TER: maybe some eastern Europe country I wa_ middle of_
176 JAN: Russian/
177 TER: middle of eastern Europe\
178 LUC: yes it might be\
179 JAN: ok\
180 TER: but maybe she speaks some_ XXX language or XXX Russian XXX\
181 JAN: XXX Slavonic\
182 TER: Slavonic yeah Slavonic languages maybe\
183 ???: mm\
184 TER: or XXX this is_
185 LUC: XXX actually I also think she's from_ somewhere from the south of Europe or maybe eastern is_
XXX quite similar to the XXX it's not pale or it's not sunburnt\

XII. Annexus

186 TER: yeah also also XXX they have all this curly hair\
187 LUC: XXX\
188 TER: no but I think_ if I_ yeah\
189 LUC: I don't know\
190 TER: XXX she's she's from Greece yeah\
191 LUC: she could be from France ok she's from Greece I don't know\
192 TER: but XXX XXX\
193 LUC: he XXX Spanish I XXX\
194 TER: no XXX h\
195 LUC: h XXX again\
196 TER: and then_
197 LUC: oh\
198 TER: look at the XXX look at the XXX XXX\
199 LUC: XX flag I don't know\
200 TER: no\
201 LUC: yeah\
202 JAN: no but maybe she's travelling\
203 TER: and maybe maybe\
204 LUC: no it looks like a like a_
205 TER: XXX people or Eskimo Eskimo\
206 LUC: XXX XXX\
207 TER: yeah it could be XXX Mongolia\
208 LUC: Asia\
209 JAN: XXX Mongolian/
210 TER: I don't know\
211 LUC: I don't know\
212 TER: XXX this XXX and the area\
213 LUC: no I think she looks XXX and maybe Chin_ China XXX\
214 TER: these these are high so there must be water sometimes I think XXX water because it's so high XXX\
215 LUC: I don't know about water but I don't think she can speak Chinese because I think it's not China XXX
China XXX different\
216 TER: somehow there_
217 LUC: is the XXX from Asia\
218 JAN: XXX\
219 TER: XXX houses XXX without bit roofs it it could be probably Es Eskimos or XXX\
220 LUC: that's XXX Eskimo or XXX\
221 TER: but summer summer\
222 JAN: no but it's not a question about houses but about the X I don't know how Eskimo people XXX live
like but she looks like a Eskimo because it's XXX Korea or China so I expects she speaks Chinese\
223 TER: she could be Korean\
224 LUC: maybe she's from XXX\
225 JAN: but anyway\
226 LUC: XXX XXX\
227 TER: anyway somewhere from these Asian countries\
228 LUC: XXX XXX\
229 TER: I think she speaks some Asian language\
230 JAN: ok so the XXX now I will XXX you_
231 TER: ok\
232 JAN: the correct answer so_ so a a and b XXX speak read and write Spanish and Catalan\
233 TER: ok\
234 JAN: e f they speak read and write Spanish | g speaks reads and writes Spanish XXX_
235 LUC: XXX/
236 JAN: and XXX XXX Mexico south America\
237 TER: aha\
238 JAN: south America and h speaks reads and writes XXX and speaks Spanish\
239 TER: XXX XXX\
240 ???: XXX\
241 JAN: so_
242 TER: what what about the XXX?
243 JAN: so what what was XXX XXX? what what XXX? I think they are from these countries and not_
244 TER: yeah but look look XXX at the clothing and the XXX XXX\
245 LUC: but it's true they can X different country XXX\
246 TER: yeah because it's because it's_ XXX XXX there is_
247 LUC: XXX XXX XXX\
248 TER: yeah\
249 LUC: XXX Asian\
250 TER: XXX

XII. Annexus

- 251 LUC: XXX you think about the advantages and disadvantages of having this multilinguistic class XXX teaching\|
- 252 TER: this XXX class or_\|
- 253 LUC: this classroom\|
- 254 TER: this one/\|
- 255 LUC: XXX you have XXX most of them can speak Spanish_\|
- 256 TER: XXX\|
- 257 LUC: XXX_\|
- 258 TER: XXX\|
- 259 JAN: maybe\|
- 260 LUC: XXX\|
- 261 TER: but language is really different from_\|
- 262 JAN: XXX differences | is it similar/\|
- 263 TER: XXX Span_ Spanish XX Spanish\|
- 264 JAN: I think so\|
- 265 LUC: yeah\|
- 266 TER: so XXX and if it's_\|
- 267 LUC: but I don't think they understand each other\|
- 268 TER: well almost all\|
- 269 LUC: mm\|
- 270 TER: almost all of them speak Spanish\|
- 271 LUC: yeah\|
- 272 JAN: yes well but it could be it could cause troubles with those who can't speak Spanish_\|
- 273 TER: yeah but\|
- 274 JAN: because they could be XXX\|
- 275 TER: yeah isolated\|
- 276 JAN: isolated\|
- 277 LUC: maybe extra lessons_\|
- 278 TER: yeah\|
- 279 LUC: in Spanish/\|
- 280 TER: and also the this one could speak with the X they had to take a different XX things in XXX way\|
- 281 LUC: yeah XXX together\|
- 282 TER: XXX XXX\|
- 283 LUC: yeah\|
- 284 TER: XXX like I say this is XXX she learns\|
- 285 LUC: yeah XXX\|
- 286 JAN: another advantage I think is that they don't have XXX that if they were older they would XXX all this from XXX can't speak_\|
- 287 LUC: yeah\|
- 288 JAN: the languages XXX I don't think children think in this way so it would be easier for them to XXX other cultures or other kinds of XXX\|
- 289 TER: sometimes children are just XXX most XXX XXX\|
- 290 LUC: yeah\|
- 291 TER: but sometimes they can be really rude to each other\|
- 292 EEE: yes\|
- 293 JAN: so that's the disadvantage XXX can be isolated because they can't understand the other\|
- 294 TER: yeah\|
- 295 JAN: XXX and XXX not understand XXX\|
- 296 LUC: XXX\|
- 297 TER: yeah and also XXX teacher has to be_ XXX organise things XXX\|
- 298 LUC: and treat all the children the same\|
- 299 TER: yeah definitely\|
- 300 JAN: XXX say it could be different each child has an individual approach_\|
- 301 TER: yeah\|
- 302 JAN: to culture XXX in the same way because_\|
- 303 TER: XXX\|
- 304 JAN: yeah\|
- 305 TER: are not at the same level not not the same level but_\|
- 306 LUC: I know what you mean and also the XXX individual XXX XXX\|
- 307 TER: mm\|
- 308 LUC: maybe\|
- 309 JAN: have the same demands\|
- 310 TER: yeah and also it's good because I think they all have a different background so it's a richness for the teacher and the pupils also that have so many kinds of XXX and XXX like_\|
- 311 LUC: so they can learn from each other about the others' culture\|
- 312 TER: mm\|

XII. Annexus

313 LUC: so if you can come to the class and say ok today Maria is the most important child and she will talk about her country and habits and XXX XXX about XXX a different country and then it could X other pupils_
314 TER: mm\
315 LUC: like XXX teach others\
316 TER: yeah XXX XXX\
317 LUC: like they just say where they are from XXX\
318 TER: mm\
319 LUC: XXX different things\
320 TER: XXX the first couple of weeks and then after some time_
321 LUC: no XXX XXX might be important that XXX also every time eh something strange or something different at first\
322 TER: mm\
323 LUC: and they see the difference or XXX understanding\
324 TER: mm\
325 LUC: they should explain what the problem is but they do it in a different way\
326 TER: yeah it could be at the beginning then everybody knows from the start what what is the situation\
327 LUC: yeah\
328 TER: XXX but_ it's good to know at the beginning\
329 LUC: yeah and_
330 <2>
331 JAN: well\
332 TER: what's XXX\
333 LUC: now the first thing might be XXX their their XXX\
334 TER: mm\
335 LUC: cause XXX everybody likes XXX\
336 TER: what do you think_ XXX XXX?\
337 LUC: XXX\
338 TER: XXX XXX\
339 LUC: five six\
340 TER: yeah so they don't read and write well yet so_
341 JAN: maybe just after the first year\
342 TER: yeah\
343 JAN: XX to read and write XXX\
344 LUC: don't XXX that they can speak write and read so_
345 TER: so maybe the first XXX\
346 ????: XXX\
347 JAN: or maybe she XXX of the same age so she can_
348 TER: so most of the things we we could XXX play sing make something easy easy things read read XXX\
349 LUC: XXX?
350 TER: yeah and_
351 LUC: XX teachers\
352 TER: but like XXX we play and have fun | is that school yet/
353 LUC: well when they come to play they can also eh take in the language\
354 TER: mm\
355 LUC: and learn from this playing\
356 TER: mm\
357 LUC: XXX/
358 TER: I think_
359 JAN : I think that's XXX_
360 TER: yeah | what are the other questions?\
361 <4>
362 LUC: XXX specific steps that should be taken for each students\
363 TER: for each student? oh I think XXX in general which maybe they are all from different countries XXX but eh XXX we could also make some mm <2> XXX XXX if they learn how to XXX to different cultures they they can XXX somehow | and XXX learn XXX
364 JAN: mm\
365 LUC: mm | and the eh is it a problem when the teacher speaks their mother tongue to to _ the teacher XXX Spanish Catalan and English_
366 TER: XXX XXX\
367 LUC: XXX teach Spanish to a Danish child who can't speak Spanish eh eh like you teach Spanish to a Danish child who can't speak Spanish at all\
368 TER: but XXX learn fast\
369 JAN: yeah I think young children can learn just taking the language_
370 TER: XXX the language so well\
371 LUC: also XXX\
372 TER: at at the beginning_
373 LUC: no but XXX\

XII. Annexus

- 374 TER: at the beginning yes but if the XXX is strong the XXX is like compatible to be there is this group so it's easy to comment XXX XXX so it's XXX like XXX so then she_|
- 375 LUC: but I think that you should know XXX|
- 376 TER: but XXX XXX|
- 377 LUC: mm|
- 378 TER: but Danish is_ well I know Swedish and still I can speak Danish because they pronounce XXX differently but I I can understand XXX so if XXX knows Swedish XXX|
- 379 JAN: no but anyway if you start just XX into children easy activities that they can do_|
- 380 TER: yeah|
- 381 JAN: they XXX acquire the language gradually and_|
- 382 TER: well maybe the teacher XXX_|
- 383 TER: yeah I don't think after a couple of months after half a year she can speak something and she can express things|
- 384 JAN: yeah I think the most important things must be done not not to isolate this girl_|
- 385 TER: yeah|
- 386 JAN: but involve her into the group_|
- 387 TER: then XXX yeah|
- 388 JAN: and then it would be alright in half a year on|
- 389 TER: as she can listen XXX she doesn't have to say anything XXX|
- 390 LUC: yeah XXX|
- 391 TER: it is just being in a group and the others_ eh if they all XXX speak and X understand Spanish so XXX XXX <8> no XX XXX XXX talk about the different styles teaching what is_ what would be the best? XXX|
- 392 ???: XXX|
- 393 TER: this this class what would be the best way to teach this class? and_ first I have this list of these three different styles first XXX is like that there are no desks XXX chairs and a sofa eh two armchairs XXX a lot books XXX big library also XXX and XXX pupils can do almost anything they want but different kind of tasks XXX groups XXX activities pupil choice of activities XXX other things in the class | XXX second style is XXX small library corner XXX and there are no chairs in there|
- 394 LUC: no chairs/
- 395 TER: in that library corner the desks are arranged like XXX|
- 396 MEL: about the library they take the book and go back to their seats|
- 397 TER: yes|
- 398 MEL: it's different XXX reading XXX yeah|
- 399 TER: XXX also in the library | in the second one desks and chairs are arranged like a shape in u XXX|
- 400 ???: mm|
- 401 TER: and tables in corner with computer plus aqualaughsm microscopes activities are arranged in XXX they XXX like XXX one XXX something XXX so they follow XX XXX XXX periodic standardised tests XXX and XXX exercise books sort of assessments then XXX it's really strange | has a reading corner desks are in rows but XXX like this and the tables at the back are for XXX and at this type it's XXX what they can do or what they can't do there's XXX thing they can do and they other thing they XXX but they all do the same things and like there's XXX book records they do the same XXX XXX book XXX a book about XXX are really XXX|
- 402 LUC: do they XXX or do they have to XXX|
- 403 TER: they all have these_ XXX desks where they do XXX and they have reading tests and XXX if I summarise the first one is really XXX|
- 404 LUC: they can choose/
- 405 TER: they can choose and there are no desks | in the second one it's like u- almost like this XXX like u and there are some activities XXX different places but they also follow each other like a session one and two and XXX so they XXX start XXX XXX in order and then the third is really strange they can do all of this XXX XXX and desks are in rows|
- 406 LUC: XXX the third one they are working with u they can sit together XXX|
- 407 TER: the first XXX XXX about XXX this class/ we have two minutes time to think | ok XXX [pause] so what do you think? what is the best for this class? there's one two three_|
- 408 LUC: are there any notes about the teacher of what he's supposed to do/
- 409 TER: no no|
- 410 LUC: no|
- 411 TER: only about the class|
- 412 JAN: XXX about the arrangement of the class|
- 413 TER: XXX XXX teacher style is only XXX teacher style but also XXX the environment XXX|
- 414 LUC: XXX the desks XXX XXX|
- 415 TER: no|
- 416 LUC: they also XXX be XXX to learn English|
- 417 TER: but there's something_ like in this place XXX it's peer and teacher corrected XXX you can do some activity peers can correct it or the teacher can correct the answers|
- 418 LUC: mm | XXX XXX can be this_?|
- 419 JAN: but not necessarily they can be in other classroom_|
- 420 TER: yeah|
- 421 JAN: and the teacher can X XX for X but I'm sure I don't like the third style

XII. Annexus

422 LUC: no XXX\
423 TER: yeah\
424 JAN: because if they are not all the same level of XX it could be quite frustrating to do\
425 [breakcinta]
426 TER: yeah XXX\
427 JAN: XXX so\
428 TER: so you don't like the third one
429 JAN: yeah because XXX in the level XXX language would be the same I mean the_ XXX are told it it could work but if you_ if there are children who can speak Spanish and there are children who can't speak Spanish at all I don't think it would be effective\
430 TER: aha\
431 JAN: they could XXX XXX the feeling of isolation like I'm not XX feeling of XX because they wouldn't XX to do all the tasks and XXX the others who know the language\
432 TER: yeah XXX XXX\
433 LUC: XXX classroom arrangement XXX the best\
434 TER: yeah\
435 LUC: because they can see each other they can communicate they_ the u X there are many corners XXX XXX it can be motivating stimulating eh environment\
436 TER: mm <2> and there is also XX choices\
437 LUC: and also the discipline or XXX X of activities always good for children\
438 TER: mm\
439 LUC: because sometimes they have a free choice | how can they choose when_? they would like to play_
440 TER: yeah\
441 LUC: only\
442 TER: XXX about free choice after they have done some things then they have free choice so first they do something and then XXX\
443 LUC: yeah XXX\
444 TER: yeah but how about one_ first one? what do you think XXX\
445 LUC: well it's very nice but I don't know anything about the about the school system they are in\
446 TER: mm\
447 LUC: because if there is like demanding curriculum the first wouldn't be effective and they wouldn't do_ they wouldn't get their best X or good results in the end because it's all free and_
448 TER: mm\
449 LUC: you just follow your own progress and you're not forced to work harder harder harder as XXX it really depends on the education system which which XXX either the classroom one or two XXX\
450 TER: yeah it's definitely the most free I think\
451 LUC: yeah\
452 TER: but how do_ XXX learn XXX there there are some eh XX XXX but still how do really know they're learning things? if there's no test I think no tests_
453 JAN: no you just you just evaluate their progress\
454 TER: yeah\
455 JAN: which is also good it's not frustrating | but is it the most effective XXX/
456 TER: for some people it's XXX\
457 JAN: yeah\
458 TER: but for me it's kind of XXX because the multi_ multilingual group XXX it should be somehow a free way to do it XXX differences so I think XXX second one like you said\
459 JAN: yeah\
460 TER: and XXX\
461 JAN: I think so because the first one is really very XXX but well it it wouldn't work I think it would XXX work but it would XXX\
462 TER: yeah\
463 JAN: like XXX children would be too free to_
464 TER: mm\
465 JAN: XXX XXX\
466 TER: and maybe this_ well XXX wouldn't speak language so well I think XXX she would be totally lost\
467 JAN: yeah\
468 LUC: mm\
469 TER: because she's a XXX what should I do now | cause I don't know\
470 LUC: mm\
471 TER: and then the second style there she knows XXX XX the best one we have some choice_
472 LUC: yeah\
473 TER: about this area\
474 LUC: yeah\
475 JAN: yeah I think it's_ I think this_ the middle_
476 TER: yeah\
477 JAN: the middle is best\
478 TER: XXX/ and XXX XXX is not so really XXX but something nice also XXX class\

XII. Annexus

479 ???: yeah\|
480 TER: and this XXX arranged in XXX I think the pupils XXX XXX\|
481 ???: yeah\|
482 TER: and for the teacher it's really easy to go to everybody XXX\|
483 JAN: yeah\|
484 TER: XXX desks so_ XXX\|
485 JAN: I really yeah I really like classroom b tables arranged into u because I can speak to everyone and_
486 TER: yeah\|
487 JAN: not from the back\|
488 TER: yeah\|
489 JAN: I can really XXX and also I like that students can see each other\|
490 TER: yeah\|
491 JAN: if they are XXX as individuals well XXX but they can teach XXX and then someone from the back
 seat XXX\|
492 TER: yeah\|
493 JAN: so\|
494 TER: I like more this XXX u but XXX circle\|
495 ???: yeah\|
496 TER: XXX now they all can\|
497 ???: see XXX\|
498 TER: XXX if it's like u sometimes XXX XXX XXX\|
499 JAN: yeah but you can XXX shape in XXX classroom\|
500 TER: yeah\|
501 JAN: because it's quite space demanding and_
502 TER: and there are XXX pupils\|
503 JAN: yeah in this classroom\|
504 MEL: finished XXX here\|
505 TER: al almost any style of them could be could but our choice is XXX two\|
506 JAN: yeah\|
507 LUC: yeah\|
508 [tall a la cinta]

XII. Annexus

Preservice group 2.3 Multilinguistic task

Sandy, Marjory

1 SAN: so you have been asked to work as a language teacher for this group_|
2 MAR: mm\|
3 SAN: of children in here XXX XXX multilinguistic class and now you have to_ I think I have XXX eh now
you have to write down what languages you think that these pupils speak read and write\|
4 MAR: eh ok every single one or_|
5 SAN: yeah everyone you say a b and c and_ so to say and then you tell me why do you think_|
6 MAR: ok\|
7 SAN: XXX XXX <7> XXX this is ok ok\|
8 MAR: XXX a is a Catalan b is Spanish_|
9 SAN: XXX\|
10 MAR: XXX\|
11 SAN: XXX but multilinguistic XXX more than one language they speak and read and write\|
12 MAR: ok everybody speaks two_|
13 SAN: yeah XXX they are multi multilinguistic|
14 MAR: XXX a is a_|
15 SAN: XX write down\|
16 MAR: XXX Catalan and Spanish\|
17 SAN: write down so we can XXX XXX\|
18 MAR: XXX mm XXX XXX\|
19 SAN: [laughs]
20 MAR: and English\|
21 <18> [seem to be whispering]
22 MAR: XXX XXX\|
23 SAN: ok XXX now XXX XXX and_ I can take XXX\|
24 MAR: it's difficult\|
25 <13>
26 ???: she's from XXX\|
27 SAN: are you ready/ ok\|
28 MAR: ok\|
29 SAN: ok <2> ok so_|
30 MAR: the first one a is eh French and Catalan Spanish yes speaking\|
31 SAN: XXX\|
32 MAR: XXX I'm thinking he is eh I don't know he looks he looks [laughs] eh yeah he is XXX so_|
33 SAN: yeah\|
34 MAR: it's like eh XXX\|
35 SAN: yeah\|
36 MAR: and he looks Spanish in a way\|
37 SAN: and then he_|
38 MAR: he is eh south American Spanish from south America and maybe mixed with eh_ or Moroccan |
Moroccan and and_ no it's more XX in in Spanish\|
39 SAN: ok\|
40 MAR: ok\|
41 SAN: XXX\|
42 MAR: eh XXX\|
43 SAN: XXX\|
44 MAR: is an is an Arabic language maybe from an Arabic speaking country eh and Spanish\|
45 SAN: yeah\|
46 MAR: and this this\|
47 SAN: the XXX\|
48 MAR: f f is british or American living in Spain and speaking Spanish\|
49 SAN: XXX\|
50 MAR: d is eh from south American maybe Peru\|
51 SAN: why do you think so?|
52 MAR: eh I think so because of her face and and_ or she looks Indian she looks in a way but XXX more_|
53 SAN: like Indians\|
54 MAR: yeah but it's more from Peru maybe because of the XXX\|
55 SAN: XXX/ e\|
56 MAR: e/ e is very difficult for me but there's XXX it's it's Asian it's Asian speaking some_ but maybe she's
from Iran Iran\|
57 SAN: yeah\|
58 MAR: so northern America eh Africa northern Africa and eh s eh Spanish\|

XII. Annexus

59 SAN: ok ok I will tell you eh the first one a speaks reads and writes Spanish and Catalan\
60 MAR: mm\
61 SAN: so you were kind of right\
62 MAR: mm\
63 SAN: and XXX yeah XXX b speaks reads and writes Spanish Catalan and speaks Arabic\
64 MAR: ah yeah that's what I_
65 SAN: yeah you changed\
66 MAR: changed\
67 SAN: yeah you changed\
68 MAR: I XXX to change them XXX\
69 SAN: yeah I think you changed but XXX\
70 MAR: no no no\
71 SAN: you changed\
72 MAR: but this one is eh\
73 SAN: you said XXX\
74 MAR: yeah\
75 SAN: yeah you said first XXX\
76 MAR: it's Arabic\
77 SAN: ok you changed XXX and then c speaks English French Arabic and XXX\
78 MAR: XXX\
79 SAN: XXX XXX\
80 MAR: no i think I said Arabia french and_
81 SAN: so it's it's XXX\
82 MAR: XXX\
83 SAN: yeah and you said\
84 MAR: XXX british as a_ English and_
85 SAN: yeah yeah\
86 MAR: because\
87 SAN: XXX XXX\
88 MAR: yeah I also XXX this XXX she's blonde and has very bright skin\
89 SAN: she speaks Spanish and Romanian\
90 MAR: ah Romanian yeah that's_
91 SAN: XXX\
92 MAR: XXX\
93 SAN: yeah but it's difficult and then d_
94 MAR: I think XXX Romanian\
95 SAN: it's_
96 MAR: can be yeah XXX\
97 SAN: yeah\
98 MAR: ok\
99 SAN: but also the_ XXX from_
100 MAR: mm\
101 SAN: XXX XXX and then d speaks reads and writes Spanish and speaks XXX\
102 MAR: XXX\
103 SAN: what's XXX\
104 MAR: XXX is a XXX\
105 SAN: ok\
106 MAR: ok she is she is XXX\
107 SAN: here yeah\
108 MAR: mm ok\
109 SAN: he's not from XXX\
110 MAR: but XXX must be south American\
111 SAN: XXX XXX and this is very XXX XXX from south Spain XXX\
112 MAR: I think he he she has a typical also the the marks in the face or the_ and XXX south American\
113 SAN: yeah\
114 MAR: I think her face is very south American\
115 SAN: and it XXX because in south American everybody is in a way from Europe even if they_
116 MAR: no XXX\
117 SAN: are Indians then they are XXX\
118 MAR: but she she looks like a small_
119 SAN: yeah | yeah and then she might look a bit like Indian so\
120 MAR: XXX yeah\
121 SAN: Indians is the native\
122 MAR: ok but she XXX Spanish\
123 SAN: and then e speaks reads and writes Spanish\
124 MAR: all right\
125 SAN: but he's from Colombia\

XII. Annexus

126 MAR: Colombia oh yes\
127 SAN: but he he has quite_
128 MAR: I thought XXX_
129 SAN: but he has quite || white skin\
130 MAR: I think in Colombia they are like XXX\
131 SAN: ah ok | so that's it\
132 MAR: mm ok then I was_
133 SAN: the Romanian XXX\
134 MAR: there was XXX\
135 [overlapping]
136 SAN: XXX\
137 MAR: mm\
138 SAN: ok next one\
139 MAR: ok the next one is_ [reading] eh <5> ok eh XXX to discuss the advantages and the disadvantages of having a multilinguistic class\
140 SAN: ok\
141 MAR: and XXX\
142 SAN: yeah\
143 MAR: say your opinion to_
144 SAN: ok\
145 MAR: so eh so what do you think about what's what can be the multilinguistic class good on the class dynamics/ you know so_
146 SAN: yeah\
147 MAR: do you think they work together better or is it a problem to_ is it a problem that they X like eh more groups because of their_
148 SAN: yeah what language they speak\
149 MAR: mother tongue yeah/
150 SAN: yeah yeah\
151 MAR: so\
152 SAN: I don't know because it depends on the teacher if she makes them the difference also with the others not only if they are like XX from their mother tongue\
153 MAR: but do you think you you will be_ it will be hard for you if you have a class with lots of different eh eh XXX nationalities or_
154 SAN: well I don't know_
155 MAR: how how would you_
156 SAN: yeah_
157 MAR: how would you arrange your class?
158 SAN: yeah maybe it's_ I XXX make the groups because it's easy XXX the way that who are from the same country because they XXX XXX in the group | together\
159 MAR: always together\
160 SAN: yeah always together so it's_
161 [overlapping]
162 MAR: XXX any difference because you have XXX\
163 SAN: XXX they don't talk together so_ it XXX depends about the persons maybe also\
164 MAR: mm as you would try it first to sit them on_
165 SAN: maybe you could first try how they would it\
166 MAR: XXX\
167 SAN: by themselves like how they will organise and if it does if it seems starts to seem like they are in the groups XXX who speak the same mother tongue XXX I would start to make the groups and mix them\
168 MAR: and would it_ XXX big problem for yourself that you don't understand this language they're speaking to each other/
169 SAN: but if you have at least one common language_ if you don't have XXX in in_
170 MAR: XXX Catalan\
171 SAN: yes but_
172 MAR: XXX\
173 SAN: if you would have one common language I think it would be ok because then we could discuss and talk to each other so that we all understand each other then it's not XXX if you'll understand each other like we XXX our mother tongue is is not English but still XXX understand each other so it doesn't make a matter if you don't speak the same language if we just have one language in common\
174 MAR: but what do you_ what would you feel in such a class? do you think it's it's like_ it's the same eh_
175 SAN: at the moment I think I wouldn't mind because if it's if it's in a Catalan school it would be just great to have even one common language\
176 MAR: it's eh_ do_ would you prefer XXX or would you work with them in a special matter/ do you think that's X would work XXX/
177 SAN: XXX but different as all the children so I_ if you XXX the school the one language that we use for teaching or for instance English so I don't know I would need to use some XXX\
178 MAR: mm\

XII. Annexus

- 179 SAN: because it's_ I think it's it's about also about the XXX speak are used to different languages\|
- 180 MAR: do you think it's important that they have an extra teaching in the mother tongue/ that there is a subject with which they XXX in their mother tongue or_/\|
- 181 SAN: XXX it would be good if_ if they would have the teaching in English so it would be very good that if they are are XXX Spanish or Arabic or something they would have maybe two hours in a week or so in that language so they would XXX read and write because they XXX speak and also maybe practices at home XXX but it would be good that they do XXX language and XXX if it's possible\|
- 182 MAR: with what kind of material would you work then in a XXX school/ eh_|\|
- 183 SAN: with the whole class\|
- 184 MAR: yeah\|
- 185 SAN: eh_|\|
- 186 MAR: if you want to do something with the whole class because you are then XXX\|
- 187 SAN: but if they all_|\|
- 188 MAR: XXX teacher\|
- 189 SAN: if they all speak English_ they all speak_|\|
- 190 MAR: no\|
- 191 SAN: XXX imagine that they all know one language anyway\|
- 192 MAR: you don't know maybe there is also a child which came from from_|\|
- 193 SAN: and he or she doesn't know that language at all\|
- 194 MAR: yeah\|
- 195 SAN: it if this would be a class that they don't have any common language they all speak different languages\|
- 196 MAR: mm\|
- 197 SAN: and I speak a different language | I think that would be like very hard | very difficult I don't know | they would be like_ I would XXX English\|
- 198 MAR: XXX if you\|
- 199 SAN: I would_ anyway I would XXX to be they would I would be XXX in XXX\|
- 200 MAR: mm\|
- 201 SAN: I would try to get them to learn XXX\|
- 202 MAR: mm\|
- 203 SAN: because they have to learn XXX\|
- 204 MAR: and what kind of materials would you take\|
- 205 SAN: well you have to be very simple if they don't know XXX if they just come from \| other_ eh different countries XXX everyone from a different XX speaks different languages so_ eh then I would have to work with XXX pictures and_|\|
- 206 MAR: mm\|
- 207 SAN: because they know_ if they don't know XXX you have to work with pictures and they all have have different mother tongues XXX then they don't_ I can have any books for many very different languages so maybe big pictures and XXX and_|\|
- 208 MAR: do you think it's it's it's hard then for XX eh XXX if they are XXX child to a class eh that so many different languages are spoken? and do you think a child is then_ difficult education there? or do you think it is_|\|
- 209 SAN: but in this case it it's ok if they if if the teaching is in one language\|
- 210 MAR: mm\|
- 211 SAN: but in case XXX in England if they know and XXX XXX not in in_|\|
- 212 MAR: but XXX XXX\|
- 213 SAN: ok if you are in in a classroom where they have one common language so Finnish or English like one language that they teach XXX\|
- 214 MAR: mm\|
- 215 SAN: so then it's ok like XXX like most of the children know it XXX\|
- 216 MAR: eh but would you think XXX has a lower level for for children or for XXX a Finnish XXX lower level XX the child or do you think XXX\|
- 217 SAN: but anyway they have in in XXX when you come XXX come from that country you go first to the Finnish we have we have special classes XXX they go to the normal school but then they in there they go to a special class it might that that kind of school didn't have any big problems XXX XXX but they would be in a special class but they do anyway XXX Finnish XXX and they can talk with them and learn Finnish and then they are enough XXX be XXX\|
- 218 MAR: mm\|
- 219 SAN: class XXX class so_|\|
- 220 MAR: is it for you more important to make a_ to work more with social things if you have such so many different cultures or do you think that kind of thing that children themselves_ that they work XXX social_|\|
- 221 SAN: well of course I also create the atmosphere XXX the classroom and I want wanted to be positive X everybody there's no like XXX XXX get along with each other ok so I can do teaching is all that they would do things some things in groups so that they know each other and maybe there is X something fun that they have to_ XXX XXX anyway if I XXX group you don't put them all XXX in one school XXX but you have to mix them XXX it's very XXX I think it would work\|
- 222 MAR: do you think it's it's good to make [laughs] to to make them work about cultures or XXX of the countries together/ is it important for the children or do you think it's it doesn't matter/\|

XII. Annexus

- 223 SAN: it is quite difficult XXX like XXX allowed to used hats inside the classroom or scarves or anything like that I mean XXX another_ a girl from another culture comes there and then the teacher_ because it's their culture I think_|
- 224 MAR: mm\|
- 225 SAN: so you have to XXX and she is allowed to use a scarf so you have to explain it to the other children because you can't force XXX to be like XXX her own culture so it's not an easy thing to do it's very difficult because then of course the other children XXX XXX and she XXX scarf so you have to explain because_ but I think it's very good for the children | they know about the different cultures and what people are in a_ that they are all different\|
- 226 MAR: XXX if you talk a lot about_|
- 227 SAN: yeah\|
- 228 MAR: these things because you have to XXX_|
- 229 SAN: yeah\|
- 230 MAR: all these_|
- 231 SAN: yeah and children XXX\|
- 232 MAR: XXX in German school eh because XXX XXX other speaks it doesn't really matter\|
- 233 SAN: yeah\|
- 234 MAR: and the principal of this school she was a woman and she she was really disciplined the children bad XXX\|
- 235 SAN: yeah\|
- 236 MAR: and XXX then nobody XXX that it is that big problem and XXX class XXX school and so that maybe the children know that they can't do this\|
- 237 SAN: yeah\|
- 238 MAR: she XXX also the whole school [laughs] after XXX and it was a really bad situation because_|
- 239 SAN: yeah\|
- 240 MAR: I didn't know XXX so_|
- 241 SAN: yeah ok\|
- 242 MAR: ok that's_ so XXX ok thank you very much\|
- 243 SAN: next one\|
- 244 <3>
- 245 MAR: XXX\|
- 246 <9> [probably reading the instructions for the next task]
- 247 MAR: XXX XXX\|
- 248 [break in recording]
- 249 MAR: the most_ the the biggest part of the classroom is a library and you have you have over fifty books available and XXX desks and they have they have to sit down on sofas on two big armchairs and there is a big table for group project and it's not_ XXX every place XXX for every XXX desks so it's not_|
- 250 SAN: there is_|
- 251 MAR: XXX place XXX group can work and the library and there are not individual desks\|
- 252 SAN: ok\|
- 253 MAR: the pupils choose the activities on their own and <2> eh the teacher then eh they work in peer groups peer groups and the teacher corrects it afterwards <1> ok <2> that's all they have eh a chart of a chart of XXX books and eh they they write everything on these folders it's like a portfolio and_ yeah that's all the the teachers XXX then notes XXX it's quite liberal open\|
- 254 SAN: yeah\|
- 255 MAR: working classroom\|
- 256 SAN: yeah\|
- 257 MAR: so what do you think about it?|
- 258 SAN: should I say right away about this one\|
- 259 MAR: yeah\|
- 260 SAN: it sounds very like XXX and all this is nice XXX chairs but I don't think it works with primary school children because like me being so young I needed someone to tell me more what to do because maybe you don't understand the importance of learning and_|
- 261 MAR: so you think someone also has to teach you how to learn\|
- 262 SAN: yeah and it's easier XXX as a teacher to teach the same things to the whole group XXX then somebody can understand then with more XXX more exact then more XXX\|
- 263 MAR: but is it because XXX XXX\|
- 264 SAN: of of course they can do it in groups but I don't know I have never seen anything like that\|
- 265 MAR: mm\|
- 266 SAN: of course they can also work in groups or learn something themselves sometimes but if it's all all the time that free I don't think it will work because anyway you have XXX plan that you are supposed to do I don't think it would eh it would work XXX\|
- 267 MAR: but there exist classroom like this classrooms like these and do you think they don't really work or what do you think? =teacher in this class classroom_=
- 268 SAN: =maybe yes and the pupils=
- 269 MAR: they have to to pay attention to\|

XII. Annexus

- 270 SAN: because if they are allowed to do what XXX they want themselves so maybe it will happen that if some of them will do all the subjects but some will do just what they like\|
- 271 MAR: mm\|
- 272 SAN: so that they don't learn all\|
- 273 MAR: but if you if you\|
- 274 SAN: they need to learn\|
- 275 MAR: if there's a teacher who_ but it says here that they can they can choose the different activities but they_ it's also written down that they have done I mean I think the teacher observed them and looks at the results of the day and maybe it's more XXX teacher then because XXX more clever to look at the results to find out if the child children really do something\|
- 276 SAN: but I think this_ if it's_ it would be like ten children on one classroom or something like that maybe would work in that case somehow\|
- 277 MAR: =you think XXX the classes must be smaller=
- 278 SAN: =but if XXX= children you can't observe them so well what they are doing they are doing what they want\|
- 279 MAR: mm\|
- 280 SAN: I don't_ it sounds very nice but I think it wouldn't work XXX work if it's just like_
- 281 MAR: =do you think it's hard work to to bring the children to the point where they_= can do it/
- 282 SAN: =and if the children if if they_= and it's also like a manner of XXX do what they want someone XXX and someone XXX or biology or anything different things somehow can you_ one doesn't know how to do the next XXX and XXX how to write and XXX how to write one doesn't understand that so how can you_ they all have different things so you're only one teacher and XXX five children how can you give advices to all of them? the lesson is over before you have told everyone what to do\|
- 283 MAR: mm | and what do you think about the sentence that the children should also learn in school that they have to do_ they don't_ they also can choose in_ later in the life what they want to do and XXX case so you think it's_/
- 284 SAN: XXX but it's good XXX experience more different things when you are a child by get all the information about different things and then it's easier to choose_
- 285 MAR: XXX\|
- 286 SAN: XXX also XXX that it is not good to do only one sport when you are young \|
- 287 MAR: mm\|
- 288 SAN: for example to do_ XXX play XXX and football and golf or whatever like_
- 289 MAR: mm\|
- 290 SAN: two different things and then when you are older it's easier to decide what you like the most because you have tried different things if you just do one then you don't know about the others\|
- 291 MAR: mm\|
- 292 SAN: so it's it's good to know\|
- 293 MAR: ok ok\|
- 294 SAN: we finished/
- 295 MAR: yeah\|
- 296 SAN: ok XXX\|
- 297 MAR: eh it's a classroom with a small library corner the desks are arranged in a u\|
- 298 SAN: yeah yeah\|
- 299 MAR: mm/ ok/ and there are tables in the corner with computers and fish and microscopes and_
- 300 SAN: yeah
- 301 MAR: XXX and they have eh the activities are arranged in five sessions like eh reading eh journal reflection on reading then eh free choice between computer and reading or writing and then they have maths maths exercise XXX\|
- 302 SAN: ok\|
- 303 MAR: eh they have sometimes tests and eh write XXX writing writing journals so that the teacher comments eh on where they are and they have in maths they have an exercise book\|
- 304 SAN: yeah\|
- 305 MAR: in which they work on_
- 306 SAN: is this now like the one class_
- 307 MAR: it's the second class yeah it's the second XXX\|
- 308 SAN: ok\|
- 309 MAR: it's it's a different classroom to the first one\|
- 310 SAN: ok <4> are they_ anyway what do they study here? only maths and_
- 311 MAR: no XXX\|
- 312 SAN: reading | or only language and maths or so\|
- 313 MAR: no I think they also have other subjects but_ <2> but it's in the regular eh schedule\|
- 314 SAN: ok yeah\|
- 315 MAR: and then they_
- 316 SAN: ok\|
- 317 MAR: additional maybe additional eh activities like music sport XXX\|
- 318 SAN: yeah oh here they don't have XXX they won't XXX\|
- 319 MAR: here it's very strict\|

XII. Annexus

320 SAN: more\
321 MAR: more strict the timetable every_
322 SAN: yeah\
323 MAR: day the same\
324 SAN: yeah\
325 MAR: and more strict\
326 SAN: ok yeah\
327 MAR: do you think it's good for children who have to get a routine to_ better if you if you make it like this/
do you think_ because you said before that it was important for you to_ when you were a child_
328 SAN: yeah\
329 MAR: eh that someone tells you what to do every every_
330 SAN: XX yeah yeah yeah but it's it's easier XXX I would have XXX maybe play or something I don't
know XXX\
331 MAR: what do you think of this classroom? positive negative or advantages and disadvantages\
332 SAN: yeah I like this one but I also like that eh they have_ there's a separate computer XX or something
like_
333 MAR: the computer in the corner\
334 SAN: yeah yeah maybe XXX one computer computer XXX in some other place or a science room in some
other_
335 MAR: you don't know you don't know\
336 SAN: yeah you don't know but it would be nicer to change the classroom\
337 MAR: =XXX=
338 SAN: =XXX= I like XXX this\
339 MAR: no I think it's better than the first\
340 SAN: yeah yeah you know but you are having_
341 MAR: and also because of the activity arrangement\
342 SAN: yeah but XXX\
343 MAR: you don't know for sure what what's_
344 SAN: happening but I think you have to be also flexible so that you can change from the_ some XXX or
maths from some day to another day\
345 MAR: so you think it's too much reading writing_
346 SAN: not like strict\
347 MAR: maths is too too much to less on on_
348 SAN: and this is very_
349 MAR: activities\
350 SAN: this is quite XXX they have this maths like or the tests on reading and writing and five hours just like
this kind of thing is very very very hard for the children so_
351 MAR: so you think it would it's too much in one day it's it better_
352 SAN: =yeah they would have something=
353 MAR: =XXX=
354 SAN: and also yeah maybe I mean also when you say you have a timetable then you have maths and XXX
and biology or read you know history it's like that you can also change them\
355 MAR: mm\
356 SAN: I think in one school where they had only some XXX like sports | everyday in the same place and
English everyday in the same place but the other subjects XXX decided what to do\
357 MAR: mm\
358 SAN: but it sounds good they have timetable schedules XXX read there XXX organised\ [break in
recording]
359 MAR: but I also think that it is quite a hard day because they also work in the first session and_
360 SAN: yeah\
361 MAR: eh XXX practice of standardised tests\
362 SAN: yeah\
363 MAR: I mean the morning should in my thinking start eh not with the hardest subject\
364 SAN: yeah\
365 MAR: or the boring subject\
366 SAN: but it is also anyway it's kind_
367 MAR: most boring\
368 SAN: more clear and maybe easier XXX to think the classes in the sessions but maybe XXX we want to do
a project and then I don't have the session so well XXX and then we do one day maybe the project or the first
two hours of the morning the project every morning to be able to change them also but more like this XXX one
XXX\
369 MAR: mm | and do you think it means something that they have only a small level in the corner or do they
anyway do a lot of readings/
370 SAN: but I I XXX library for the whole school and then you can go to_
371 MAR: mm\
372 SAN: XXX and have it in your desk\
373 MAR: mm\

XII. Annexus

- 374 SAN: XXX you have XXX or if you know XXX something for the_ like group work you can go to the library and get information from there I don't think that every class is a XXX\|
- 375 MAR: mm\|
- 376 SAN: it's XXX too expensive\|
- 377 MAR: yes and what do you think about the desk arrangement? eh do you think children need the desk/ is it is it worse than =XXX=?
- 378 SAN: =I think= it's XXX your own desk you have you own things in your own place you got to have something own in the school also\|
- 379 MAR: ok but it's that's a XXX and what do you think about the form the u form/ is it good or_/|
- 380 SAN: for me it's also\|
- 381 MAR: do you think it has_ it it's XXX form or_/|
- 382 SAN: XXX everybody XXX teacher is speaking in the other end of the XXX then everybody of course they have to turn in their chairs to see the teacher XXX they can see it's XXX teacher goes to the middle it's easy for everyone to see her XXX her if she goes to the middle but I think it's_ you don't_ it's nicer to change the the XXX in the classroom not have the same u or XXX or groups or individuals it's nicer to change them and it depends what they are doing [if you have XXX but you know XXX you are going to do lots of group work so it's easier to put the group groups or if you know you want them to do lots of things individually then you can XXX XXX | and if they are_]
- 383 MAR: do you think the u form takes lot of space or is it XXX/ if for example it was more classroom_]
- 384 SAN: yeah maybe you can do it yeah\|
- 385 MAR: and maybe XXX\|
- 386 SAN: and XXX it's easy if you know that some people are very peaceful and some need maybe help so you can make the pair so that someone they can help each other\|
- 387 MAR: and maybe it's also a good point that they can see each other very good in the u forms and_]
- 388 SAN: yeah yeah yeah\|
- 389 MAR: and they also can work together_]
- 390 SAN: yeah yeah\|
- 391 MAR: eh XXX the whole class\|
- 392 SAN: yeah you have something you want to discuss about so everybody will hear it and will see what they have to say\|
- 393 MAR: you don't_ you not only can talk to small group_]
- 394 SAN: yeah\|
- 395 MAR: but to to the front XXX\|
- 396 SAN: yeah if you do something XXX something like drama or something is very good\|
- 397 MAR: and last question is do you think it's good for every level to sit in this_ it doesn't depend on the level or_]
- 398 SAN: no I think it_]
- 399 MAR: =do you think it has something to do with the level=
- 400 SAN: =I think XXX you have= what you are going to teach and how you are going to teach it depends on that\|
- 401 MAR: ok thank you [laughter] the third classroom\|
- 402 SAN: yeah\|
- 403 MAR: XXX reading corner and also you have XXX and desks in rows\|
- 404 SAN: yeah\|
- 405 MAR: and in the back are plants and XXX books and project samples but XXX and yeah activity arrangement is also in five sessions\|
- 406 SAN: yeah\|
- 407 MAR: and XXX personal dictionaries and the the students write words on a page of XXX or write sentences the second is a dictation eh and what maybe is important is that they're segmented into group activities\|
- 408 SAN: ok\|
- 409 MAR: it's not eh ok then you have a pre-reading tests and there's XXX and XXX eh then you have reading and in the fifth session XXX\|
- 410 SAN: ok\|
- 411 MAR: ok then filling the photocopies XXX <2> ok and once a week there's a reading test\|
- 412 SAN: no it's reading test XXX sixth and once a week there's_ XXX\|
- 413 MAR: ah yeah XXX sessions sixth is everyday but one a week there is a reading corner so that they can sit in the corner | eh they have eh main assignments\|
- 414 SAN: XXX group work group work\|
- 415 MAR: reading_ the the it works segmented into groups so they don't work on their own they XXX groups they they work together in small groups I think that's what XXX\|
- 416 SAN: XXX explain to each other what they know about XXX\|
- 417 MAR: mm\|
- 418 SAN: XXX\|
- 419 MAR: XXX together maybe the session three is something that you have done_]
- 420 SAN: XXX XXX they take turns readings from the story\|
- 421 MAR: ok so they do a lots of reading and_]
- 422 SAN: yeah\|

XII. Annexus

423 MAR: writing you can see maths on this_|
424 SAN: but I don't know if this is for for us now XX about maths I think this task we have to discuss about
how they organise it|
425 MAR: XXX ok|
426 SAN: I think it's just how they organise it|
427 MAR: ok then it's like this and_|
428 SAN: yeah|
429 MAR: what do you think of it?
430 <7>
431 SAN: I_ these things like students take turn reading on the story_|
432 MAR: mm|
433 SAN: if they_ I don't know if it's so good because tho_ at least you have to have your own book so you can
follow what the others are reading if they are reading faster|
434 TCHR: [to the whole class] XX you have to finish I'm sorry|
435 MAR: mm one minute let's finish this one quickly|
436 SAN: otherwise it is good that they are doing something together like reading to the others it's good that
you read aloud but it might be very poor to do it for too a long time|
437 MAR: mm|
438 SAN: it's good that they have this corner because the teacher can help them XXX maybe needs more help
or in a way in this reading corner|
439 MAR: mm|
440 SAN: so you can help others|
441 MAR: what do you think of the of the arrangement?|
442 SAN: I don't_|
443 MAR: sitting arrangement/ desks in rows/ do you like it or_|
444 SAN: yes XXX they are in rows | how can they do the group activities when they are in rows?|
445 MAR: maybe they XXX the tables|
446 SAN: I don't understand this|
447 MAR: I don't understand this XXX very good | but_|
448 SAN: it's nice as they have XXX more cosy in the classroom but otherwise I don't_|
449 MAR: and it only depends on which level you do? I think it's never written in which level it is XXX it is
different in different levels if you do something like this in the first level then they do_ it has a different XXX
than doing it in in XXX|
450 SAN: yeah|
451 MAR: and it's_ XXX dictation or working with dictionaries in the_|
452 SAN: XXX XXX some story|
453 MAR: mm I don't know XXX it's only the teacher XXX should talk about the XXX teaching style|
454 SAN: I like to change to use different teaching styles and different subjects and and also different XXX to
use I think it's good also for the children XXX|
455 MAR: mm|
456 SAN: for the teacher it's very easy to do it just like to read from the book and then do the assignments that
are XXX but it's_ I like a lot also to do this practice things if they are they can learn from them then it's very
nice|
457 MAR: I think it always depends on what you aim on which_|
458 SAN: yeah yeah yeah|
459 MAR: which goals you aim to or which goals you aim and the other thing is the XXX is very alternative|
460 SAN: yeah it's it's very free|
461 MAR: XXX so much for me because I think you need a little control and it's_|
462 SAN: yeah XXX teacher how can you X they can organise XXX|
463 MAR: yeah I I would never be able to XXX|
464 SAN: no|
465 MAR: so that I can say I would XXX the control|
466 SAN: yeah|
467 MAR: how far they are or if they are really_|
468 SAN: yeah|
469 MAR: a learning process but eh_|
470 SAN: XXX|
471 MAR: XXX children XXX|
472 SAN: yeah I didn't understand the XXX so well XXX if you have systems like that it's XXX and it's ok but
then you have to be able to be practical and change them sometimes|
473 MAR: and you should you should be able to_|
474 SAN: yes|
475 MAR: be flexible|
476 SAN: ok thank you | stop|
477 [end of recording]

XII. Annexus

Annex 9: Journals

Annabelle (Preservice group 2)

I would like to learn something from the practiseschool. How is the organization? What is the way the teacher teach? How is the school system?

I heard that the Spanish schools are more behind in Europe. Maybe their aren't not much different ways of education compared to Holland.

I think it will be very hard to teach English to children, when you can't speak their language. I hope some knowledge of words and lots of signs with my hands, will work to teach them and get their attention.

The first couple of weeks were very interesting at the practiseschool. Everything is very different compared with the thing I am used to.

The first thing I noticed was the way of teaching.

It is very classical. "7 children in a classroom, listening to the teacher, do the assignment and wait till the next instructions. In my specialty in Holland, the children work in their own timetable, on their own level and if they have questions, they have to try to figure them out themselves first. This way of teaching is very focussed on the independency of the child and working together with classmates.

I get half a group each time to teach English on the first till the sixth level.

In the Netherlands you have one teacher in one classroom all the time. Here the children change classes and teachers sometimes with subjects as English, PE or art. I think this is a good to have a different day sometimes, but the noise and organization is very hard, I noticed.

That is also the next new thing for me. In my practiseschool, the children make so much noise. That is not a surprise, but the reaction of the teachers is not what I expected. They go along with it. I talked with a couple of teachers about this, but we discussed that it is something in the cultural way, because lots of schools have this.

One teacher said, that this might be the cause of the low results of children.

The teachers know about the noise, don't like it and are very open about it. They want to know everything about other school systems. It's nice to talk about all the differences with them.

It is very hard to change this way of communication with the children.

Maybe the noise is for a part caused because of the long lunchbreaks. The lessons after this break (from 3.0 until 5.0 p.m) are very noisy. The children are tired and less concentrated. For this practiseperiode I'm curious what more can cause the noise in the school.

The noise distract children and the children can't concentrate and/or learn hardly anything anymore.

I didn't observe a lot of lessons in the practiseschool yet. This is because I teach English almost all of the time. I like this really much.

I like this because I have contact with children and I get to know them.

From what I saw and what I noticed is that the contact between the pupils and the teachers is close.

The children can call the teachers by their first names. This is a good step to make the barrier between those smaller.

I notice that the teachers know a lot of the children. They know their backgrounds very good and know how to handle children.

At our practiseschool they accept children from special education. They mainly focus on children with hearing problems. In our school are about 7 deaf pupils. In the school is also a pupil with the down syndrome. She has a special program, but the pupils with hearing problems follow the regular program. Of course sometimes with extra help. I also noticed that the children help each other.

The teachers take time to help the children, listen to the children and talk with the children. Not only about school, but also about other happenings in their lives.

XII. Annexus

I translated an artikel for one of the teachers, from Dutch to English. It was about a programm to help depressive and problemchilds. She was very interested in the programm. I think this way makes the school a nicer place to be for the children. They feel more safe and I think they can open themselves more up this way. Sometimes I really get crazy about the noise, but it also has it good sides: the children are very enthusiastic, they are happy.

On the other site, sometimes I think that the children forget that between a teacher and a pupil their has to be a certain distance. This causes problems with misbehavior sometimes.

Feeling good in the school is very important and I think the teachers on my practisschool are thinking about this a lot, and that is very good of them!

Like I wrote in my first journal, it is sometimes so hard to teach something to others, when you are not speaking the same language. but on the other hand, it is also very interesting. You have to be creative and think of special solutions to handle this.

I am in my practisschool for almost 1,5 month. In the beginning I had lots of trouble; how can I make myself clear to the children? After this time, it has become more easy. I think you just have to do it.

Use your hands, use the blackbord, use paper, use you mimics and face-expressions.

Children understand more when you do this.

When I looked at the other student in my school I noticed that he talked a lot to children of the first grade. This is the first time for the children that they learn English. They didn't understand a bit of it.

But then, the student began to draw things and he used his body to show things. The children understood it! It is so nice when you can learn children things and you don't even speak the language!

This is also a good exercise for our homecountry.

I think it is very important and interesting for children when their teacher not only talks, but also you their voice in another way, use the body and other nonverbal things.

There is only one minus: the children want to react on you, ask questions, tell things, etc.

They think it's very hard to make something clear without any words. Sometimes I'm scared that they leave the classroom with an itchy feeling.

That is for me a good reason to know some Spanish or Catalan before starting a practiseperiod.

In the beginning of the practiseperiode, I didn't know what to do, what to expect.

Now, at the end, I am so happy in this school, I feel good and know how to handle the children better, how to speak with the teachers, and how to solve problems.

I learned a lot during this practiseperiode. I realized more how all schools have the same aim: to teach children. The way children are educated is different. It is nice to see those differences.

The most big differences I noticed, were already in my journals: the children are so noisy, but besides this, they hear what you say and pick up what you want to tell them.

Also the relation between teachers and children are quite different. In my practiseschool, the teachers approach the pupils more individually. If the pupil has to be silent, the teacher asks it more personally than in my country.

I think this is also good. In Holland or on my practiseschool here, both ways have their good and bad sides.

I learned to teach in different timeschedules, and with different teachers.

I learned so much that I hardly can tell everything.

I am very greatfull that the teachers and pupils welcomed us with these open arms.

This has to happen more and more!!

XII. Annexus

Kelly – Preservice group 2

Reflective journal 1: Your personal learning goals

- I want to learn how children make contact with a foreigner. How do they do that if they don't speak each others language.
- I want to learn how children can learn something from a foreigner without speaking a known language at both sides.
- I want to learn how I can make contact with the children and teachers with using different languages-words and expressions (mime, voice, body language etc)
- I want to learn how teaching is managed in this school. how do they teach? What do they teach?..
- I want to learn how U can learn things to the children on a way that's on the school lines but also on the way I prefer.
- I hope I learn how the school is set up, including the different lessons.
- I want to learn the main goals in the school for each class and subject they teach.
- I want to learn how they punish children when they are disturbing the class.
- I want to learn how the school system of Spain is. What are the goals, etc.
- I want to learn why they give English that early.
- I want to know why they teach English a hole our.
- I think it's hard to get used to the program on this school.
- I think it's sometimes hard to say what you want because of the language difference.
- I think it will be hard to give my first English lesson, because I'm not that very good in English.
- I think it will be hard to learn more English here in the school because the teachers want us to help them with their English curse.
- I think it's also hard to learn Spanish because the first language here is Catalan. And I don't here much Spanish in the school (they have special Spanish lessons)
- I think it's gone be long days on Monday and Tuesday because we only have English during the morning or during the afternoon. (My tutor and I give English to the 3rd and 4th level.) Every day I have to choose a class I want to be with. These are the things I wanted to write here, but I don't see them as big problems it are only things that will cross my way during this practise...

This is the first day of the third week being on my practising school and I can't really say that's what I've to change in my personal goals. The most things I've as goals are things that I still want and can do! I'll have answers by asking the things. And the problems I aspected I aspect them during my whole practising. (Not a pesific day) Maybe the thing I thought about the long days isn't really a problem. Like to day I'm gonna film a PEclass so I'll enjoy the practising also when I'm not with my own tutor. I don't had a situation that was standing in my way of learning because everything is going good! Maybe there was a little thing in my own personal learning. It was with the lunch last teusday, some of the teatchers take lunch together in a restaurant near the school. Linda's tutor asked us to enjoy them, but I sad to her I didn't want to come because of the money. Last Tuesday he askes it again and she sad that I probably wanted to come. I felt this as a thing I had to to now so I went there. It was realy nice and fun but I don't want to come there everyday because of the money. Now I hope they don't aspect us to be there every Tuesday.. And when they do I'll explain it's to expensive for me to have lunch with them every Tuesday, but I'll also say I really liked being with all the teachers there!

I have already learnt a lot on this practicing and in my apartment. I don't think I learn that much in the school but that's because I don't give lessons. I will start my project next week and than I hope that I learn more about the teaching to children with an other language. In my school they go out a lot with the children and I really like this. There you can see that children who are usually not that smart in the class are really smart on the excursions. You can really see that the children enjoy it and that they are learning a lot on different spaces. (I mean cultural but also social) I learnt also a lot myself on this excursions. I learn a lot about how they arrange the things and how the children handle with the freedom. Because one day we had this Dali day in the terreblanca park and after the lunch they had free time. The children were running and playing for a very long time and I really know for sure that Dutch children would have say when are we going home.. I'm bored. Etc. These children are used to it like one teacher told me and I could really see that! Further I've learnt a lot these days about the culture and about Dali. I also learnt how they deal with children with bad manners. Because the first two weeks I didn't see them punishing the bad manners. But know I know how my teacher does it. She warns them and sometimes if they really cross the line she says that the child may not play on the playground. At the beginning of the week there was this boy that had to sit on the floor in front of the class under the blackboard. But I've never see that they send somebody out, like that sometimes do in Holland (depending on the teacher of course!). I think my one learning will continue and that I'll learn a lot those last weeks because I'm gonna start my project! Today I started my project in the third level. It was a little bit hard to explain what I expected them to do. I'm glad that I had some Spanish words on paper so that I could also say

XII. Annexus

these words. (Before using I had a correcting with my teacher). The children also wanted me to say things and then they didn't know how to do it. I asked them several things by saying the easiest words I know. And I used the easiest sentences to make everything clear. After some hand and foot work they understand it and we started to work! I've learnt that even when you aspect them to understand they don't. One of the girls was really good in translating when we visited the park last week and know she didn't really seem to understand me. So don't think everything will be all right. Just stay calm and try every way to explain what you want to say!

I think you learn a lot more than you notice. You learn how to handle in so many different situations. You learn how u can and can't react on certain things. You watch how other people do the things they do and than you copy it. I also know that my English is much better than in the beginning. Now I use words that I've never used anymore after finishing high school. When I read my goals that I wanted to reach in the beginning of this course. I think oh my god why so much goals?! I think that I've already reached many of my goals. Only the setup of the Spanish school system is still not clear to me. So I've to ask my tutor about this. I think that my project sometimes is welcome and sometimes I don't really feel happy. I've made a PowerPoint about the Netherlands and I asked when I could do it. Than my tutor said we first have to finish the chapter. And I didn't really understand this. Maybe it's because I'm used that the teachers try to manage as much as possible when they have a student that's finishing almost.. But Ill have the time next week I hope otherwise I'm a little bit disappointed..

Produce a final report on your practise including; introduction, school profile, personal learning goals, cultural experiences and a conclusion.

When we started our practising they told me that I would have an English teacher as my tutor. The first days I just joined her and I watched her lessons. The teachers were all very nice, but there were only four English speakers. I noticed that they all try to say things in English and that's so nice. From the first meeting I had a good feeling about this school. My tutor didn't had much time for me the first two weeks. I thought oh it will be alright after this week. But I don't think it has changed much. We only had one afternoon a good conversation about my project and about education. I feel this as a little bit a sad thing. But the important thing for me is that I learned so much in the school. I didn't really learnt more about the teaching that I can point now but I know I learnt much.

My school is a middle income school. And there are some immigrants children.

When I started my practising I had so many goals to reach. I didn't really know how to reach them all but I thought I could reach them in a certain way. You can find my goals in the first reflective journal.

The goals that I've reach are below:

Reflective journal 1: Your personal learning goals

- I want to learn how children make contact with a foreigner. How do they do that if they don't speak each others language.

When I look back at how the children were making contact then I can say now that it's not really different from making contact with people of your own language. The only think you really notice is that they are using there hole body to tell you some things. Some times they use drama so then they play what they want to say. And some times they go to the teachers who speaks English and that they ask them to translate for it. The important thing is that they make contact on their way and that they try to tell you things. And if you really want to know what they say you have to be open for them and then they will come if it's not working out so good.

- I want to learn how children can learn something from a foreigner without speaking a known language at both sides.

I think this is a hard point. Because I learned them without telling them that you can make contact with me. I say good things when a child is making contact on a good way. But I wasn't able to teach them English Grammatik or some thing like that. It just did writing and talking about the things they already new. While we were learning this they picked up new things. So that's the way I've learned my children some things.

- I want to learn how I can make contact with the children and teachers with using different languages-words and expressions (mime, voice, body language etc)

I think this is some thing that I didn't really learned during this practising. I just went like it wend. I came here with the taught that I had a language problem. So I was open for every way of making contact with others. With using English speaking teachers and your body you can say many things to people who don't understand your language at all.

- I want to learn how teaching is managed in this school. how do they teach? What do they

XII. Annexus

teach?..

In my school I've only seen my tutor. And I've seen two other teachers for a short time. My tutor is nice to children but you can really notice her own feelings. I noticed that all the teachers were yelling to the children and that the children in more free space also are going to speak louder. But I know that this is not for every teacher! The first language is Catalan and the second language is Spanish. They have English as a third language. Spanish and English starts in the third level. Further they have special teachers for PE, music, arts and informatics. And what I really like is that they take out the children from school many times a year. I went to several excursions and the children are so much learning during these excursions. Because they like it so much. And the teachers enjoy it also.

- I want to learn how U can learn things to the children on a way that's on the school lines but also on the way I prefer.

I think this is still hard goal. I noticed that I also shout and talk loud to the children. Because when they are a little bit noisy the English teacher also speaks louder. I don't really like this but now I do it also. And when I talked to an other Argonaut she told me that she has the same. So I think that you pick up the things that you see from tutor. Even when it is not really you're own way of teaching.

- I hope I learn how the school is set up, including the different lessons.

I think I answered this above.

- I want to learn how they punish children when they are disturbing the class.

My tutor seemed not to punish children. But after a week or two this changed. One day she separated a boy with his table from the others. And another day she let a boy sit in front of the class without a table.

Further didn't they throw out children but she once sad Do I have to send you to kinder garden?

- I want to learn why they give English that early.

I asked my tutor but the only answer she has given is that English is now days very import for communicating in your life with other people. So this is in her view the main reason.

- I want to know why they teach English an hole our.

I don't understand why they teach an hole our. It's normal to teach an hole our the same subject. I told one of the teachers that it's to much for children to learn the same subject an hole our. And she was really thinking about this. I really liked her because she asked things and is really interested in new ways of teaching. Many other teachers don't give me this feeling and that is a pity.

About cultural experiences I can say that I really had to learn to deal with the siesta during my practising. I don't know if I really learned that much about the culture in the school building. I know that I've learned more during the trips with the school. Because than children try to tell things about there lives. You can also see what the habits are etc.

My final conclusion is that I've learned a lot of this practising based on the trips and the talking with the teachers. In the classroom I've learned about the communication between foreign peoples. I've seen how hard it can be and I've tried different solutions to make things work out.

I'm glad that I went to my practising school and I'm thankful that they made me feel home!!

XII. Annexus

Janet – Preservice group 2

I want to learn something about education system in Spain and learn how to teach third/fourth language (or a foreign language) to bilingual children.

I want to get experience how to teach a foreign language without using the mother tongue.

No, I do not want to leave my learning goals. I will just add: I will also focus on cultural differences in the process of education.

My unwritten fear that I will not be able to manage the lesson without the mother tongue is not to fulfill because the teacher is very nice and helpful to us.

I follow English lesson of one teacher. I usually assist him and help with checking pupils work. As he is a very good teacher and he leads his lesson mainly in English and uses mother tongue as little as possible so I can benefit even from observing his methods. But I hope I will be allowed to teach (I have spoken about it with the teacher)

I appreciate the friendly atmosphere without stresses of not working strictly according to the plan. I found quite amazing that I have not heard the sentence "We are behind with the curriculum ...".

- not all 4 skills are trained equally, lessons are focused mainly to speaking, which is prior for the needs of communication

It seems you are discovering new ways to teach a language which is not your mother tongue - remember, English is not the teachers mother tongue either! Does it make a difference?

It is very obvious that our teachers mother tongue is not English. I can notice a lot of negative transfers from either Spanish or Catalan in his speeches :o) It motivates me to think more about the mother tongue input in everyone's speech and it suggests the importance of teaching different accents of English and not only the British English and "BBC" pronunciation and also it made me realize that children should be taught to be aware of accents of English-second or 3rd language speakers.

After the 4th week the children's passion for a foreign teacher calms down a little, but they still try to communicate with me even after and before lessons (still the same questions about name, age...) :o) and their attitude is friendly towards me. Also teachers' approach is very nice I can understand basic "social phrases" for the first time, but I still feel amazed by their passion to touch my hand after the answer (such often personal contact is rare in CR)

In comparison with Czech are both children and adults more passionate and pupils get easily excited during activities (they can be really more noisy than is the level I would tolerate in my country). Their passion makes me often confused if they are orally fighting or just talking to each other.

I was observing one teachers' meeting - I liked that there were only 4 teachers that enabled each of them to take part.

Timetable: In my point of view they are not able to learn anything in the evening classes (from 3-5) as their expression is rather exhausted and this tiredness causes several behaviour problems.

I really like relaxed atmosphere and equipment in the school, the music before the lessons, the available playground, teachers' staff rooms. I am missing the "kabinet" - room for each teacher or for 2-3 teachers where could they leave their personal things and could have a little privacy. Also the atmosphere in classes is much more relaxed and generally less responsibility is given to the pupils themselves for creating occupational habits (or is this my prejudice that if children do not have to prepare their things for each lesson makes them less involved?)

Methods: Juan is a really excellent teacher, he uses different kinds of activities in his lessons (e.g.: individual work, whole class tasks, miming, TPR activities, chants ...), but I still keep the feeling that not all children are fully involved and that there is too much of frontal-approach and lack of group work or pair work. He avoids using Spanish or Catalan language as much as possible (gestures, miming, performing, using of body language, pictures). Sometimes I miss

XII. Annexus

the absence of shared language much but generally children got used to my accent quite well and are able to understand me.

SLD children are fully involved in the lessons, without any help or modified tasks on the handouts for writing! Even though lessons are based mainly on communication when writing is involved in activities they should get specially prepared papers as they know they cannot be as fast as the others they give up easily and begin to tease their classmates.

I doubt if including mentally handicapped child (even though he has special assistant) to a common classroom gives him advantage and feeling of being a part of society in further life. It may be my prejudice but I really cannot see any benefit for him - maybe it is good for the other children to know that even m. handicapped people are part of the society but I got the impression that for him participation in the classes is not positive.

On the other hand I appreciate that special pedagogue is a member of the school staff and children with difficulties are given special treatment individually.

PERSONAL PROJECT

I have started with my project with 5th and 6th level classes. It will last 2 hours in each class. I prepared a handout about the Czech republic and its location in Europe and climate.

Pupils were asked to find CR the map and find out how would they travel from Barcelona to CR and they were required to find out the capital city and the capital city of Moravia.

I gave a small speech about weather in CR and pupils were asked compare it with weather in their country.

Moreover pupils were asked to fill in missing fact about the CR in their handouts - they could either ask or use touristic brochures.

The following lesson will be focused on sights and nature and hobbies of Czech people - pupils will work with leaflets.

Next week Leena (Finland) will talk about the same topic and children will have to compare all three countries.

Notes:

The most interesting thing in the lessons was Czech currency and rivers.

The biggest surprise: Czech language is not understood and is difficult to pronounce (esp. Brno, and name of the president ...)

The education system in Catalonia is very different from the Czech republic (further CR) framework. Children here start their school attendance at the age of 3 (infantile cycle). Czech pupils attend the school from the age of 6, but children may be sent to infant school. They finish the primary school as 15 years old (9 classes).

Czech children start reading and writing in the first class, at the age of 6, children here start as 5 years old. The biggest distinction I found in curriculum (I followed only English lessons so that I do not compare whole curriculum). The amount of theoretical knowledge I found rather lower here than in CR.

On the other hand I highly appreciate that the language lessons are focused primarily on building and improving communication skills, which helps you more in real life than grammar rules. I dare say that foreign language training conception is oriented completely contradictorily.

This dissimilarity may arise from the fact that Catalan children are already bilingual when they starts with English lessons (at the age of 6), but the majority of Czech children are monolingual and they start compulsory foreign language lessons at the 4th class (10 years old).. I got the impression that Czech children must manage with more grammar in shorter time, but they are not able to communicate, Catalan children are more trained to communicate but the result is approximately the same.

Also the system of evaluation is much different. In Czech schools children are evaluated by marks (scale 1-5), but parents may ask for wider evaluation in words. Czech final marks are based on results of many smaller tests, oral examinations and homework. Pupils here are evaluated for the progress they did. The test and oral examination is not known here, which means that children are not exposed to the stress of failure. This system enables the teacher to evaluate each child individually. I like children being involved in evaluation part because it is important part of everyone's education. Two times in a year parents are invited to school to discuss their child's achievement with teacher. For evaluation is used scale: excellent, very good, good, not bad, you should study which is more clear than using a scale from 1 to 5. There is no international project now, as one Comenius project with Italy and France was finished in our school a year ago.

XII. Annexus

Jill – Preservice group 2

Sometimes it's difficult to understand children and for them it's sometimes hard to understand me. So I want to learn to make lessons with many pictures and make myself clear by drawing, explain things with different words, use sometimes a Spanish word and use mime...

I have children from the age of 6-12, I hope I can see some progress. I better can teach 1 thing good, than 3 things half. I hope I can see the results after the two months. I hope the children can speak a little bit English by themselves, without the use of the sentences on paper. I also hope, that the children are not afraid anymore to speak English and try to say something. When they make mistakes I don't care, better say something with mistakes than say nothing at all. What can be a problem, is that I see a group of children only ones, and the week after Lucie will get my group and I will get here group. So we have to make clear appointments, we have to teach the same (or at least have the same targets), otherwise it will be a mess!

The first week at practise school was very nice. First I was a little bit surprised that we have to teach immediately. But I had only 5 or 6 children each lesson, so it was okay. I had some conversations, like: My name is Jiska, What is your name? How old are you? And other questions like this. After this, the children could ask me some questions and I answered these. Most of the time the conversations were very nice. A blackboard is very useful, but most of the time I stay in the library or the audiovisual room, and there is no blackboard. So than I use paper, but that's is not the easiest way, because not all the children can see what I am writing.

I also observed three lessons. The lessons are very different from the lessons in the Netherlands.

They teach the whole class at the same time. So there are only a few children which speak English in the lesson. And most of the time this are the same children.

Besides they only learn English by a book or a paper, so they don't learn how to make own sentences and they can't use the sentences without having a look on the paper. And I think that they are going to fast through the subject-matters. These are the reasons why the children don't speak English very well.

So I hope I can teach them some subject-matters again and in a different way, with the meaning that the children after these lessons can use the sentences and words without looking in their books... Better teach one subject-matter very well, than teach 3 subject-matters half.

The teachers are all very nice and they give everything we need. We can ask everything we want...!!!

It was funny to hear, that they thought that all the Dutch people speak English very well.

I told them, that we only teach English in the last two years of primary school, and only for one hour at most! They were very surprised, because at Spanish schools they teach English to the children 3 hours each week!!! And they start with this in the third level!!!

We can decide by our own, what we want to teach. But we have got a map with all kinds of information and games which we can use. So that helps us a lot!!! I think I can learn a lot from these school practise!!!

I am thinking about a project which I can't do at my practise school... I am now thinking of the following:

I want to set up an email project with the Netherlands.

A small group from the sixth class can take part of this 'project'. We will send 1 or 2 emails to a school in the Netherlands to tell who we are and other things about ourselves. The Dutch children can send an email back.

Besides I would like to make a calendar. The Spanish children make a calendar about Spain with different subject, for example: January about food, February about the 'carnival' march about our environment, May about our school etc.

The Dutch children make a calendar about the Netherlands, we can send this to each other and talk about the differences between both countries...

But like I said, I have to think about it and to consider this at my practise school...

I expected that the children wouldn't understand me, when I would explain the intention of my project only in English. That is why I also prepared some sentences in Spanish.

I started the lesson in English. The children were very quiet, but I thought they didn't understand me. So I said one sentence in Spanish. That we are going to send a calendar to the Netherlands and they will send a calendar to us. The reaction of the class after these sentences

XII. Annexus

was very enthusiastic. So I knew they now understand me!

The rest of the lesson I spoke in English, and I draw a lot on the blackboard. So it was clear for the children. The children had to make pairs. Every pair had to choose a month and make some plans what to put on the calendar.

The two girls who will make the front-page had already a very good idea, so I made a picture of all the children, because they want to put this picture on the front page!

I will bring some pictures with me, but also the children will bring drawings and pictures to school. So I only help if it is necessary and for the rest the children have to make it by themselves! But I made an example of the page, so that all the months have the same lay-out.

I am at my practise school for 5 weeks now. And I still like it there! I teach every day difference groups and I can decide what I am going to teach, but the teachers helps me a lot and give me advice what to teach.

The most important thing I learned is how to make yourself clear when children don't know what you mean. And I think this is not only necessary when you teach in a foreign country, also when you teach in your own country in your own language you have this problems. Because in the Netherlands we have a lot of foreign people who have to learn to speak Dutch. And now I realize what a child feels when he doesn't understand for example maths. If you are explaining why $3+6=9$, and a child doesn't know where you are talking about, he things that you are speaking Chinese, so it is the same feeling... Children are sometimes looking at me: I am sorry, but where are you talking about??? Then I will repeat it in a different way, use others words, show what I mean with drawings and using mimic. So I learned how to explain the same thing in a different way. And now I realise more how important it is to make things visual. So pictures and drawings are very important to make your self clear, besides it helps the children to learn English quicker.

There was one situation in my practise, which let me feel a little bit inconvenienced. I taught a group which exist out of 5 people, 4 boys and 1 girl. 3 of the boys said things in Spanish to the other boy, I said that they have to speak in English. But they didn't do that. The boy became very angry, so I thought that the other boys were not nice to him. I became a little bit angry and said that they have to be nice for each other. But because English is difficult for them, I don't know if the understood what I meant, but I know for sure that they knew that I didn't like their behaviour.

But later in the lesson, the 3 boys were laughing at the other boy, because he couldn't say the time in correct English. I became very angry, because I don't like it when children are laughing to each other. But again I wasn't sure if they understand me... But they could see on my face and hear in my voice that I was angry.

After the lesson I told Esther about it. She asked the boys what happened? She was very angry with the boys, later she told me why. The boy smelled very bad, and the other boys said to him that he was a pig. And they also said that he couldn't speak English correctly and that was why they were laughing at him.

I think in this situation it is difficult that I couldn't speak Spanish. They can say a lot of things and I can't check what they say. I only can see on their faces if it is nice or bad.

But I am absolutely sure that children can see and understand a lot only when you use your voice and mimic different. So they understood that I was angry, only it was difficult to do something about it...because you don't know what they say in Spanish!

Because the headmaster isn't on school this Wednesday, he spoke to us today. He said that they were very thankful that we were at La Roureda the last two months, and he hoped that we enjoyed our time her. I really did, and I am going to miss the school, the children and the teachers!

We got a present, a really nice bag! And we got a book were every child made a drawing and there is a picture of every child in it! I really liked it! And I am going to look at it more than once I think. It is also nice that I can show this to my family and friend in the Netherlands, they can see which children I taught!

I learned a lot of this practice, I think you can read that in my other reflective journals, so it is not necessary to write this here again. It was nice to see how the organization of education in Spain is, to look to the differences and the things we have in comment. It was also nice that I had this practice with a Check girl. We compared our experiences also.

The travel to the school took one hour, but it was worth it!!!!!!!

I will go back once in April, because the calendar from the Netherlands will come this week or maybe next week. Than I want to tell the children something about the calendar and about my country and that will be the really finish of my little project. Which I liked very much, also

XII. Annexus

because the children and teachers were very exciting and enthusiastic about it. I heard from the teacher in the Netherlands, that the students there it also liked to work on the calendar and that they look forward to receiving the Spanish calendar!!!

Thank you for this opportunity, I liked it that I could go to my practice school 2,5 days a week and that I could teach a lot!

XII. Annexus

Lucille – Preservice group 2

My personal goals are: firstly, to get to know the system of primary education in Spain and compare it to the Czech one I know and also to find out something about pupils' attitudes to school, their interests, learning problems in general etc. Secondly, to learn to be able to handle situations of (cultural) misunderstandings or any other problems that may occur, which means (among other things) to be able to make myself understood and thirdly, to be of help to the teachers and the pupils as well.

My expectations about the school practice? I would really like the pupils to start communicating in English without reading questions from a paper given to them by their teacher. And I also plan to broaden their horizons and their knowledge about foreign European countries. Some of the children stay only in their country and have no chance to go abroad. I expect they will enjoy their English lessons!

Problem number one which I need to handle is communication with the children - English is sometimes not enough.

My goals are still the same, more or less. As for the judgements I passed on my practice school, I don't know to what degree this is influenced by my cultural background but now that I find myself in a situation where I can use only English and for communication with native people I also need to speak Spanish (thank God I don't have to speak Catalan), I see the importance of being able to express yourself in foreign language - know what and how to ask and what answer to expect. For the children at the primary school, it could be important to know what to say or ask when you meet a foreigner - a child of approx. the same age, in their case. When the pupils at school were asked by the teacher to ask us about anything they are interested in, they were reading questions from the paper and some of the pupils didn't even understand what it means. I know they are too young to know it all but still, they should learn to be able to say something on their own, not only asking their teacher to translate to us what they want to say. Therefore I try to teach them what else is there to say (not only to us) except hello and bye. Anyway, that is the purpose of our lessons - to teach communication. In the third level this is the hardest work.

The teachers at school are very nice to us, they help us with all we need, provide materials for us, allow us to use computer, printer, scanner, just everything we need for the practice or for our project. I think it's a pity that we don't have any extra time reserved to sit down and talk to them about school, life in the neighbourhood and things like that. This happens only if there is a break. I think they have a lot of work and even though they try to talk to us a lot and inform us about things that are going on, they are very busy with other activities.

As for pupils, I think they like us, they say hello to us every time they see us, some of them already wanted our autographs and are excited about the work on the projects - as the teachers told us. I like the pupils' attitude a lot because in Czechia it's not common at all for children to have such an informal relationship with the teachers. Children don't call teachers their first names and always stand up at the beginning and at the end of the lesson - as a sign of respecting the authority of the teacher.

What is the same is that children are often noisy in the class. Here I normally teach a group of 4-6 children and even this small group is sometimes difficult to manage. But I can't help myself adding that this might be a cultural difference, too because the Spanish are said to be more noisy and I think they really are. And it is not only the pupils at school.

My project was a travel guide around Czechia - I made 8 posters with the children - general information, Prague, Brno, South Moravian Region, Sights of Interest, Four Seasons, English - Czech dictionary and on the last poster there were signatures of all the children who worked on the project. I did this with the 5th and 6th grades, together 4 classes. They liked the pictures very much, wanted to learn how to say eg. castillo or iglesia in English, taught me many things (like the ones I mentioned) in Spanish and they loved to sign the big poster with signatures. I also showed these posters to all the other classes and they liked it, too. After this we plastified the posters and the teachers put it on a notice board at school so that everyone can see it. It is good also for the rest of the teachers because some of them think Czechia is part of the Eastern

XII. Annexus

Europe but in fact it lies in the Central Europe.

Together with the project I was using map of Europe, to show exactly where the countries are, what are the capitals and what are the names in English. Pupils didn't even know the names of the continents, so I used the globe as well and tried to explain that Iraq and Iran, for example, are not part of Europe but of Asia. Some of them also go to Tunis or Marroc on holidays but they think they are still in Europe. Also to distinguish between continent, country and city was quite difficult for them sometimes. The best answer to the question: "What is the capital of Spain?" was: "Sabadell!".

When I told one of the English teachers that we have a legendary dragon in Brno, she asked me to tell the story in English and said she would translate this to the pupils. So she came to my lesson and we talked with the children not only about this legend but also about other customs, such as upcoming Easter. We also found out that this legend is similar to the one of Sant Jordi here in Catalonia, so she told their legend to me. This was the first and the only time I had the teacher in the classroom and it was so good both for the pupils and me. Otherwise this would be impossible to do.

I learned a lot of things during my school practice. What I like is the teachers meeting during the day at every break in the teachers room. This is not common in Czech schools. Teachers only have short talks during the breaks and all of them meet only at official meetings. Normally there are teachers offices for two or more teachers. To be together like this every day is good for the collective team, I think. What I don't like is that they even smoke there but this is common all over Catalonia as I have learned and seen. Also the headmaster is more or less one of the teachers, he's not the "cruel boss" at school. He spends a lot of time talking to everyone and this way it is easier for him to know what is going on and what the school needs. Sitting in the office at the computer and receive visitors is not the right way to run a school.

I had problems with the time the school starts and ends. To start at 9 is alright for me, especially when the way to school takes one hour. But I don't need the three hours' break and the lessons in the afternoon were even longer than those in the morning. I was usually very tired after a day like this. In Czechia school start at 8, there are 5 or 10 minutes' breaks, the lunchbreak is 20 or 25 minutes and the school ends at three o' clock. Each lesson takes 45 minutes, not less, not more. I think this is ideal although some teachers would like to have the lessons longer. For children it's demanding anyway. Sometimes for the teacher, as well.

To teach a group of 5 or more children who speak Catalan to you, sometimes Spanish but not much English, is a hard work. I made them try at least to say it in English but what I mostly heard was: "Como se dice en ingles?" and then a lash with their hand. Of course, it also happened to me that I was trying really hard to explain something in English and after three times of trying to explain it in different ways, I wanted to give up but I either drew it or looked up the words I needed in a dictionary. After two weeks of common misunderstandings I started to use the dictionary quite often. This helped both me and the pupils very much, I would say. It's embarrassing for me not to understand a word in their language. I would really appreciate compulsory lessons of Catalan included in the project. It is also that we were supposed to teach on our own, at some other schools argonaut students were teaching in the class while the teacher was present and could translate anything for them. I experienced this once and must say it was really much better. I'm not complaining about the way it went at my school, not at all, I could have asked the teachers to change this anytime. But the contact with children was even more personal, this way. They and I had to try to make ourselves understood and I see that children need the pictures and demonstrations of activities really a lot. They learn so much when you visualise things for them. I used the blackboard every lesson. And anytime I used Spanish or Catalan, they were really happy and excited and wanted to teach me more. I wanted to teach them more English, of course, so this was really interesting.

The first month I followed the teachers' plans – I did the usual phrases in English with the pupils and revised the topics they did in their English lessons. But then I started to use the map a lot (being said they don't know almost anything about geography, hardly ever go abroad because they come from quite poor families and that we could broaden their horizons) and taught them some more phrases that were important for communication with me, eg. Yo no se = I don't know, Me gusta... = I like..., No tengo... = I don't have... etc. They had problems with things like these although the teachers did a good job giving every pupil a list of important phrases before we arrived.

XII. Annexus

This was my final teaching practice, as I had done all compulsory teaching I was supposed to to get the credits at university, and I liked it a lot in spite of the problems I have described. I believe the pupils are now motivated enough to learn English and to express themselves in this language. We will still keep in contact with the teachers, via e-mail and we'll exchange greetings and ideas. They asked me to send them a tape with the recordings of the pronunciation of the Czech words. Some are extremely difficult for them, such as CTVRTEK – Thursday. Words with five consonants in a row are just impossible for the Catalan. Next year they are also going to have a brand new classroom for English, they are preparing all the materials and we also helped them with this, so I would really like to see it, at least at a picture they can send me.

Before, I wrote that we had almost no time to talk to the teachers but this has changed lately and we got to know a lot. We also had a final lunch with them and saying goodbye was quite sad for everybody. All the teachers were so nice to us, I have to say. My school was the farthest but the nicest for me.

XII. Annexus

Marjory – Preservice group 2

My personal learning goals for this project:

In general i`m very interested in how different school systems are in other european countries and i`m looking forward to have "good" discussions with the other argonauts.

For my schoolpractice i wonder about how i collaborate with the children without speaking their language and how they will respect me in this position. I`m also thinking about how teacher discipline the children and how it works with tests and certificates – verbal/nonverbal.

I`m expecting that i don` t get bored and that the other teachers from school are open to discuss with me.

I can` t think of special problems i need to handle – i`m sure they will come – expect the language problem.

In this week everything was about karneval. The children have been very busy the whole day. In the short breaks they were preparing masks together and in the long break they practiced several coreographies on the playground. it was nice too see how much effort they did on their own to prepare the party which was happening on friday.

What concerns the classroom atmosphere and dynamics i could observe that they work together very well and productiv. There are some differences but they work it out quite good - I think. And here i could see a difference between many practicing schools in vienna. Lots of schools there don't have a good or no playground for the children and so the children are forced to work things out in the classroom. What is different. They disturb and involve other children more easier. And they also don't have the time to breath. The children showed a good natural feeling for which problems are classroom problems and which problems are not.

I`m also very glad being a student of Pilar. She is very natural and unauthoritarian personality. I am very happy to have her as my teacher. I had some problems with teacher in vienna with gave the children this feeling of being a higher authority!

Because of the language i can` t understand every single word, but for me it seems like it is said: How you shout into a forest, it comes back (maybe an austrian saying and translated 1: 1?!? - hopefully the same meaning).

I cannot think of a special communication strategy - it always depends on the situation. sometimes it takes a really long time to figure out a term. In this case we mostly start drawing. I still enjoy my school practice.

As I have my own conversation classes for two weeks now i made already some experiences. At the beginning - as i said - i was very nervous about the fact not to speak the katalan language. I never was very good in languages than more the "mathematical and science" type of person. Essays always took (and still takes) me hours because i always had/have to work on extending my minimalistic way of writing!?

But i think i was in a lucky time, when schools in austria started to "experiment " with languages in the scheduals. I was not always happy about it because it was a lot of effort for me and i was interested in so many other things. But I "had to" learn English for 10 years and French and Italian each for 5 years. For the english language i had always use; French was different, i`ve never really spoken it, i forgot a lot i only can read it. But finally i find a use for it in the katalan language. A few children in the class speak fench and sometimes we find out the wright word on this way. (I don` t think that my italian is very useful - more confusing - for the katalan and spanish language - i don` t mind, it was very helpful on some campingtrips to italy during my school time).

In addition i went on an intensiv cours of spanisch for 4 weeks once in summer. It was paid by the company my brother is working in. He didn` t want to go, so i did. At least i have learned some terms and phrases and now i`m happy that i have done it.

This all helps me finding the "wright" words for something. But it is not always on me and the pupils also spend much energy in guessing and explaining. And sometimes we work with pantomime or draw the term or the situation. there are so many ways to express yourself or to explain something that you can easily minimise the importance of the wright word you are looking for.

In this week we started the project about austria in school. For this week we had the topic on geography. We were looking at the europe map and the children tried to find austria and then catalunya. Then we were talking about country neighbours their influence and the working together. The children told me what they know about every single country and what they know about austria. Some of them brought things, pictures, souvenirs,.etc. from austria with them to school.

XII. Annexus

I told them about the nine regions and what is typical for it.

The children were very interested in the alps and sports you can do there.

We also started a working sheet on which they had to compare the population, the superficie, the language, the capital from austria, catalunya and spain. They worked very hard. At least they had to find the nine regions in the map and write them into a drawn map on the sheet.

For me it was very nice to see how the children worked. I always talk to them in english and if they cannot understand it we find a way of translation and what I really learned is that it is very important for the pupils, that I also try to say the sentence in catalan.

My personal role is, that I want the children to work also on their own. They should be able to look in the map if they are talking about a country, so that they can imagine where it definitely situated. And I wanted them to compare, so that they can see the differences of the superficie, populatio,.. between the countries.

In my personal process I can say, that it is hard work to explain someone to learn a different language without speaking his/her language! But I also could see the problematics of learning a language, in which I (meanwhile) can communicate more easy, from the beginning. If everything is new - the pronunciation, the words,.. - it is so hard and you have to repeat everything again and again - what means being patient, that´s sometimes very hard for austriaans.

I still like the work in nostra llar very much and I´m sure that it is a very good experience and a pleasure for me, to stay here.

XII. Annexus

Sandy – Preservice group 2

My learning goals:

- Personal goals are to get more self-confidence and to know that I can cope with new and different situations.
- I also hope that I'll get new ideas for the future as a teacher.
- Problem which I have already noticed is in the communication, because I don't speak Catalan. Also the level of children's knowledge in English is not so clear to me. But that is something which will clear out little by little.
- I also hope that I'll enjoy myself doing the school practise.

Reflective journal 2: The pupils and you. Teachers and you.

Teachers and pupils have been very friendly to me right from the beginning. Pupils try their best to get to know me and you can see that they are quite curious. It is nice to walk on the hallways and hear pupils saying hello to me all the time. Teachers are very helpful even though most of them don't speak English. It was a surprise in the beginning that so few of the teachers speak English, but now I know that it's because English has been taught here in the schools only for ten years now. Another different thing from Finland is that teacher smoke in the teacher's room and even in a class trip, so that all the pupils can see them smoking. That would be something I would change here. Nice about the teachers is that they seem to be more relaxed here than in Finland. They don't stress too much. They are also a lot just themselves and talk equally to the children. Well sometimes this might cause some problems to get pupils in to order.

It has been a good experience to do the project about Finland in school. I started it with 6 graders and they seemed to be interested. They were answering to all the questions I made and I think that they understood me quite well. They also did all the exercises very well. I tried to do everything in easy way. Sometimes it was difficult to know what words to use because I don't know so well yet what words they know. It was good that I had English teacher there to help me. This way I also learned how to explain things in right way to children etc. And she was helping so that I still really felt that I was teaching and equal as a teacher compared to her, not like a teacher trainee.

So teaching went okay except the computer exercise because computers stopped working because there was too many Internet connections for them to handle. Luckily this caused no big problem. I enjoyed telling about my country and teaching children. I don't know what else to say about this.

Today I was teaching the project to third graders. This was a bit difficulter than to the six graders. They don't know many words yet and I think that it's quite hard for them to listen a lot of English. Video of Finland worked well to this level and it was again good that the other English teacher was there to help me and to explain some words in Catalan. In the end of the lesson I was writing my autograph to all the pupils. That felt funny even though I have done it in Finland also to quite same aged pupils. I think that these are things (like idols from sports, music...) which are important for these age children in many countries. That's why teachers in a way have to think how they should/can behave in front of the pupils.

Reflective journal 4: About communication

It's hard when you really would like to understand, but you just don't. Usually it helps a lot to use hands and non verbal communication. For example smile has same meaning around the world.

In English classes it's good to write things down to the blackboard, it helps pupils to understand. It's also good to use different ways/words to explain things. When telling about Finland I use a lot of pictures, because that way pupils really see how it's like in my country.

Some times it's a bit difficult to get them to be quiet, because I don't know these pupils very well and I'm not used to shout in English. And I think that they anyway take orders better in their own language.

Reflective journal 5: Implementation of the project

The planning I did a lot by myself. Teachers were always ready to help me and answer to my questions, which was very good. They also checked that pupils are able to do exercises that I had made with computer. I was also discussing with Leena (other Finnish girl) what would be good to tell about Finland to pupils and how to do it. I had brought some leaflets (three different kinds) about Finland with me from home to use them in teaching. I also found a very good WebPages (www.finlandforyou.com) which I decided to use if it would be able to go to the computer class. Now I know that I'll get at least with some classes to try this computer exercise. I'm really not sure how it will work, but I want to try it anyway, because there are so beautiful pictures about nature, activities, origins etc. from Finland. These way children will really see how it looks like in Finland. I want them to know that we have beautiful nature, lots of lakes and water and few people in a big country and that we really have different four seasons. Things that mean a lot to me and maybe also to other Finnish people.

XII. Annexus

Today I got video from Maria and I'm going to use it too. With these two ways pupils will see Finland and other exercises will then tell facts and give information about Finland. From the leaflets pupils are suppose to try to find information that I ask in the paper which is given to everyone. I hope that my questions are easy enough...according to teachers they should be. And if it's too difficult to find answers from leaflets in English I have also Spanish ones that I can use in emergency☺. I will anyway start with Finnish map on the front and tell something and also ask questions. If I have time I would like to teach some Finnish words to them. It would also be nice to hear also from the pupils what they like the most or a lot in Spain. Maybe a homework? So here is something about my planning...maybe next week then something about how teaching went... Now I have written something about teaching the project to chapter reflective journal 2.

I don't have so much to say to this last reflection, because I've been writing now my final report for school practise and I just realised that it includes many things that I should write to this journal. I don't want to repeat myself so this will be now shorter journal about the things that I haven't mentioned in final report. One thing that has surprised me in really positive way is that I haven't really seen any fat children in the school. For me it seems that they eat quite a lot, but stay anyway fit. Their teacher said that they don't eat so many sweets. That can be true, because in the supermarkets they don't have as much different candies as we have in Finland and my room maid from Czech said the same about her country.

In mathematic class I was observing how active children are and at least in this class boys were raising their hands more, especially when teacher seemed to ask something difficult. In Finland it has been claimed that boys are better in maths and girls in languages. I can't say if that is true because I don't have that much experience about it, but at least this class proved something to this direction. Well I know that there are always exceptions and I shouldn't think too much about this, because then I might start to act that way and give better numbers to boys in math etc.

Terry – Preservice group 2

¡Hola!

For most of all, I want to learn new ways of teaching and use the skills I already have. I haven't been as a English teacher, so this all is new for me. Teaching English to people who don't speak it well and whose own language I can't speak myself, is a huge challenge. I am excited about it. Sometimes it's going to be tough thing to let the pupils understand what I mean, but at the same time it is great way to learn to teach English. One irritating thing is the noise everywhere: children are used to keep noise and yell in classes, which is something i dislike. Again some cultural differences..

¡Hola!

Three weeks are behind of school practise, although this Friday we are enjoying the Carnival with pupils and walking in the city of Sabadell with self-made paintings of Dali.

This practise has been a lot more interesting than my earlier practises in Finland. Lessons which we keep alone with 10-13 pupils are demanding, because of this language "problem". We have to do planning carefully (sometimes I have slipped of that, but I have managed), because it helps a lot. When one has something to hold on to, it's must more easier to keep the lesson. I have taught some basic things: numbers, colours, greetings, prepositions but also some more difficult things with the 5th and 6th graders.

I have also learned some helpful words in Catalan, which are really handy with pupils! For example, when teaching the little ones (1st and 2nd level) I have to use SO simple English and still there are many misunderstandings. This certainly is good practise for me: now I have to THINK properly what I want to teach and how. I also have to choose which things are the things I appreciate. Some pupils are so nice and helpful, but some are just noisy and trying to make others laugh all the time. That happens every country, but the noise is wider here. I have tried to use many kinds of ways to control the class and so far the best ways are speaking louder and "cruel" staring to the one who is disturbing. Also I use humour, which is also good way!

Teachers are nice and try their best to help me and Annelise. Their English is quite weak, so we use lot of mimics and thgose international ways of communicating with others. Three English teachers are BIG help, but sometimes there are situations, when we don't know what they expect from us concerning the lessons. I mean, that sometimes we have planned some things for the lessons and then we hear in the morning that we "have" to do something else. We have discussed of this matter with Montse, Dolores and Rosa-Maria and now things are working better. ¡Vale! End of this report.

Classroom atmosphere and dynamics

¡hola!

This week was short, because the carneval gave us free Monday. After last weeks sometimes grazy lessons with all kinds of carneval-stuff and Fridays´ nice parade, it was again a normal

XII. Annexus

week. But, I have to admit that this week was harder for me than the weeks before. Part of the explanation is gough and little flue, but also there has been more negative feelings concerning the lessons and teaching. Sometimes it has been great, but sometimes I have been irritated by the pupils behaviour. It seems like they don't respect the teachers or eachothers, but at the same time they are very keen and close to teacher and eachothers. This happens in every class, not only during my lessons. Noise, interruptive talk and moving is common to pupils, and sometimes it's quite hard for nerves. But like you (Maria) said, it's really hard to hear lesson with a language you don't know so well. Then it's easier to start to talk with your classmates, make a joke (because the one won't understand it) and do things you wouldn't do otherwise. Paying attention for a longer time is really hard for children these days. And not only for the children... But good behaviour is something which should be always in respect.

During the lessons everyone is eager to do the activities. They help eachothers sometimes if someone doesn't know the answer, and also try to stop someones' foolish acting, if it's disturbing. But sometimes they are all joining to that "shouting" and then it has to be stopped immediately. Differences between pupils aren't that big. Well, some are smart, good behaving and sort of "model pupils", and some are not that smart and are quite annoying, but that's normal. Stop. Adéu,

Teitsi

About communication

Two weeks left and I am full of experiences about intercultural communication. Working with children without common language has been teaching, sometimes really awarding, but also annoying sometimes. I have to keep the level of English all the time so low, and for time to time it still doesn't work. Then, of course, there are some useful methods how to handle those situations. My top 5 is (not in superior order):

- pictures: draw the thing you mean
 - show it: give an example of the thing you're talking about
 - use dictionary (English-Catalan) and try to say the most important words in their language
 - use body language and mime expressions
 - t a l k r e a l l y s l o w l y (and hope they understand even the main idea)
- + bonus track: say what you want and if they don't understand, it's their problem... :o)
(actually it's maybe more my problem..)

Usually there's one or two in the class who understand better than the others, and they can then be as helping teachers, explaining others what they have to do. One problem of the language barrier is, that pupils' way of pronouncing words is quite different from mine. Well, I know that sometimes I speak too fast and not so clearly (mumbling), but with children I usually talk slower and clearer. They pronounce the words like they are written, so misunderstandings happen often. I can see it so well when they try to write some words I have said: they think words have to be written like they are pronounced. But that happens to everyone whose mother tongue is other than the one he is studying. For example I have difficulties to write some Catalan words. So the problem is not only with children or with children here in Catalonia. It's general problem when learning new languages!

IMPLEMENTATION OF THE PROJECT

My topic for school practise is Finland, as Sanna and Leena have. I knew I have to do the project already in the beginning of this exchange, so I had lot of time to prepare and plan it, but still it happened to me again! When there were only couple of days left, I finally started to plan it properly.. So, of course I then had a rush and I thought I can't think anything decent and suitable for pupils. After some sweating, I anyway had some plans for all grades from 3rd to 6th.

* Nature and the shape of finland to 3rd level. Activities: colouring a map of Finland, making the shape of Finland of papermass and maybe finding animals of Finland if we have time last week.

* Music and music-games for 4th level: head-shoulders-bottom-knees and toes etc song in Finnish (they really liked it). Next time revision and some other songs.

* Finnish language and drama for 5th level. Basic vocabulary of Catalan-English-Finnish and some drama activities with those words. Last time a vocabulary test.

* General facts of Finland for 6th level. Filling a questionnaire abd something else.

Now one week is behind and the last week is going to go also to my project.

With the 3rd to 5th levels I have had nice and good things, but with 6th level the first lesson was maybe too "boring". They first had to fill in a questionnaire about Finland: what do they

XII. Annexus

know already. Then I gave them right answers. They really didn't know anything, which I also expected. I gave them some web-page addresses so they can visit the pages themselves and find out more. Next time I might go to the computers with them and do something, where they can express themselves differently.

I have had free hands to do the project, but teachers (all of them) have been couraging and helping in many ways. I have worked always with th whole class (about 25 pupils) and English teachers have been there as a interpreters and assistant teachers. Things have worked well! Some funny things, some disappointments, happy faces, sweat, laugh and enthusiasm...that´s about it. Let´s see what the last week will bring...

Teitsi

XII. Annexus

Cindy – Preservice group 1

21-11-03

Today we have made two exercises about the situational context of a language.

We have talked about some factors that determine how we speak. These factors are: the context, the situation, the age, social roles, formality or informality register, ...

We can know many things about the persons of a conversation, only listening them. The way they talk says a lot of things of their age, their relation, the context ...

We adopt our language depending [sic] this factors, even [sic] we can speak in other ways.

When we change roles we speak different. So, as future teachers of english we have to differentiate this languages context, to teach correctly.

24-11-03

Today we have talked about two ways of teach [sic] a language: descriptive or prescriptive.

Finally I have understood the difference between them. We have made 2 lists with advantatges [sic] and disadvantatges [sic] of each one. We have discussed what way is better.

In my opinion, as pedagogue, I prefer the descriptive way, but also I was teacher for ESO two years ago, and I teach [sic] Spanish and catalan [sic], and although I used to be descriptive, because the curriculum says this, I felt lost. I prefer the prescriptive way for many reasons. I think that pupils have to have some grammar structures and rules to be capable to read; write, and speak a language.

In a descriptive way, maybe, they learn speaking very well, in a context, in a logical context but they also confuse basic things and they make a lot of mistakes in writing [sic].

I think that depending on the ages of the pupils is better to use prescriptive or descriptive. For children (young) is better to use descriptive teaching, but when they have 8-9 years I think it's basic to teach in a prescriptive way.

I suppose that the solution is combinate [sic] both methodologies to achieve all the objectives.

Also, we have talked about some examples of english that we can find in our lifes, like “camping”, “stop”, “software”, “overbooking”... I think that it's good to grow up in a world with a lot of examples of english but I think that it only open our minds to another languages. It's not enough to learn a language, and the uses of a language.

28-11-03

Today we have talked about a very interesting article. That article talks about the role of a teacher.

I think a teacher is more than a person who teach knowledge.

A teacher has to be a kind of “psicology”[sic]. We, as future teachers, must be careful about the problems of the children, their behaviour, ...

We can't only evaluate the knowledge. We must have a sixth sense to look after children.

1-12-03

Today we have tested our Irish, this is an exercise [sic] that we have made in 4 groups.

Each group had a different kind of exercise [sic] to learn the same vocabulary in irish [sic].

Finally we all tested our learning, and then we tried to know the best way to learn.

Two exercise [sic] was [sic] prescriptive and two descriptive. One of each was harder in this way.

We had talked about the results and we all decided that the descriptive way is better because the knowledge is more lasting eventhough the exercise [sic] is more difficult. The descriptive way gives a meaning to the knowledge and this is better.

5-12-03

Today one group had presented the first article of the reading pack. This article talks about bilingualism. We had made two groups: one against, the other for.

I personally think that be bilingual is better for us because we are open minded and we are supposed [sic] to have

XII. Annexus

facilities to learn a new language.

I also think that be bilingual makes us to be a little confused sometimes.

In my case, I speak spanish [sic] at home and then I have more vocabulary in Spanish in some topics than in catalan [sic]. But it happens too with catalan [sic].

I think that bilingual people are better with one language than the other depending [sic] on the context or the situation.

At least, bilingual Countries [sic] have more advantatges [sic] for many things: open minded, better preparation to learn new languages, more possibilities to comunicate with people ...

12-12-03

We have done our presentation of the second article today. The article talks about the language awareness.

In general, all the people have a language awareness and we don't know it.

We can understand the meaning of a text or a conversation (without knowing the meaning of all the words) with the context and other things that give us some extra information.

To learn a language is important this capacity because we have to know that our pupils are capable to understand more things that we have teached them.

We never talk about language awaress [sic] and I think that its [sic] very important and all the teachers must know this topic.

15-12-03

Today one group have made the first presentation of the project.

The topic of the project was: Is better learning vocabulary with songs rather [sic] the conventional way?

At first, I didn't understand nothing [sic], then they explained better [sic] and I understood the project, but I think that it was a little [sic] confusing.

In general I think that for children it's better to use some exercises like songs, plays ... because they enjoy a lot and then they are more motivated.

But the presentation explained a very confusing investigation, with a lot of deficiencies [sic] .

For example I had prefered that the investigation had been made in the same group to be able to resist better the results.

In any case, since this is very difficult, they had been used [sic] the same vocabulary in both groups, and the same examen [sic], or evaluation.

In this way the results are very contaminated.

Also a group had presented an article. The article talks about multicultural education.

I was very confused for me [sic] and it has seemed me [sic] that the group went a little to the defensive when it was not necessary. We have to look for a dialogue. Although, the topic was very important because I think that all of us have a lot of prejudices with english [sic] teachers.

Then we have talked about if an english [sic] teacher have to teach culture or not, and if the answer is yes, what culture?

I think that a teacher always teach a bit of her/his culture, but instead of that I think that the english [sic] teacher don't have to teach an english [sic] culture. I think that english [sic] class is a good place to learn things about another cultures in english [sic], simultaneously that they learn english [sic].

15-12-03

My participation in class had been very little. I recognise that I'm very shy and my level of english [sic] makes me feel embarassed. So that I had spoken very few [sic].

Also, sometimes, I don't understand my companions, or I don't know what to say about a topic because, perharps, I have never think [sic] about it.

If I have to evaluate my participation in class I probably punctuate me with a PASS, because I consider that I could make an effort to solucionate [sic] my shyness.

Although I think that in little groups I talked very much, and I felt very well talking with them in english [sic].

I have learnt many things and I have thought about topics that I have never been worried. I think that this subject is better with groups like us, with few people.

XII. Annexus

Julie – Preservice group 1

17th November 2003

Today we have talked about the use of the language. We realised [sic] that the age, social background and cultural, sex, studies, influence the use of the language.

Also we talked about how we judge people because of the language they use.

All these factors make people speak in different ways using a more formal or informal language.

24th November 2003

In groups, we thought about changing the meaning to some words or expressions that we hear in English (in TV, bus, etc ...)

For example: “Don’t touch my breil, touch me”.

We did this activity because we discussed again the difference between Prescriptive and Descriptive, making a chart with against and for ideas.

We need to have clear that teaching in a descriptive way can be dangerous. We should know that some things are not moral for children, and also, a descriptive way is more complicated and confusing for us and for pupils.

The activity was related to it, to the descriptive way, and we realised that we felt uncomfortable because we didn’t know exactly what to put or charge.

We should teach both: Prescriptive and descriptive.

We have discused [sic] in groups and recordered it in the cassette [sic]. The topic was to talk about different situations that XXX gaves us about immigrant people and inside school. Depending on what the teacher does maybe we can disturb an immigrant because of their different culture.

The final opinion was that teachers have a big resposability. We have to take into account the cultural, social and pupil’s background.

It can be very difficult [sic] for us, because we also have our lifes and responsibilities, it is because of this that is not only the teacher who has to deal with all this, the government and the whole school has to be prepared for this situation.

5th December 2003

One group have presented their article. It was about Bilingualism. They did a discussion about that topic with the whole class, asking us what language defined us better, catalan [sic], spanish [sic] or both ...

After this, we did two groups, one was against the bilingualism and the other was for.

There were interesting reflections, and we were not sure enough about the word (biling) meaning. Bilingualism means the feelings you have being from somewhere, your background, culture, mother tongue ... etc. And there were a little bit of arguments between Catalan and Spanish people.

12th December 2003

Today we have kept on with our presentations. Two groups have presented. The first one was about the knowledge that pupils have in English and they presented an activity where we had to change some verbs. The main idea was that we change verbs because of the whole context, and in the idea that teachers give to us. They are not use to teach us or to talk about love, hate, etc; so we put what is “normal” for us.

The second group (me), talked about muncultural education and what and how the teachers/schools has to face this situation. For me “multicultural education” needs a “multicultural person”, without a open-minded person this is impossible, specially in schools. We must teach bearing in mind all the pupils and their backgrounds; we must teach RESPECT and how to respect each other.

15th December 2003

CLASS PARTICIPATION

I really think that I have spoken a lot, or more than a lot of my classmates. Sometimes I have been in silence, but maybe because I wasn’t in the mud [sic].

We have had the problem of speaking in class because of the English level and of the Erasmus students, but I think that it is not my problem.

I feel comfortable speaking in class, sometimes I feel nervous, but I think that it is normal. The reason is not my

XII. Annexus

English or the level that I think that I have. The most important thing is to try to make people understand you, even your level is not very good!, and have your ideas clear and criteria about all the topics that we have spoken in class.

Sincerely, I think that I have passed this subject both: participation and attendance.

XII. Annexus

Celine – Preservice group 1

24-11-2003

PRESCRIPTIVE /
/ DESCRIPTIVE

Today we were talking again about PRESCRIPTIVE and DESCRIPTIVE language. We put together things or points in common about what we thought prescriptive and descriptive language was.
Now, and after this class, my opinion is that what teachers should teach is both, prescriptive and descriptive language. In my opinion, we can make profit of the different advantages each of them give to the English classroom.
Teachers can adapt these two “kinds” of languages to the class they have. Depending on the situation, for example, children nationalities or background, we can keep aspects from one and other aspects from the other one.
This is a difficult election for teachers and is my opinion I am not ready to say which of them is much more better for children.
I need more experience in the world of Education, and concretely [sic], I need more experience as a language teacher to value each of them.

28-11-2003

Today we had an interesting conversation. All of us experienced different processes of learning a new language. Concretely, we were learning Irish. In the group where I was, we had to find similarities to English, to find the meaning of some sentences. In Irish, of course. I enjoyed the lesson because in these situations we can see how the language works.
In my case, we were translating most of the time, from English to Irish, to find the meaning of the words. There was a group that only had to memorise [sic] the meaning of the words.
And after some time, without any help, we did another exercise to see if we were able to remember they [sic] words we had learnt.

With this we could see that the people who only had to remember the words had more problems to translate the sentences than the people who were working and analysing the language.

So here we can see that to learn a new language, we have to use it in many different ways until learn it satisfactorily.

GROUP CONVERSATION

1-12-2003

Today we were talking in groups.
A conclusion about all the things said is, that people who are able to use more than one language as their mother tongue will have less problems to develop their learning process.
In my opinion, this is absolutely true. I think that people who speak two languages as mother tongue are more opened to learn any other language than the monolingual people.
And this is reflected also in any other learning process.
It is demonstrated that children which are able to speak two language [sic] perfectly have less problems to learn the rest of the subjects than children who are monolingual. This is a very important fact to take into account as language teachers. The language is one of the most important things to value because children need language to learn. If they are not good users of the language, they will have problems to learn the rest of the subjects. And we, as teachers, should think about this because nowadays there are children from different places around the world in our classrooms.

Debate

5-12-2003

Today we had an interesting debate. One groupe did the presentation of the first article in the Reading packet of this subject.
After a brief view about the languages the people in the class talk, we started to discuss things related to the languages we are able to talk.
Most of the Spanish people in the class are bilingual, because we can speak, read, write and listen both Catalan and Spanish.
But the discussion came when we had to say the way we are able to manage these languages.
In my opinion there were people who are not able to use Spanish as they use Catalan, because they are Catalan speakears and don't use so much Spanish.

I think this people are not as bilingual as I am, because in my case, I am able to use both languages in the same way and moreover, I use everyday both languages in the same way.
But when here (in Catalonia) we talk about this, people start to show they [sic] background about political aspects and then is when the different feeling [sic] come up.
And talk about this is very hard because there are people very “radical” in terms of political aspects, related to language. And I think we could see this feeling in class.

XII. Annexus

ANOTHER PRESENTATION

12-12-2003

Today we had more presentations we were discussing about the reading packet.

We could see how can we think about our own language when we have to use another language. And then we were discussing if we, as teachers, have to consider everybody in the classroom. It means, children nationalities requires get to know their culture, or not!!! And it means also know about their background if they are not from other countries, or not!!! I think this is a very hard debate for teachers.

We should take into account children culture as well as children background but it is very hard to control everything and we are not God.

We should do our best to get to know children but we are human and there will be things that for sure we will not control, because we are human.

Nevertheless, we cannot leave a child just because he/she is from a country which is very different from our country. We should make an effort to make these children adapt to our culture. But also, we should learn about their cultures because it will help our children and it will help us, as teachers and as people.

MORE PRESENTATIONS

15-12-2003

Sorry, I couldn't come and see your son. I hope he didn't get bored about our conversations.

-Here I am supposed to mark or punctuate my participation in class.

I haven't been a very participative person but I have said some things I considered I had to say depending on the situation.

I am a person who normaly [sic] listen to the others more than give her opinion.

This has to be connected with my personality. I mean, I am like this, more listener than speaker.

I don't know which would be my punctuation. Perharps a 5 or 6 because I have talked more than other people in the class.

But refer [sic] to my classmates is not just. I would say I had a normal participation. It could have been better but, how I have said, I haven't talked more because of my personality.

XII. Annexus

Jeffrey – Preservice group 1

10-10-03, Friday

This was my first class of interlinguistic and it seemed quite interesting. The teacher, XXX seemed quite nice as well ... Well we talked about languages in general and it didn't bother me at all that we were recorded during our small group discussion. What is a language? Well, it's difficult to say, but as long as you can express your feelings, desires etc. in a way that another person can understand, then you have a language. Well that's how I would describe a language. There you have humans, there you have language. Well, I'm not really sure. My example: Two children isolated from all human contact, would they develop a language between themselves? I'm sure they would be able to communicate, but only with sounds and gestures.

Would they be able to describe their feelings, well maybe that they are happy, angry, sad, hungry etc. but not why they are feeling the way they feel. Would they be able to talk in the past and the future? I think not [sic]. They would have a way to communicate, but if you want to call it a language, I would call it a very primitive language. I'm a bit confused, because when you explain your theories, then I agree with them as well ...

Well the discussion will continue next lesson.

13-10-03, Monday

Today you weren't there so we didn't do so much. I and Sofie tried to make a small group discussion though. And we wrote a small essay [sic] about - "How does language help to define [sic] who we are". If you can speak a language well then you can express yourself in the way you want. If you can't speak well - then you can't ...

And that affects your selfconfidence. For example here in Spain I can't express myself as I want and that's very annoying for me. I'm not the same person here than in Sweden.

17-10-03, Friday

Well, today the class became bigger and we became more quiet ...

But I hope it will work out just fine even though we are more pupils now.

You call us stupid [sic] or something and no one reacted. Well, I'm sorry, but it must have been because it was Friday afternoon. Just to get things straight, we're not! :)

I don't remember your phrase, but anyway you can have multiple intelligence even though your interlinguistic intelligence is weak ..

20-10-03, Monday

We should reflect over the word teenage mother. Well a teenaged mother is very often associated with the words poor, no education, single etc. But it doesn't mean that everyone is. The only thing we really know is that it is a female in her teens and that she has given birth to a child.

24-10-03, Friday

It was interesting to discuss the questions today, I didn't even notice that we went over time by ten minutes. Well I think that animals can communicate but they don't have a language. It is only humans that can pass information from one generation to the next orally or written. The cave man can explain to his son a rainy day how to make a fire. He gives him all the information without demonstration and then a no-rainy the son can try to make fire with the information he was given. Of course it takes time to practise but at least he will have an idea how to make fire.

We can enter a library and learn new things because someone from the past (or present time) has given us the information by using his language in written form. Before we could write we passed the information orally [sic] sitting around the fire telling stories etc ...

The animals can not do this and it is that who separates us. The animals learn by imitation or instincts, well that's my opinion at least.

10-11-03, Monday

Well first I want to apologise [sic] that I have missed some of your lessons. But I really think your class is very interesting.

Well I'm also sad that you feel that we don't speak in the class. Well sometimes it is a language problem and sometimes it depends on yourself confidence or both. Some days I speak more and sometimes I speak less, but that's how it is. Well as we discussed in class you maybe should bring down the subject more to earth, because sometimes it's difficult to follow all the terms etc.

Then we should maybe sit in a ring or something more closely to each other, because then you can speak in a normal voice, you don't have to speak up like it was a classpresentation or something.

What else did we talk about, yes gatekeepers of language. Well I don't like when people use a special language just to

XII. Annexus

demonstrate that they are “better” than me. That happens sometimes with carmechanics, computer freaks, doctors etc. It’s no problem if they use special terms, but then they should also explain it with normal words so that everyone could understand the context.

17-11-03, Monday

Well, you showed us some sentences and it’s true, sometimes you judge a person by the way they talk. And sometimes you even change your own speech when you are with different people. For example, if I talk to a child I talk in a way, when I talk with a stranger I talk in another way and when I talk to my near friends I use another vocabulary etc. But I think that’s just human. We can quite easily adapt our way of being in different environments [sic].

Should we judge people by the way they talk?

Of course not, but sometimes we do and if we get to know that person better, our opinion might change ...

21-11-03

About politness [sic] in school I think that as long as you have respect for you classmates and the teachers it’s not necessary [sic] to use Mr or Mrs and their surname (to teachers).

In Sweden we always use the first name ... But in England the costum [sic] is different (among people). If you don’t use for example please in England they might be offended and by showing them your respect you should adopt your English to suit their custome etc. And as a English teacher I think you should teach that from a early age ...

24-11-03, Monday

We talked about prescriptive and descriptive teaching. I understand some of the differnces of the two different teaching methods, but I’m not sure I understand it completely ...

Well, as a student I think it’s necessary to do some repetitive [sic] and boring grammar exercises (prescriptive), but I also like to do something different where I can use the language (descriptive). For exampel [sic] just to get to know a person by asking questions etc. There you use the language without really thinking about it.

I’m not going to be an English teacher but I understand that many teachers use prescriptive teaching because it’s less work for the teacher. But I think the best way is always to vary your lessons as much as you can, that will say also using descriptive teaching.

How do you know your pupils have learned anything when you use descriptive teaching? Well, you can listen to them while they are using the language. You can also give them a test, that’s what the most teachers do ...

28-11-03, Friday

Well today we tried to learn Irish. It was really tough! I was in the group that got the hardest task and the instructions weren’t really clear and I felt very confused. But we tried to do the task as good as we could. The exam went not so good .. But we got at least 2,5 points out of 5.

The story we had read was sad. It’s the teachers resposability to at least try to see if the girl is doing fine or not. It’s not easy to discover every problem that might consist in the classroom, but you should take into account every little detail when your pupils are trying to communicate with you, such as poems, essays, drawings etc.

Talk to the pupils and ask them how they feel etc. If you think something is wrong don’t be afraid to talk to your colleagues or take contact with proffessional [sic] help (if it’s needed).

1-12-03, Monday

We have talked about cultural differences today. I think it’s important to have some knowledge of the cultures you have in your class. If something doesn’t work with some pupil from a different culture in your class, maybe you can solve the problem easier if you have some knowledge of his/her culture. Like don’t use a red pen, don’t hand out paper with you left hand etc.

Then I think that everyone should try to meet half way. The ones who come to our countries should try to adapt their way of being, but we should also respect cultural differences and try to work together and solve problems by talking to each other etc.

We should also take into account social differences. All kids have not the same oportunities [sic] and some might have problems at home etc. Being a teacher is a big responsibility. You should give them all the support you can and try to be there as an adult for your pupils if they want to talk etc.

XII. Annexus

Helen – Preservice group 1
23.11.03

Prescriptive / Descriptive

We discussed about the positive and negative aspects of “prescriptive” and “descriptive” teaching. The result of our journals showed that most of us prefer descriptive teaching - we wondered why! For me it sounds more interesting and somehow more special than the “good-old-known” prescriptive learning. I think one doesn’t work without the other- also applying the individual needs of each student. To find a mix could be perfect. I think that not many of us (students) have experienced “descriptive” teaching on our own, when we went to school. That’s why it is hard to say what it is about and how pupils/students feel, being taught that way. It is always easy to consider something unknown (but different!) as better than the known one.

How do we know if our students have learnt something?

How can we check if the teachers aim is fulfilled (especially [sic] with descriptive teaching)?

Prescriptive teaching: It is easier to check if the students have learned some rules - it is easy for the teachers to give grades - (whether right or wrong)

With descriptive teaching which is more abstract, the teacher has to really know the student’s level and test them more or less unconsciously - while talking, doing games ...

For some students it could be a problem, if they are used to the strictly learning of rules etc.

The grammar might be “painless” but does anyone learn something [sic] ?

Regarding those difficulties I think that there should necessarily be searched for a way of teaching half prescriptive and half descriptive.

Especially [sic] to value students, the “fairest” way is a writing test (prescriptive) to teach (practice) more interesting [sic] might be the descriptive way.

Learning Irish

How comes that comparing to the results of one little “Irish-lesson” on Friday [sic], the groups that learned “prescriptive” had less problems with remembering words? The class was divided in four groups, two of them had to solve more or less prescriptive tasks the other two descriptive tasks.

I was in a group with a descriptive task. In the end, while we tested how much we could remember of phrases, wordseg., I felt a little bit lost, because I didn’t really remember anything. I looked around and saw the other groups solve the tasks easily [sic] and wondered why.

On the other hand some students from my group enjoyed the exercise, too.

I found the results of this exercise very interesting [sic] and somehow I remembered, when I went to school how much I hated those kind of descriptive exercises.

I still think it is a nice alternative but not for introducing a new subject. Descriptive teaching - as far as I would understand it until [sic] today - I think a very good way to practise and to learn materials. But when introducing anything I think there should always be given a prescriptive “wall” to lean on.

Fostering second language development in young children: principles and practices

Bilingualism (for - against)

To grow up with two languages - is it helpful for a child or is it possible to cope with two languages, so that the children who grow up like this will always have problems and are behind the others?

We discussed about that question in class, and came up with the result, that only depending on how good a child develops [sic] both languages (and has the possibilities / the right teaching to do so!) the more the child will be able to use both languages like the mother-tongue.

It often happens, that a child only develops [sic] one language as “mother tongue” and the other language more as a second language. (We talked about that if we still consider those children as bilingual or not).

The third possibility and the worst one for a child is when it doesn’t learn either one of the languages completely [sic] correct- what means, that it will always be behind children that only grew up with one language (C.Threshold Theory) I thought the discussion we had in class was really interesting, because there are so many differences from individual to individual how to face the language-situation here in Barcelona.

Before the discussion (comparing to what I could find out, asking people from Barcelona, use [sic] both languages castellano and catalan) I was sure that someone considering himself as “Catalan” is always more comfortable in Catalan and looks at the language castellano as a second language in which that one is not as comfortable as in the “mother tongue” catalan.

I could find out in the discussion that it is very mixed - some students feel like that, but there are others saying both languages are used equally and even some that use more castellano and do not feel very comfortable with catalan.

XII. Annexus

In the discussion “for and against bilingualism” (I was in the group “against”) we first could not find any argument (I thought “of course - I’m not against bilingualism”) but within the discussion I realized that there are indeed some negative aspects -especially the fact that if both of the languages are not learned proper everything else in school will be more difficult because the child will not even have one language to express himself comfortable. Here in Catalonia - I think - it is basically also about culture and history and not comparable with a bilingual (for example an American in Germany) child in another country. It also exists a very strong influence of being “catalan” or not.

When I arrived to Barcelona, it took me some time until I started to understand what it all is about (which does not mean that I understand why people - all over the world - is creating such problems). Of course - I was aware of the fact that in Barcelona are those two languages spoken, but I’m not even sure if someone that does not inform about this would know about it. You are right - most people don’t know it!

I think the discussion showed very clearly how different individuals learn a language, how different they cope with bilingualism so that it is not possible to be “for” or “against” it.

It is true that (especially we as teachers) have to be aware of the difficulties of bilingual pupils and try to find a way (eg. afterschool - language classes) to help the children develop both languages.

Language Awareness

How are we supposed to teach a language?

Reflexion about “common” learning strategies [sic].

As task, we got a little text in which we were supposed to fill in verbs.

It was pretty easy and nobody seemed to have problems with it.

Everyone of us knows exercises like this - as long as we went to school and even in private language courses there is used this strategie.

It is interesting to suddenly question on strategies which we never thought about and just have taken too granted.

Does that fill-in strategie actually help to remember a lot?

Is it useful?

Well as the presenting group proved afterwards, this strategie is not very helpful because after a while it is only an automatically way of solving, I wondered. In school I spende [sic] a lot of time, I spendt [sic] a lot of time doing homework like this and even have in my spanish-language-course we had a lot of exercises like that.

To me this example really showed how much a teacher should know what he is doing, try not just to use given exercises, try to use strategies that prove more effectiveness.

(Which is a lot more work of course but the following success [sic] on the students should be important) I do not want to change the whole strategies in language books but a little reflexion on “what is more useful”, “what is more effective” is necessary [sic], because a lot of language books also contain really unimportant materials that do not have to be used all.

Educating teachers for Cultural and linguistic diversity: a model for all teachers

In the last class, we discussed about culturally and linguistically diverse students and of teaching strategies.

The article we were presenting introduces an education model for teachers, how to cope with linguistic and cultural diversity.

We though the article is really helpful but very exaggerated, too. Why?

To get an idea how much we, as students are aware of the fact of diversity, we asked if anybody has experienced any different treatments of different children /students in times when we went to school.

I experienced very shocking treatments when I went to highschool [sic] which still make me mad.

I really like the idea of teacher-training, and even if the model is very exaggerated, because even if I know that it is hard to deal with so many different cultures and languages in a classroom I still would not know where to start. I remember one student was saying “but we cannot do everything, we also have a life besides school” (in another context but I feel that it fits here, too).

I think to act in the right way needs a lot of experiences and learning/approuing [sic] everyday, but to talk about it and to realize it, is the first very [sic] important step. For me very helpful to see is also, how do other students think about it, area there things we can learn from each other/ from each others experiences...?

Final Mark

Since I joined the class a month late I could not catch up with the journal right in the beginning.

To value myself, I think in general I participated on discussions and while writing journals I tried to find solutions or answers to our questions.

It is hard to grade myself. I feel comfortable with this course and I think besides participation it is also important what someone takes “home” and learns.

1 - 20 --> 16

XII. Annexus

Lillian – Preservice group 1

Interlingüística i anglès internacional

3-10-03

I didn't attend this lesson but I know you were talking about language.
I agree with some things you said about language:

- Language is a way to communicate. This is the main purpose of all languages.
- Language reflects culture, although one language can reflect [sic] different cultures in different countries.

6-10-03

- Game in pairs
- The same in groups of four
- Things languages [sic] have in common.

We started the class playing in pairs. The game consisted of write [sic] a sentence [sic] each one and try [sic] to communicate the sentence 100% correctly without language [sic]. It means without talking or write [sic], only with mimics or drawing.

With this game we realised [sic] that is [sic] very difficult to communicate without language [sic]. Although most of us guessed the sense of the sentences, nobody got all the sentence correctly.

We can think in two things:

- the needs of language [sic] to communicate
- cultural things that can help us to communicate: for example if I draw a sun, most of us can think in summer or morning.

Then we talked about things each language has in common.

We talked about grammar, structure, phonetic system ... we agreed more or less with these topics.

Disagreement [sic] comes with other aspects like traffic symbols or sign language [sic]. XXX thought that language [sic] requires the tools to talk about past or future. I disagree [sic], I think language [sic] is adapted to the needs of their [sic] users, so if you didn't need to talk about past in a traffic context, its language don't [sic] need past or future structures. I mean if this language [sic] is perfect for its purpose, to communicate in a specific way, it is a language [sic] without doubts.

10-10-03

Some universal features about language [sic]

We had to think if some sentences were true or false. The sentences related to "language"[sic].

The first problem was again to define "what is language?"

My group was discussing [sic] a lot in each sentence. I didn't agree with my mates in most of the sentences. Also because we didn't understand the sentences in the same way.

The last part of the lesson we were talking, the whole group, about each sentence. XXX gave us her arguments and although I disagree [sic] with her [sic] in topics like "what is language" I agree in all the sentences we are discussing up to now.

17-10-03

- finish with the sentences discussion
- are we competent speakers?
- linguistic theories.

First we finished the discussion about the sentences. I agree with XXX in all the sentences. I think people didn't take part in class as in the last lesson in groups. Our group was discussing in each sentence and now has participated, only a few

XII. Annexus

people.

As a result of a sentence XXX said that we aren't competent speakers in foreign [sic] language [sic] (in English) cos [sic] we can't produce an infinite set of sentences in English.

I think this is relative. To be competent talking in English I have to be able to communicate in a specific way. I perhaps can't talk of economy in English but I don't need it. If an economist is in the same situation, this person is an [sic] incompetent [sic] in this topic but perhaps is [sic] very competent talking with [sic] his/her friends in English. So you have to be competent for your purpose, in our case to teach English [sic] as a foreign [sic] language [sic].

Finally we done [sic] an activity based in linguistic theories. I didn't understand it very well, I hope [sic] understand it better in the next lessons.

Of course you are making me think.

I love this class because [sic] it.

I think also this is the job of a teacher: to make [sic] think.

20-10-03

What do you think about EFL/FL learning?

We discussed some statements in groups. Each group had a different part, it means some of us had the statements [sic] A or B and others had the hypothetical situations related to each statement [sic]. So the point of view to discuss them was very different.

The idea was that the statement gave us a cliché and the hypothetical situation gave up with the cliché.

With the whole group we had time to discuss 1 to 10.

1- The first I thought was the statement was wrong. Then with the example I agreed with the statement [sic]. Is [sic] true that adults learn a second language more quickly than young children. I don't think the same with "easily". For children is [sic] a natural acquisition and adults have to do [sic] an effort.

And although adults learn quickly I think children learn better. I mean that with time children can acquire (and they will do, surely) enough language awareness to (re)structure the previous knowledge obtained as children. As a speaker of FL this child would be better than the adult who learnt quickly, because this adult had limitations with some aspects like pronunciation.

2- Language learned through imitating a speaker of the language is the ideal, but always in a real context (like the mother tongue) and, of course, with production of the language.

3- This is the wrong way we used to think in Spain. I think the EFL class is the better situation to make up a minority-language student. This is the only case in which all the students have the same situation and the same facilities to learn. As EFL teachers we can not allow this child miss [sic] our subject.

4- The capacity of learning is unlimited for everybody. The IQ is a very relative way to measure our capacities abilities [sic] and intelligence.

5 - Of course students will learn a language faster if their parents (or someone) talk with [sic] them in this language. But to learn you need a good model of the language (as teachers we have to think in it [sic]so we are the model)

6 - Motivation is very important but you need much more to learn. You have to work a lot, to have a good teacher, to pay attention ...

7 - I think you can not learn a language only listening it [sic], but it can help you a lot. A good example are Erasmus students from non-English speaker countries.

8 - Of course language awareness of any language can help you to learn others. Here we can see it easily with Catalan and Spanish. Even the Curriculum takes into account the common contents "continguts transferibles de L₁ a L₂."

9 - I agree with the statement [sic] and not with the HS. I have been 3 years teaching very young children (3, 4, 5 year-old). First you think that they are not able to remember anything, but with time you can see that they only need a little recalling and that they are learning a lot of things.

XII. Annexus

10 - Perhaps with beginners [sic] most mistakes are due to influence of the L₁. But the more they learn, the more the mistakes are due to influence of the L₂: To generalise [sic] rules.

24-10-03

We continued with the discussion with the statements [sic] 11 to 20.

11 - I think students' culture doesn't affect (meaningful) to learn anything. The important aspect to take into account is the students' background. In the hypothetical situation I am sure that the problem is not the culture, the main problem is that this girl don't [sic] know to [sic] read or write [sic], and it isn't a cultural aspect. The only problem you can find [sic] with another culture is another alphabet.

12 - Of course you have to organise [sic] the curriculum from more simple to more complex grammar structures, but again we have to take into account the similarities of the L₂ with the L₁. In the HS is clear that is [sic] easier for students the present continuous (that is the same as in Spanish) than the simple present (that is very different in Spanish).

13 - To know grammar rules is important but it doesn't imply to be able to use it in real communication. I think the natural way is learning the use and then understanding the rule as in our mother tongue acquisition process. So you can know perfectly the rule but don't [sic] be able to use it, and in [sic] the other hand you can be able to use a determined [sic] verb tense and don't know the rule that you're using.

14 - To correct mistakes is necessary but teachers have to be careful. You have to take into account the kind of mistake depending on the students' level. You have to try to correct in a way that the student doesn't feel humiliated.

15 - Group work can help learners to pick up language aspects, I mean to see how language work [sic]. In the hypothetical situation I think never will happen the option C). Options A) and B) depend on the students' level.

16 - Students can learn anything about a language (if it has been demonstrated [sic] properly). But more things are necessary. If you teach it in the appropriate [sic] moment taking into account the students' level, their age, their background ...

17 - A competent speaker of a language is who can communicate and use their language for his/her purposes. I mean I can not speak as a doctor in any language, even my mother tongue. It doesn't mean that I am not competent in any language. Perhaps a person who speaks more than one language won't speak any of them perfectly (I think this is my case) but is perfectly competent in all the languages he/she speaks.

18 - I agree again a multilingual person can communicate in various languages, but not necessarily perfectly in any of the languages. But I think in one of this languages better, not perfectly, only better than with the others.

19 - If an immigrant student can speak Catalan or Spanish in Catalonia but is failing in English the problem is not a learning disability. There isn't any problem, the only fact that affects is that she/he is exposed everywhere to Spanish or Catalan, and also she/he has to study them at school. On the other hand this immigrant (as their classmates [sic]) only uses English in the English class (but she/he has more work than they because [sic] has to learn 3 languages)

20. I think you need language to learn other subjects, and you need to be proficient in this language to be able to learn anything. So perhaps a student can communicate in a language in everyday life, but it is not enough to learn.

27-10-03

- Cultural diversity

We were talking in groups about different aspects related to cultural diversity and to class organization, Each member of the group was responsible of one or more tasks around the information that XXX gave us. Our job was to motivate and to involve all the members of our group.

- First we have seen a picture with different students of different classes. We had to guess where were they from and which languages do they speak? [sic]

The first thing we saw was that we were absolutely [sic] wrong. In our case the best example was a Catalan classroom of Catalan students and speakers that in appearance [sic] seemed to be a multicultural and multilingual class. We had a predisposition to talk about multicultural situations so we didn't think in other possibilities although we didn't know anything about this students. I think we were not thinking with prejudices we were thinking in our reality.

- Then we talked about the advantages and disadvantages of having a multicultural or multilingual class. As usually we think 50 - 50 in each one. But we agreed in the fact that the best class to integrate immigrant students is the EFL subject because all the students are in the same situation, and is a good example to see the usefulness of English in a real situation.

XII. Annexus

- After this we saw different examples of organization and methodology of a class. In our group the discussion was focus [sic] on the search of balance between flexibility (children's autonomy to take decisions [sic] and a good way to participate and feel involved) and teacher's control (the teacher as a guide that can keep the control of the class when it is necessary). I think is [sic] very difficult to found [sic] this balance and we can not talk about this. We only will learn to do it with experience and depending always on the students, their backgrounds, their level ...

- As homework we had to think about what we will do with a classroom of different language speakers.

First of all we have to think in what subject so is very different to talk about English classroom or Science classroom. As a EFL teacher I think my job is easier, because I use another language that is the main "problem".

In general I think you can not see the problem as the teacher. It is a work of the whole school including teaching and non-teaching staff, students and parents. As a teacher if you are the only person who uses a different methodology (as good as it is) it doesn't work. So the first step is to imply the whole school community.

31-10-2003

(3-11-2003)

Prescriptive - Descriptive

Prescriptive: standard; focus on how to speak or write following certain rules or norms.

Descriptive: allows different varieties, it is more flexible.

It is a very difficult topic to talk about. In [sic] one hand prescriptive is necessary to understand each variety, I mean when you don't understand something you can use standard to refer to it. Everybody is able to understand it.

In [sic] the other hand I am a complete defender of varieties. I think [sic] is fantastic to speak a language in different ways that means that language changes and is developing depending on the people. So speakers create the language.

But [sic] is difficult to [sic] me to choose prescriptive or descriptive. As [sic] speaker I think everyone can use his variety and if you don't understand something you can easily explain with other words (so you don't need standard). As [sic] teacher I have two problems, the main one is that governing bodies obly [sic] to teach standard and I can not change it (it happens with catalan [sic] and spanish [sic], not with English). The second problem is that I know to teach the standard is better for my students because the reality is that they need it (in not everyday life standard is the most used).

Perharps the best way is to teach that varieties are absolutly [sic] correct and everybody have to respect them. But we have to teach (not to use) standard making good use of varieties, seeing that is not the only way but can help us to understand anyone in this language.

3-11-03

7-11-03

10-11-03

We had the presentations of our projects. I think there are very interesting topics and it is a pity because we will [sic] not enough time to discuss them, before and after the presentation. But I think it will be useful to think about them.

Class presentation

I already said [sic] you that I think people don't participate in class. I can talk much more because I am in the same situation. I think [sic] is like a circle the less some people talk in class the less the rest of the people participate. The main problem is language, things would be very different if we can talk in Catalan or Spanish. But there are other problems to add. Our class never have [sic] been much participative neither is Catalan /Spanish classrooms.

Another problem is the erasmus presence. We are enough [sic] shy to talk between us so imaging [sic] with Erasmus people who we don't know and who seem to have a very high English level.

I love how you has [sic] presenting [sic] the course the problem are we [sic]. As you has could [sic] see the participation is very different in little group than with the whole group. So I think the way of the lessons is good. To improve the situation I don't know what to do in general. I think [sic] is our own work to try to participate more in class. I will try.

XII. Annexus

17-11-03

21-11-03

Genders and Registers

Today we have seen different genders and registers. Through different examples we had to decide which [sic] kind of documents we were reading of which people was talking in different situations. Again a lot of stereotypes and prejudices came up.

It is true that a lot of aspects can influence [sic] in the registers that people use, like age, social class, sex, backgrounds, profession ... But the most important is the context. For these people who is able to change his register the main factor to change it [sic] is the context .

The gender is quite different, you can observe the differences better in writing examples or in formal situations with oral examples. Is [sic] more difficult to change the gender orally in everyday life, or informal situations.

Most of the differences of register (apart of [sic] the context) are fixed by social influences like sex (you can not talk as a woman if you are a man and inverse), social class, profession (can you imagine [sic] a doctor saying [sic] swearwords) and age. Of course you can not take each aspect separated of [sic] the others, they are connected. But the most important aspect to take into account is the context. I know doctors who say swearwords, but of course when they are with their friends.

Which English do we have to teach?

- Difficult question, although mostly difficult task. I think the most important is to teach how to change the register or how to choose the appropriate gender in each specific situation.

Theoretically [sic] our students have to be able [sic] to have a good command of every register and gender so we have to teach them how and when use each gender or kind of register. In this case there is a big advantage [sic] that is the linguistic transference of knowledge between many languages. I mean that a letter is a letter in all over the world so if you know how to write it, it is enough. As usually if there is an advantage [sic], there is a disadvantage [sic] too. And specially with registers there are many differences between languages. For example the way I ask for a coffee [sic] in Spanish is very different that [sic] the way I have to do it in English. In this case the politeness is a big difference between languages because [sic] its culture.

So we have to teach also some cultural aspects that are related with [sic] languages to make easier our students' language [sic] awareness.

28-11-03

This day we had a little Irish class. In four people [sic] groups, more or less, we had to do different activities designed [sic] to learning [sic] Irish then we had a test to check our learning.

As I said each group had a different kind of activity. In our case we had to read a short text written in Irish, and then following the definition of each word we had to reconstruct a second text with Irish words. Finally we answered three questions (written in English) with Irish sentences.

The test was based in translation [sic]. There were five sentences in Irish and we had to translate into English.

When all groups finished we compare [sic] the results. Until this moment nobody knows [sic] that the activities were different for each group.

Other activities groups had were: memorization words [sic], matching words Irish-English, writing a little text ...

Depending on the kind of activity the groups got better marks in the test.

Our result was the worst (I think). By comparing the results, the kind of activities and how did we feel [sic] doing the tasks we analyzed which kind of activities are better to learn English, which ones we have used to do at primary or secondary school, ...

I think as teachers is [sic] very important our experience as pupils. Your view is very different as teacher than as pupil. But all teachers have been pupils one time so we can not forget which things were boring [sic], or motivating, difficult, repetitive, fun ...

The teacher Catherin Lim

The text is very harsh and a little overdone I think. The important idea is that sometimes teachers are so worried with exams and the students learning that that [sic] aren't able to see further away.

Last year I lived a similar situation. I was working during the summer in the recreational centre of my village. My group

XII. Annexus

was 4 year old children and I had a little child who always was dirty. On Friday you could find in his bag the underpants of all the week and the same wet towel that was also dirty. In the instructor meetings we always heard the same names and surnames. One of them was this child surname. He had a sister in P3 and other in G1 (the 12 year old group). The second week, after I had listened this child saying that his fridge was empty and his family had not got water to wash I decided to talk with [sic] his sister. (His mother did not come, never, although we called her)

The girl was always punished, she was always causing to [sic] quarrel [sic].

When I talked with [sic] her (the sister) I realised [sic] their family situation. Their father had abandone them. Their mother was always working and the oldest girl (12 years old) had to take care of the little ones, to cook, to wash the clothes, ...

This girl was really sad and her instructors (“monitors” as we) had never talked with [sic] her. She was very grateful with me. After this day she wants [sic] to come with me everytime, also when she was punished. The fact was that a 12 year [sic] old girl prefers to stay in a 4 year [sic] old children group because there was someone who listen [sic] to her. I talk with [sic] the other instructors and all we tried to do the better [sic] for these three children. The lesson was very important for me: first of all we have to listen.

What do you think is your mark in participation?

From an objective (“objetivo”) point of view I think my mark is passed (“aprovado”).

But if I think subjectively (“subjetivamente”) how the class has worked I think I am one of the most participatively [sic] persons in the class, so then I think my mark is “notable”.

I know that how the class work (by the pupils) is not an excuse and I have to try always to do the better [sic].

XII. Annexus

Lauren – Preservice group 1

10-10-2003

Skeleton of language

This was my first class of interlinguistics and I didn't exactly know what to expect but it turned out to be very interesting. I found it very pleasant to sit in those groups and talk about the statements. I felt quite at ease and I could freely speak my mind. Everybody had his own view on the statements and at times we came to real discussions, but most of the time we all came to the same conclusion. At some points I did have some problems with the language used in the sentences and I misunderstood the question. But then we asked you some explanation and we were off again. Time passed by really quickly and before I knew it class was over.

October 17 - Class 6

Skeleton of language

First I would like to react on the statement that if you're a competent speaker of a language, you can produce an infinite set of sentences. I think that you're competent speaker if you're able to express yourself in a language in any given circumstances. My English is not perfect, but most of the time I do succeed in expressing myself so I consider myself as [sic] a competent speaker. It happens sometimes that I can't find the exact word I'm looking for but there's always the possibility to say something in an other way.

I found the next exercise quite difficult. Because I missed a couple of classes, I didn't know more than half of the theories. So because of that I didn't really succeed in making [sic] the exercise very well. After the correction whoever [sic], I understood what all of the theories were about.

20th October 2003

I still think it is easier for a child to learn a new language than for an adult. Maybe an adult can learn the grammatical rules faster, but the most important thing is to be able to speak. Even before I ever had classes of English, I could already speak it. Not at the same level of my English now, of course, but I could express myself in a simple way. Now, after 4 years of English classes in highschool [sic], I don't remember anything about grammatical rules, I never think about the tenses I'm using. In my school the practice of speaking was always more important, I think this proves [sic] you don't have to know the grammatical rules to be able to speak a language in a proper way.

31st October 2003

As much as I would like to teach in a descriptive way, it's almost impossible. you [sic] have to learn a language first in a prescriptive way, so pupils know the basic rules. Then later on, there can be a union between prescriptive and descriptive teaching, you have to try to switch between the two.

I think if you would try to teach a language immediately in a completely descriptive way, the learning process would go slower, it would be harder for the pupils to get a grip on the language.

3rd November 2003

Since we were the first ones to do our presentation, we didn't really know where to start and what to write down. We had some kind of vague idea about what we wanted to do, but it was hard to write down our exact thoughts. I think it wasn't that easy for the other students to give good feedback to our ideas. We didn't actually use any of their advice, because we thought it wasn't accurate. you [sic], on the other hand, helped us a lot and now we have a clear view on what we want to do.

10th November 2003

I thought about what might have happened that changed the atmosphere in class, but I can't really give you an answer on that. I wasn't there from the very beginning but I can imagine that it was for some people easier to talk in a smaller class. I was a bit surprised when somebody said she was afraid to talk because of her English and the Erasmusstudents [sic]. For me it's also difficult to speak, but that's because there are so many people. I don't know, and I'm just too insecure to say what I think. I really don't care if the Catalan students make mistakes, I just think it's good that they dare to speak.

14th November 2003

XII. Annexus

I don't know if this lunch will bring a lot of improvement to the atmosphere in the class. We were sitting in a circle, what was good, but still all the Erasmusstudents [sic] were sitting next to each other. I think if we want to change something we have to do it out of the classroom, because now I still had the feeling we were having a normal class.

Also because you asked us all these questions, but if you hadn't done that we wouldn't have talked at all. It was a bit a forced and unnatural situation.

24th November 2003

You asked us to react an the statement if we have to teach descriptively. I don't think we have to, but I think in the end it's just a better way to teach a language. Teaching in a descriptive way is more motivating, and when pupils are motivated, they'll learn faster and they'll remember much more.

Nevertheless that sometimes you have to teach prescriptively. You have to teach your students a certain basic [sic], and once they know some structures, you can start teaching implicitly. Also when pupils hand in a written task, I think you should correct all the mistakes.

28th November 2003

This exercise was such a good way to prove that you remember a new language better if it's being taught in a descriptive way. I was really surprised by the results. This was of course not for everybody the best way to learn a language. I enjoyed it very much, I was immediately interested in this strange language and was enthusiastic [sic] to find structures in the sentences. A few people didn't like making the descriptive exercises at all, but most of them also remembered a lot of the words.

1st December 2003

A teacher used to be somebody who only taught children theory. Now things have changed and most of the times teachers also have to raise the children. To be able to do this in a good way you have to know about the different social and cultural backgrounds in your class. It might be difficult to get to know every child very good, but I think you should at least try.

If there is an immigrant in class who has a different culture and religion, it's important to read about it so you know why a child acts strange (for us) in a certain situation. Also talking is very helpful. It's also necessary that the whole class knows about this culture, so that they understand that pupil. You can organise [sic] a project for the whole class to do research on the culture and religion.

5th December 2003

Before I came here I never knew Catalan is [sic] so important for the inhabitants of Catalonië [sic]. It was a bit strange in the beginning to hear that they are so proud of their language. Belgium is divided in 3 parts, with 3 different languages, but none of these parts is so nationalistic and wants to become completely independent. Of course I understand why it's different with Catalonia [sic] because now I know the history.

In article 1 you ask us if a child that doesn't dominate Catalan or Spanish should be retained from learning another foreign language. I think it should be able to learn an other language. It's a new language for every single pupil in that class so they all start at the same level. There is no reason why a child wouldn't be allowed to learn a 3rd language.

Final mark

Although I haven't been talking that much in class, I do think I participated in a good way. I tried to write my opinion down in my journal as good as I could, although it wasn't always easy to write in English. I have put a lot of work in the last 2 presentations. I think I missed 3 or 4 classes, but that was because my boyfriend or my mom and dad were visiting and 1 time I was ill.

15/20

XII. Annexus

Maud - Preservice group 1

3.10.03

1st lesson

Ms XXX asked us "What is language?" And I tried to find an answer or to remember sth. of my last Linguistics-course, but I didn't find a proper answer. Ms D. recognised [sic] that nobody really knows and meant that we should know because we are becoming language-teachers. This comment was a bit provocative, but I found it very good. It's a fact that we are becoming l.-teachers and not [sic] know about language itself. It really made me think!

6.10.03

2nd lesson

Today we played a very funny game: we had to write down a sentence and to explain it to our partner without talking. I found it difficult to explain sth. without using words. I liked the game and I find it also very productive for use in class. I played "pantomyme" once in class to teach new vocabulary (jobs). After the game Ms D. asked us whether this is language or not. I don't know; in a way it is, because you're communicating but without using words ... I couldn't find an answer and sometimes I hate this kind of questioning because there isn't a clear answer.

16.10.03

Today we spoke about "primitive language"; whether a language is more primitive than another. But who defines primitive, who is allowed to call something more primitive? What do we mean by using the word primitive? My first thought of primitive was: a primitive person. Because there are a lot of them around, although we live in a high-tech world. Ms D. asked some students what they mean by primitive and there were a lot of various definitions.

Sometimes when I'm tired I really don't like how Ms D. asks questions -> just too open and not possible to answer! But now I'm more and more realising [sic] that exactly this is what she wants and that it is making us thinking and to cope with language.

20.10.03

"Do words define who we are?" You have to be careful to use words defining [sic] people. I think that every person in an individual; you can't describe a person by using expressions - you have to know the person!

24.10.03

Today we got into groups of 3 and got some questions to discuss. We had to record our discussion for Mrs Dooly's research. The "case-studies" we discussed were very interesting and we discussed a lot on it. But at the beginning it was a little bit strange that our discussion was recorded, but after some time we forgot about the recorder and had a very nice conversation.

Mo, 10.11.03

Today we had 2 presentations and I found them very confusing. The thing was that I couldn't find a reason for their research or better they didn't define a good they want to achieve. Or what they want "to do" with the result? Then Mrs Dooly wanted to find out why the group is just so uninterested or not "attending" the lesson or take part at discussions. And that's why I find it a little bit boring: because the people just don't discuss or say what they think. Somebody mentioned that they (Spanish) are ashamed to speak E in front of us, because we are on a higher level! But that's ridiculous! [sic] We are not natives and make also a lot of mistakes. And I sometimes also don't know how to express what I want to say, but I just try! And you can learn English only if you practise. I find it childish, because we won't laugh about their mistakes because we make a lot of mistakes ourselves. How will they become E-teachers if they are afraid/ashamed to talk? How can they demand from their pupils to speak English if even they don't feel comfortable with it? They finish their studies after this year and then they call themselves "language specialists", because they specialised [sic] in E. If I were them I would really deal with this matter. Because I would be more ashamed to show my pupils that I don't feel comfortable in E / or making a lot of mistakes which they learn from me!!! than speaking and practising E in a class with other adults, where I can learn to get comfortable and where I don't have to be ashamed for anything. "Learning by doing"

XII. Annexus

Fr, 21.11.03

We spoke about the matter that when you speak to sb. it plays a role in which relationship you are with this person. That you're not speaking in the same way to any person. And I find that very important and it shows a kind of respect and that's something I expect. For example when I'm in a shop I want to get service and "be served", because I'm the customer and the one who leaves money and they live from it. I also wouldn't like pupils to say "you" to me as a teacher and in Austria there's the polite form "SIE". Not to show that I'm in a higher position but to show that I'm not a friend/classmate and maybe for the reason of respect and authority. I once was introduced in a class with Claudia (not Ms Pörtl) and I recognised [sic] by the time that pupils connect it with the phenomenon "hey you, my friend" and the respect is not the same.

Another thing we talked about were jokes. And I really think that you can't tell any joke to any person. And I find that it shows the sensitivity of a person to decide to tell a joke or sometimes better not. I like "bad" jokes but I know that you can't share them with everybody.

Mo, 24.11.03

I found it a very good point to show that English isn't only in the classroom, but around us. Also in Austria we use a lot of English words and write them, but maybe not always recognising (mail, mountainbike, chatten, chillen ...). And I think it's a very good exercise for school to show pupils that E is around them. In this way they may find out that it's in a kind interesting to learn this language and maybe important. I found the exercise to adapt the sentences nice for school, but I was just not in the mood [sic] to be creative and to "simulate" a joke (some personal things).

But what makes me think is, that when I'm a teacher maybe I should also accept that sometimes the pupils are just not in the mood!?![sic]

Mo, 1 Dec. 03

We discussed some cultural matters and found out that there are many things you have to be aware [sic] as a teacher to avoid cultural problems. In some districts of Vienna it is really a problem, because sometimes there is only 1 Austrian and all the others in class are from many other different countries (and cultures) and you have to consider all cultural + social aspects - YOU SHOULD, but it's not realistic! You can't know every cultural behaviour, it's just impossible. I'm really not racist [sic] but I think that if foreigners come to "our" country and decide to live here, they should adapt, in a kind, to our culture and not we to theirs. I'm not speaking about changing their religion but to accept our culture and behaviours and not expecting us to adapt to their cultural behaviours. When you go on holiday to Turkey for example you also have to adapt and wear a "hat" and long shirts + trousers as a woman. So the [sic] expect us to adapt when we are in "their" country and so do we.

I really find it difficult to talk about these cultural things, because it's [sic] a very sensitive topic and sometimes very difficult to explain what you really want to say and then in English!!

About the social aspect, I find it very important as a teacher to know sth. about the pupils' social backgrounds and you should consider their problems. Sometimes children live in very "chaotic" families [sic] and not in the soap-family "Seven Heaven". We as teachers should keep that in mind and sometimes maybe take this as a [sic] excuse for some "bad" behaviours. Just try to understand them and take their problems seriously. Respect them and just be "human" and I'm sure they will respect you!

5.12.03

Today our group had to "present" the 1st article about bilingualism. We met on Wednesday to talk about how to manage this on Fr and we decided to make a discussion and we wanted to keep it very open and we already thought that they will bring up the sensitive topic Spain vs. Catalunya. It was a very interesting debate and sometimes I feel a bit shocked about their attitudes whether you're Spanish or Catalan and that it has a lot to do with culture, family, origin ... I also recognised [sic] a "slogan" on the noticeboard in room 46 "Ni i Francia, ni i Espanyol, i Catalan" or something like that, and it really made me think and recognising [sic] that it must be a real conflict here. But not only here are these language - culture - conflicts!! XXX asked some other Erasmus about the situations in their country, and it disappeared that these kind [sic] of problems appear in every country, even in Austria (I know about it but never really thought about it because I never get "confronted with it). It was a kind of frightening feeling that language is that (or seems) close connected to culture, tradition, origin, patriotism ... But when I take myself I feel the same: I'm proud to be Tyrolean and to speak my slang. I study in Vienna (another slang there) and even there I speak my slang and consist on being from the Tyrol, and not being a Viennese.

I don't know. It's a very difficult question. Of course I would like to get an A, but A means excellent and I don't think that my "work" was excellent. But I did my best (I tried to), but sometimes it was just very hard to participate in some discussions, because the questions were very difficult to answer and I had to think some time over them. Or it was just even complicated to express what I really mean. Sometimes I thought better be quiet than saying something that the other

XII. Annexus

might not “understand”.

All in all I tried my best, were [sic] at the courses most of the time, wrote my diary “seriously” ...

B??? would be O.K.

XII. Annexus

John – Preservice group 1

14th of November

Nice class, different food from different countries, we sat altogether in a circle and were talking about differences we recognized in different countries. Four of us get a task related to kind of observation, I had to look if I can find some different social cues and roles in turn-taking or interrupting etc., but could not find anything, the whole discussion was held really polite and nice. And the students would have talked about different topics if Prof. Dooley [sic] would not have joined and if the conversation would have held in Spanish, but first time [sic], that really everybody without exception joined the conversation.

Some of us stayed together after class to get some drinks and we got to know each other better, and within the next two weeks we will meet for dinner and nightlife in Sabadell.

17th of November

Pre-presentation about Sexism in language, but it is to [sic] broad, to [sic] widespread. The colleagues should concentrate on a special topic in language and use just this, but in as many languages as possible, the different the better. Then Prof. Dooley gave us different sentences and we have to construct a kind of picture in our mind of the person who used the phrase, related to age, sex, social class and so on. The whole group was discussing, everybody was involved so that the party on Friday had a positive result on the lesson, too, and finally we got the point that we use language with the intention to give a certain impressions [sic] of ourselves and that we judge about a person in the way he or she uses language.

21th of November

Got my journal back, thank you for the detailed comments on it, and sorry for spelling your name in a wrong way ... :)

Within the correction a few questions were mentioned too and I am trying to answer them:

Turn-Taking: I think turn-taking is cultural, I cannot imagine that for example people from Northern countries would ever manage a dialogue like the Spanish people I have met here: they talk at the same time, I did not realize till last week when I started to observe them in the train. And I think I already overtook this habit ... when I talked to my father yesterday on the phone I recognized that I just do not stop talking even if he started to say something ...

You were impressed about my interlinguistic background, but till I wrote the list I did not even realize. But it helps me a lot to learn other languages, because you start following a certain structure, compare different ones, recognize similarities and you get more and more involved. You start to interpretate [sic] why one languages [sic] uses this or that word order or why some words are written in a more expressively way than others, you can see the intentions and values behind the language and this defines you as a person too, because you start to think about how and why you use which kind of language and in which kind of way with which purpose.

In class we talked about if a language-teacher just teaches the language or if he is obligated to teach the culture p.e. british manners, too.

24th of November

We started to talk about prescriptive/explicit and descriptive/implicit ways of teaching. Mrs. Dooley presumed that most of the students took part for the descriptive way, but just because they realized that she prefers that one. So she wanted to [sic] some reasons and we made a list of pros and cons for prescriptive and descriptive teaching with the result, that the group found more reasons to teach prescriptive. But I do not think that the quantity counts, most reasons given for the prescriptive way are not really important (pe: “the teacher is always right”: I think it is important that the teachers makes [sic] failures [sic] too, it makes him more human and brings him on one level with the students. The fear of losing the authority is unfounded, if you are a good teacher there will be no troubles for the pupils when a mistake happens. Important is that you as a teacher are able to admit it!).

I think it is rather impossible to hold a good prescriptive tuition. Every pupil is different, has individual needs and explicit teaching does not consider this. Moreover it is horrible to teach a language only prescriptive [sic], the pupils will get bored and you as teacher, too.

The difficult point is how to evaluate the work and effort of the pupils. But this is possible, too. You have to do a lot of researching work, make notes about every pupil, maybe write journals about certain pupils that have more troubles to get along with the tasks so that you can realize if he/she makes efforts or not.

Then we talked about if humour is cultural or not and if its [sic] okay to make fun about death or diseases. I think it is cultural but even more it depends on the person then [sic] on the country. I noticed that people who know bad situations, who suffered, are more affected to black humor, then [sic] others. In higher classes the people think about political correctness and morality when telling jokes, lower class people do not care that much. Never met somebody who makes fun about his disease? A friend of mine was drinking with a parent [sic] of him [sic] in Ex-Yugoslavia, when a man in a rolling [sic] chair joined the table. This man had no feet anymore, lost them because of a bomb. After ordering his drink he told them deadpanly that “Finally my dream came true. All my life i [sic] wished to have a cock that reaches the ground ...” horrible, no? But humour is always a big help to come along with bad situations.

XII. Annexus

28th of November

First time that the class was not divided between Spanish and Erasmus students, we all sit mixed together!

After a funny way to get into groups (it was funny because it was so difficult for the students to get along counting till 4, everybody seems [sic] to be confused, and we need [sic] about 5 minutes just to find each other ...) we got different instructions to learn some words or phrases in Irish. My group had just to memorize and in the exam we had the best result, but in the second that followed just 10 minutes later the worst that showed us the efficacy of memorizing things [sic] without background, like most of us did long years in school... And it was a way to see how to work with prescriptive and descriptive instruction, how we feel and work. I think that in order to get a "real" result for this kind of tests its [sic] necessary that a few hundred students take part, not just 15, because we are all too different.

Then Prof. Dooly wanted to discuss the story about a suicide of a girl that she gave out last lesson, I did not get it, not enough copies, and just 2 of the others read the story, so we had to break up 15 minutes before the lesson ends. For the next and last five lessons Prof. Dooley [sic] demands for more participation and discussion on the course, if there won't be an obvious increase she is forced to give an exam.

1st of December

We got split in groups of four to think about solutions about problems in class-situations with cultural background and if cultural knowledge of teachers is necessary. The stories were nice, but too general to give a straight solution, we just could guess, but we have seen - the situations gave good examples - how necessary it is to know about your pupils and their family. Then we got three different class types, different social classes and we should guess which one would be best in an academic career. The whole class - although divided into groups - decided for group number 2, a solution between very intended/forced and less preoccupied [sic]. The point was to think about if a teacher has to have different aims and treatment for pupils from different social classes and of course you have to make differences [sic] in order to give every pupil the some [sic] chance for education. There are always some pupils that have better chances to learn and follow the class then [sic] others and mostly the reason for is the social background. If I know that one of my pupils has no chance to do his homework at home, I must find a way for another solution and not judge him the same like a pupil with own room and extra tuition who did not do the task. As a teacher I have to know about the family situation of every pupil and find convenient solutions in order to guarantee that everybody has the same chance for education.

After arguing like this I got told to live in the clouds - and of course I do, what can I tell after one year of teaching just 2 hours a week as kind of assistant - but I will keep on dreaming and always do my best.

4th of December

Group 1 did their presentation with the topic "Is Bilingualism a [sic] advantage or disadvantage?". They asked the Spanish-Catalan speaking students when they use which language and divided the class in two groups. One had to find disadvantages, the other one advantages to start a discussion, what did not work, but a discussion about "Am I Spanish or Catalan?" started, that anyway was more interesting then [sic] the mentioned [sic] topic. The students from Barcelona told the Erasmus-Students some bad situations they had experienced in their past and Juan, the half Swedish-Spanish, compared this with a similar feeling he is having, that he feels as a stranger in both countries. Then we got into the question when is a speech considered to be a language and when it is "just" a dialect and Prof. Doley [sic] gave us a very good explanation: Language is a dialect with an army behind.

Evaluation of my own participation (diary, active participation in discussions, presentation, general involvement)

I think my participation in class was good, I always tried to explain and defend my points of view at all topics we discussed and I wrote a sincere diary.

XII. Annexus

Elsa – Preservice group 1

Friday 24th October of 2003

We went on discussing the questions of the EFL/FL learning. We did this work in group and we had to say if we were [sic] agreed or disagreed with those statements and hypothetical situations involving language learning.

When discussing it with my group sometimes we didn't know which one we'd choose.

It became much easier to choose once we finished with the group's reflection and we started sharing our conclusions with the other groups.

Anyway I think that working in a group level at the beginning helps to share more easily what you think because I feel more secure when working with less [sic] people.

I also think that is very interesting to keep changing the group components which lets you work with different kinds of classmates every day.

Friday 27th October '03

On Monday's 27th of October's lesson we worked about multilingual classrooms. It was a very interesting activity because it is a real situation. I worked with two non-erasmus classmates, I mean, with two spanish colleagues. When sharing our opinions it was interesting but I'd really prefer working with Erasmus students because they've a very different context in their countries so, that could allow us to share more points of view. Anyway we reflected about very interesting things. Once we had finished working in groups we shared it with the other groups. We talked about three types of lessons because when working in groups we had to choose one of them. The three lessons were very different between them. The majority of the groups chose lesson 1 and 2 but not the 3rd one which was less active. But, why do we prefer active lesson more than quite [sic] ones? Maybe the answer is that all of us chose the first two options because they offered a very good atmosphere and I think this kind of situation offers a very good learning context because children learn while enjoying themselves. We also discussed about which kind of language should we talk [sic] when teaching english [sic].

Friday 7th Nov. 2003

I considered a very good idea when giving the feedback at the work presentations of every group. I liked it because I think this is a very good way of helping my classmates through giving differents [sic] points of view.

The aspect that I have liked the best it [sic] has been when writting [sic] down in a paper constructinist comments for helping the group to improve their work.

I think it is a very innovative way of correcting because that allows students to give their opinion and not only the teacher's one so, students' opinion is something very important as [sic] the teachers' one.

Learning Irish

It was an excellent idea to test our capacity when learning Irish in only 15 minutes, what a challenge!

I don't know why but, as usual, it seems to me that my group have to do the most difficult task (Murphy's law?)

Irish seemed us [sic] a very difficult language because it had not any similitud [sic] with the structure of English or with another known language.

Some of the other tasks that my classmates were supposed to do were: matching, memorising [sic]... This activity let us to [sic] observe that we can learn a language through many different ways where some of them are more useful than the others in a future and it seems that our way of learning was one of the worsts [sic] which consisted in: learning the translation of short pieces of sentences. But it was very interesting when we realised [sic] that the ones who had memorised [sic] the Irish sentences by heart couldn't remember anything after some minutes later [sic] while my group was able to remember some of the translations.

The teacher

When reading the text of "the Teacher" it was a very big surprise when I arrived at the end of the story and I read the bad ending.

It is said that the teacher was really upset because that concret [sic] girl made the same kind of errors over and over again although the teacher had taught her the correct form lots of times.

The fact is that the teacher only focused in the assessed language and not the content, I mean, in what the girl was trying to comunicate [sic] to the teacher. I think that this ignorant teacher should pay more attention in [sic] his/her children's familiar situation in order to understand their lack of learning and from knowing this, try to help them because every pupil has an individual way of learning because of a different familiar environment.

XII. Annexus

Brenda – Preservice group 1

Friday 17th October

On Friday [sic] I started attending Interlinguistica lessons.

We answered some questions from the “What do you think” hand out and shared opinions about it.

It was interesting cause [sic] we had the opportunity [sic] to think more deeply about our main way of communication: language. The sentence: “wherever humans exist, language exists” is one of the sentences I reflected more [sic] about and found more [sic] interesting. First of all we need to know what we understand by language.

I think that a language is any use of signs in order to communicate and make ourselves understood. So a language can be, for instance, any spoken language or hand sign language, as long as we can transmit past, present, future, express opinions, orders, feelings ... Of course, wherever humans exist, language exists because we always need to communicate things, feelings, orders ...

We also worked with theoretical linguistics, having to connect some examples with the theory. It was rather difficult because we knew nothing about some theories. Anyway we could understand the meanings quite good after correcting them all.

I think this subject can help us to learn more about language’s world and what it involves. We will have to think a lot about languages and analyse and reflect [sic] topics which are very important and used in our communication process.

Monday 20th - Monday 27th October

Today’s lesson changed some of the ideas I had about people learning a foreign language. The idea which surprised me the most is that one: adults learn a second language more quickly and easily than young children. I was almost completely sure that it was the other way round [sic], so the younger the learners are, the better to learn the language. After discussing we discovered that depending on your age, studies, etc you have more facilities in some competences or skills than in others. And linked to the quickness when learning a language I found out that is not so good to teach a foreign language to pre-primary children if is not at least a total of 4 hours per week. The school where I am doing practices starts teaching English when children are 4 year [sic] old. They do 2 sessions of 20’ minutes per week and I teach 5 year-olds in one of those 2 sessions. My question is: are they “wasting” their time and maybe they should devote this time to other purposes (considering that they can’t devote 4 hours per week to that subject) or this contact with English can be somehow good?

One interesting question which can be applied to any class is: Does a good atmosphere guarantee a good learning? I think it can help but there are other factors you have to take into account: children’s motivation, children’s multiple intelligences ... Any factor (good atmosphere, high motivation, IQ...) on its own is not definitive. Is the mixture of them all what makes learning possible.

As in this subject everything turns around language it would be interesting to explain what language means to me. For me it is a way of communication, an alive communication tool and all the languages are equal in the sens [sic] that none of them is more important than the others.

The language which best represents me is catalan [sic], as this [sic] is my mother tongue. I feel comfortable and for me a language also brings the culture. I can speak Spanish as well as Catalan. Then I know English and a little of French. Maybe I can understand a bit of Portuguese, Galician, Italian. I’ve heard about a lot of languages: Arabic, Africaans, Dutch, Danish, Polish, Russian ... an infinite number. What is said about language is that in any language there’s an standard version, and then you can find variations. But who decides about what’s correct in a language or what’s standard or not? Can we really say that there’s an [sic] standard form? Until what point can we consider a language standard? When does it turn into variation? What is the limit? It’s difficult, because any way when we are learning a foreign language we need a reference standard model. I guess that linguistics or people who know a lot about languages are the most suitable people to decide about it.

From Friday 31st October to Monday 10th N

Those days we have been talking a lot about prescriptive and descriptive positions. It has been rather hard to understand it, but I think I got the idea.

I don’t think we just can adopt one position. One little part of the descriptive position has to be taken into account in order to know or have the minimum norms to use a language correctly. In [sic] the other hand you also need to take the prescriptive position and not just focusing on correctness, you need to know how native-speakers really use the language. But then which model shall we follow?

The grammatic model or the model that native speakers are giving us?

I have one example of this: when I was in the Netherlands I became very friend of a boy from the State of Pennsylvania [sic], and maybe somehow uncsciously [sic] I adopt some grammar structures from him, such as tending to use most of the time the simple form when speaking about the past. Now I’m taking English lessons in the Escola Oficial d’Idiomes, and when we are doing exercises such as filling in the gaps with different verbs [sic] tenses (just past) I tend to use the simple past and the teacher tells me that maybe I’m more used to the American English. He doesn’t say my way of saying it is not correct, but he uses to chose [sic] the composed form, maybe following the British English way.

XII. Annexus

But then, if that happens in an exam, which is going to be his position: take it as good or bad? Because actually, an English native speaker is a good model, isn't it? So I think that many different points have to be taken into account, in the way that not just the standard language is correct.

We have to be opened-mind [sic] with the different ways of using a language since what we do when using a language, or what you want to do, is communicate. As far [sic] as this objective could be reached any usage of language should be accepted.

To sum up I think we should use the descriptive position, but as FL teachers we should take a little part of the prescriptive way. For instance, when pupils are doing a writing exercise we don't have to correct all the mistakes, because they are communicating, but what we should correct are the worst ones or the ones they should already know.

Gate-keeper

To be honest [sic] I don't feel ready to talk about this yet. I need to hear more about it.

What I can say is that somehow we are gate-keeper [sic] as a teachers [sic], because we are just teaching an standard or one [sic] model of language, and at least in the school they don't know about other ways of using a language.

From Friday 14th November to 12th December

When talking and discussing one day in class it came up the idea that each of us chooses which impression [sic] give when talking. I think that some people can't choose what impression to give because they don't have enough "linguistic resources", and what happens to this people is that they are judged by their way of speaking. One example could be that when someone hears someone else speaking in the Spanish used in the south of Spain, they say he/she belongs to a low social status, and you relate this to him just for the way he speaks. I've heard this many times and this is not fair. But what to do for instance when you have a job interview? You don't usually use the same vocabulary or kind of language than when you are with your friends, and if you do so it's probably [sic] that they don't hire you, because they judge you for the way you speak, for your appearance or for a 1000 reasons that may have nothing to do with the way you really are. I think it shouldn't be like that, but as many things in life, one side is what it should be and the other side is what it is really.

In my opinion we judge students for the way they speak. We maybe do it unconsciously, but we do it. We can judge if they have a rich vocabulary when talking, if they come from a Catalan, Spanish, etc. background, if they are mature for their age...

I think we should consider lots of things before judging a person for the way he speaks. And that's the same when we judge someone for the way he dresses. But there are too many prejudices in our society, and they put these prejudices in your mind, so we need to erase them.

To sum up I think it's not correct to judge students for their way of speaking. We should take into account many other things, and we should get to know the person, to know the whole of the person and not just a part which is not reliable.

Some days ago we were talking about using a prescriptive or a descriptive way when teaching. Few days after a new question about it came out: how can I know if pupils have learnt when using a descriptive way? I strongly believe that what we really have to assess is the day by day; the way children go on, if they can manage and cope with the new things they learn ... so what has to be really assessed is if they can or can't communicate and if the mistakes they make can obstruct communication. If the mistakes obstruct communication, we shall correct them ... I don't think exams are reliable in 100%, you can make a test, but also take into account all the children's process [sic], as the day of the exam you may feel not well or simply have a bad day ...

Some days ago I went to babysit three brothers. The elder one showed me a letter she had written to Santa Claus. She wrote it in English! For me that was good: using English out of the school and for a real communicative purpose. As I was reading it I started focusing my attention on the mistakes, but then I thought why not to do it in the other way round [sic], that's focusing in the good points and if it really allows communication. I thought I would just correct some mistakes if I had to correct it: the mistakes that doesn't allow communication and those mistakes that she should already know. And most of all I would try to understand what the pupil wants to transmit.

I was rather startling after reading the text called "The teacher". I think the teacher make a terrible mistake. He was to [sic] worried about the grammar and form of the composition that he didn't realise [sic] about what she wanted to communicate, and even at the end, after the terrible death, he didn't realise [sic]. I remember talking to a teacher some time ago. She told me that first of all we are teachers or educators and then we are English, Maths, P.E, ... teachers. I've borne that in mind and I think she was completely right. So whatever subject we are teaching we have to focus first of all on what they want to communicate, and then on the way they do it.

XII. Annexus

Nancy – Preservice group 1

3-10-03 Friday

Session 1

Today we've done an interesting reflection about what language is.

We know that language is something innate (as Chomsky said) but when we talk or think of "language" we usually refer only to written or oral language. I mean that we don't take into account the VISUAL LANGUAGE like symbols, signs or our own body.

Visual language is part of us too. People use gestures to express or to make easier the comprehension [sic]. Sometimes we use gestures instead of words, for example to say "GOODBYE" (we only use our hands).

About symbols, everywhere you go you can find them: in the road, in the street, in bars or restaurants, ... But it's important know [sic] that depending on the country or the culture every symbol has a different meaning.

Notes/Ideas:

Language:

- A way to communicate [sic] each other.
- We use language to express what we feel.
- Is [sic] a convention of sounds, symbols, gestures and written form.
- Is [sic] a reflection of a culture.

Language --> vocabulary, grammar, morphology, phonetics, semantics, syntax, pragmatics (how to use the language.

6-10-03 Monday

Session 2

First of all, I want to say some words about the game we did at the beginning of the class:

I think that communicate [sic] something without speaking is a bit difficult because things can be interpreted in different ways. With this case [sic] of exercise people feel ridiculous and frustrated [sic], if the other doesn't understand them. But really, usually when we speak we use gestures unconsciously because it's a natural form to express ourselves.

During the rest of the class, we talked about things that all languages have in common. Of course, every language has a grammar and a structure. They also have a communicative function and a phonetic system.

We discussed too if languages are human or not. Some of us think that language is not only human. I mean that animals can communicate too (in a different way but they do it).

I think it's interesting to compare different languages to see how they work.

Ideas (main ideas)

- Every language has a:
 - structure
 - grammar
 - phonetic system (limitations of sounds that are used in a language).
 - written system (not all)
 - communicative function
 - speakers

10-10-03 Friday

XII. Annexus

Session 3

About the work we've done in class today ("What do you think?"), I agree with some of the ideas. For example, I think that is true that "Wherever humans exist, language exists", because humans need a way to communicate. But I know too there are some languages which have disappeared [sic] because we don't use them. And there are other languages that change through time because we introduce new elements or we adapt it to our context.

I remember that last year we talked, in one of our subjects, about how a language disappear [sic], (SOCIOLINGÜÍSTICA) and it was so interesting because they gave us reasons like:
- there is no continuation [sic] inside the own family (speakers).
- they use it only at home, but not in their social relationships.

Another important point is that people speak in different ways depending on the context. For example, I speak Spanish, Catalan and English, but I use one or the other depending on if I'm at home, at the university or with my friends. And it's also true people feel more comfortable using one or other language (because of the knowledge they have).

17-10-03 Friday

Session 4

Primitive language?

When we think what [sic] "primitive " means, it comes to our mind the idea of something or someone old and which is not appropriate for the present times.

For example we think in [sic] people who lived in caves without water or electricity, or in a concrete behaviour or conduct like racism or old traditions.

But when we refer to primitive languages we can not classificat [sic] if one is primitive or not, because languages change through time. Some of them can incorporate new words or new sounds, and the other [sic] rest [sic] or can disappear [sic].

We also talk [sic] about languages have [sic] the same word to refer one [sic] object.
For example:

- chair	/	
- cadeira	/	same object
- silla	/	

The words are written or pronounced in a different way but they have the same meaning. This is related with [sic] Semantic Universals because all languages around the world have an universal topics [sic] like colours, food, animals, humans, etc.

Another important concept we have discussed today in class is that competent speakers of any language are capable of producing an infinite set of sentences and the number of sentences possible is as infinite as ideas themselves. There is no limit to create sentences because we can express ourselves in a [sic] lots of different ways.

About language learning is important to take into account that everybody, independing of [sic] his/her racial, social or economic status is capable of learning any language to which he/she is exposed. So then, as a future English teacher, I need to know that [sic] best way for children to learn a new language is exposing them to that language. For example, using English in class as most [sic] as possible, also teaching them English culture and motivating them to produce language.

20-10-03 Monday

Session 5

Today we've discussed in class some points related to English learning and I would like to comment some of them that I consider very interesting [sic]. For example:

- Students' culture affect how long it takes them to learn English as a foreign language.

Children learn English in different ways. I mean that there are some aspects which influenced [sic] their learning. For example: culture, their own language, the exposure or contact with the foreign language, motivation and, of course, their own capacities or abilities.

XII. Annexus

- Children learn a second language more quickly and easily than adults.

I agree with this because I think it's true. I suppose that children learn quickly everything [sic] because they don't have problems like adults. Adults have few [sic] time and they also have to work, to be with the family, ... Definitely, they are really busy.

But they learn grammar more quickly than children because of their knowledge of the world.

24-10-03 Friday

Session 6

What do you think about EFL learning?

- "A multilingual person is someone who can communicate in various languages, but not necessarily [sic] perfectly in any of the languages."

What does "perfectly" mean?

It's difficult to define "perfectly" but in my opinion it doesn't mean to be an expert on that language. For me perfectly, in this case, means to be able to communicate or to express yourself.

I think that nobody speaks as an expert because we are human and often we do mistakes [sic].

For example, I think my Spanish and my Catalan are good but I don't know all the words (I can't speak in medical or informatic terms).

- "A teacher should correct pupils or language learner's mistakes immediately"? [sic]

As language teachers we have to deal with mistakes but not all of them should be correct [sic] in the same way. I think that depending on the context or situation there are some mistakes which need to be correct [sic], for example mistakes related to pronunciation. Also we have to take into account that pupils are afraid of speaking in front of the class so we should try not to make them feel ridiculous.

- "Do animals have a language?"

First of all, we cannot compare animals' system of communication with human language. Of course, they can communicate [sic] in the same way that we do because they can't speak, but with gestures or sounds they can express what they feel.

Human language is really complex so animals don't have the capacity needed to assume that.

I would like to talk more in class about this point and discuss about different ways to communicate.

31-10-03

Session 7

- Prescriptive and descriptive approaches of language.

When somebody talks to you about Prescriptive or descriptive methodology we always think that the "descriptive" is the best one. And that at the school you will use it.

But in fact, we use the [sic] both methodologies when we are teaching. I mean that in the class the teacher stablish [sic] norms of correct an [sic] incorrect when pupils use the language, but also accept [sic] that they speak English in different ways.

XII. Annexus

3-11-03

7-11-03

10-11-03

Sessions 8,9,10

Oral presentations:

During these sessions each pair has presented the aspects to analyze [sic] and objectives to achieve in the final project.

Some of the topics which have been presented are really interesting but others need to be more specific. I mean that objectives and methodology should be more concrete.

Last year we did a similar project in which we had to analyze some aspects or topics related to “sociolinguistics”.

17-11-03

Session 11

Today we’ve talked about uses of language and how we judge people because [sic] the language they use.

Language is influenced by different aspects:

- Social level
- Economical level
- Culture
- Age
- Sex
- etc.

All these factors make people to [sic] speak in different ways using a more formal or informal language.

On the other hand, the language people use also depends on the context where they live, work or study ... and one the relationships they establish

I mean that, for example, I can have a high level of culture, but if my friend always says “shit!” or something like that, I’m sure that finally I also will use that expression.

Also, we talked about which language we’re going to teach to our pupils. And this is a very interesting question because as language teachers we should teach them a standard but also taking into account that they are going to speak it in different ways. Also, it’s important for teachers to know that their own language is going to be like a model for pupils. So, they are going to learn how the teacher speaks and use the language.

24-11-03

Session 13

Today we’ve talked again about PRESCRIPTIVE and DESCRIPTIVE.

From my point of view I think that PRESCRIPTIVE it’s [sic] easy to evaluate and easy to follow by children because of the clear and basic rules and structures. But also, it can be very theoretical and boring. It’s also important to take into account pupil’s needs and interests, but this methodology doesn’t do it.

XII. Annexus

On the other hand, DESCRIPTIVE methodology it's [sic] more fun and maybe more interesting. Also, the language used is more real and meaningful for children. But we also should take into account that pupils don't learn grammar rules and a clear structure and also it could be difficult to evaluate pupil's progress.

DESCRIPTIVE:

FOR:

- Clear and basic rules
- Easy to evaluate/assess
- It's easier to follow (clear structure)

AGAINST:

- Out of context
- Very theoretical
- Does not consider pupils' individuality

PRESCRIPTIVE:

FOR:

- Real language
- Adaptable to the classroom
- Teacher's freedom [sic]

AGAINST:

- Not clear structure
- Difficult to control and to evaluate
- It is not concrete

Definitely, I think the best thing to do it [sic] is a mixture of both methodologies.

28-11-03

1-12-03

Session 14

Session 15

These two days we have been talking about "pupils' cultural background".

Should teachers take into account it ? [sic]

In my opinion, I think it is very important take [sic] it into account because depending on their context they have different needs and interests.

Also, according to their home environment and the education they have from their parents, they could have or not more difficulties in the learning process. So then, teachers should adapt their teaching to their pupils.

On the other hand, I know that adapting our teaching to each pupil could be very difficult because usually we don't have enough time and resources to do it.

Also, today we have been talking about language awareness. We did an activity where we have [sic] to translate some Irish sentences. I think it was easy to do it because of the knowledge we have about sentence structure. I mean that there are different strategies we use to do it. Apart from the structure, the context, our own experience, the key words, etc., help us to understand a different language.

I think that it is important to make pupils be conscious of the knowledge they already have before learning a second language because it facilitates [sic] the process of learning they develop more open attitudes and it motivates their learning.

5-12-03

Session 16

Today we have had a very interesting conversation about BILINGUALISM.

What is Bilingualism?

I think that people use the term "bilingualism" in different ways according to their own beliefs, but from my point of view, "bilingualism" means an equal ability to communicate in two languages. But, I know that it is very common for

XII. Annexus

bilinguals to be somewhat dominant in one language.

Also, we should take into account that according to our context there are different types of Bilingualism. I mean that there are people who were born in bilingual families, other who learn the 2nd language at school, etc... And also, immigration and migration are important factors.

15-12-03

Last Session

About participation:

I think that on the first sessions I was a bit afraid of speaking because it seems that Erasmus students speak english [sic] better than us and this situation made me feel bad.

But now I feel really comfortable in this class because we have been talking about very interesting topics like Bilingualism, Cultural Background or Multicultural Education, and I like to express my opinion about it.

So then, I can say that I have been more participative during this last month. Also, we should take into account that some of the topics (e.g. Prescriptive/Descriptive) are difficult to understand but there are other topics that are more easy [sic] to understand and to say something about it because of our own experience.

I know this class could be more active and also I know that it is our fault.

Definitely, I believe that my attendance and participation was good. And I'm sure that if this course will continue everything (interesting [sic] conversations and participation) will [sic] be better.

XII. Annexus

Lori – Preservice group 1

6-10-03

JOURNAL

Today we were talking and discussing about [sic] the universal features of language. I read a book called “Introducció a la lingüística” J. Tuson and in this book there is a part talking [sic] about communication. Well I would like to say that for me the universal feature of language is to communicate each other [sic]. Although unfortunately most of the time there are misunderstandings because when we communicate with each other the 55% of the meaning comes from the body language the 38% comes from our voice and only the 7% comes from the words or what we have said. At least is what the book “Introducing neuro-linguistic programming” says and the book “Comunicacion [sic] no verbal” of Flora Davis says. In my opinion sometimes when we talk we say one thing but we think another thing. And more or less we perceive this in an uncouncious way. This is why I think there are misunderstandings.

So in this book Tuson shows a way of communication to communicate between a kind of black beetles. Those beetle [sic] make a sound similar to “arg” to say there’s an enemy coming from the air. Another sound like “cres” to say that the enemy is a creepy one. And still another one to say the enemy has four legs. Whe [sic] have discuss in class that the animals have not feelings, thoughts ... but when two male lions are fighting (Aren’t they jelous [sic] for a female lion? Aren’t they showing their hate?)

In the same way that the Irwi [?] people can see many diferents [sic] kinds of white when we only can see one white colour. So with the words can be the same. I mean maybe we are able to hear the human sounds (words) but not the animal sounds (why not words?). In other words the human language (compost [sic] by gestures, images, body language .. can be the same as the animal language compost by [sic] gestures, images, body language ... F.ex: We clap our hands to applaud [sic] and the grasshopper frega [sic] its legs to call the female.

Conclusion I think we the human beings are too proud to accept that the animals have a language and can communicate in the way we do. (And we don’t want to try to investigate)

Today our class has been interesting for two reasons. The first one, personally I was not afraid to talk in English in front of the tape-recorder. The second one is that the simple idea to have [sic] a tape recorder should be a useful tool for us as a [sic] teachers to be because I’ve had to do an effort in order to make the others understand what I meant to say. It was not an easy task to do because even in my own language I would had problems. And the third one, I think is very interesting to have the Erasmus students because is another way to force us to use the target language and to see very different points of view.

17-10-03

We were discussing about the primitive languages and the sense each one of us has given to the concept of primitive. We disagree with the meaning of primitive. In fact there were two points of view the ones who thought that primitive meant (not evolutioned. Almost all the Erasmus Ss in a despective way negative connotations and the ones who thought that primitive meant very old or the oldest one (with no negatives [sic] connotation). In my opinion the reason about our disagreement is the way we (catalan Ss) have been taught here in the university. Because I’m sure if we had had the same conversation two years before our differences between Erasmus Ss hadn’t been so clear. That topic was one of the Prejuicios Lingüísticos. Jesus Tuson

20-10-03

Today we were discussing about the age of acquisition I mean if a young learner learns quicker and better than an adult. I was trying to explain my colleagues something that I read yesterday: How languages are learned and it says that if the Ss’ have few hours per week it is very difficult for them to learn a language at [sic] the age of 12 they can be very frustrated because they have been studying English since they were 4 years old and they don’t know better English than those who begin later.

Another thing that this book says is that sometimes children are surrounded by a warm atmosphere with no pressure. When they repeat sentences and words in English they don’t feel stressed and children’s errors are seen as a part of their learning process what [sic] I’ve seen in the few sessions we’ve got is that all the questions we have to discuss have not only one answer but very different answers depending on the situation or the context. I think there is not a universal truth. This remind me [sic] a story sb told me. It was like this: Imagene [sic] we have a round clock. Suppose [sic] we don’t know what a clock is. We never have seen a clock before. Imagine we place the clock in the middle of the human cercle [sic]. Then we ask one person, who is in front of the clock, to describe what a clock is. That person will say: “It is round, in the middle has two needles and there are numbers from 1 to 12.” Then we ask the person who is behind the clock and she/he will say: It is round with a kind of wheels and a kind of machine. Later we ask the person who is sitting 90° from the 1st one and s/he says: It is a rectangular object. Finally we ask the person who is 90° from the 2nd one and s/he says that it is sth rectangular shaped with a kind of little wheel in the middle. Are they talking about the same object considering only the answers? No, it doesn’t seem to be the same object. In fact are they talking about the same object? Yes. We can see that all of them are talking about the same object but but [sic] all of them only can see a little part of the

XII. Annexus

whole object because they consider their own point of view. All of them are right but to know how the clock is we need to consider the different points of view otherwise we will not know the truth. This is why I think that there are infinite points of view as sentences has a language.

24-10-03

Today it was curious because when the teacher gave us the photographs and before she gave us our duties we were trying to guess which country the youngsters [sic] belong. We guessed some of them (by the way I think we didn't record this conversation because we hadn't the recorder machine yet). I'm thinking about the question T made us. I think that at the beginning a nice atmosphere can help the teacher to have a successful class if the teacher is competent. In my opinion, the class can be made of tiles with no decoration and with a very ugly and uncomfortable [sic] furniture and at the first impression we have the idea that there is a very bad atmosphere but I think that the same classroom with a competent teacher can become very warm and with a very nice atmosphere. Why? Because if the teacher is competent means that s/he will have the Ss minds so occupied [sic] in what s/he is teaching that the Ss will forget the hostile atmosphere and moreover their previous bad feelings will transform in good feelings (as the teacher has): Because they will see that the class is worth to be done. And when they remember the class or the lesson they won't think about the atmosphere, they will think about the subject and in the future they will have a charming opinion about that ugly classroom. At least this has happened to me.

31-10-03

Is there any possible union between a foreign language teaching and descriptive methodology? Should we do it?

In my opinion [sic] should be a link between foreign language teaching and descriptive methodology. I mean to say that when we have to communicate with English [sic] language we can not choose to whom we have to talk. For instance if I travel to south Africa the accent of the white South Africans will be different from the English accent, and also [sic] will be different from the black South Africans accent. If we have to teach it is very interesting and suitable to use tapes with very different [sic] accents: Italian English [sic] accent, French English accent, Scottish [sic] English accent, Indian English accent ... And also it is important to teach with authentic material. This is true but it is also true that we have to start with a standard English. The base of all the English accents I agree that should be the standard but from that we should add the different accents. Not only focused in [sic] British accent.

The descriptive methodology should be done from the very beginning at least from the speaking oral point of view. I must say that from the written point of view I'm not so sure to apply it from the very beginning. It is not an easy point to discuss. I'm sure of one thing and is that we should mix prescriptive and descriptive methodology. Is [sic] like all we have talking [sic] in class. It is better to have a wide perspective of the language than to have a narrow and fixed point of view.

3-11-03

I didn't realise that I was not the only one who speak less (or nothing) in class. It has been in an unconscious way I think that one reason would be the size of the group class [sic]. For me more people means more pressure, more eyes over me and more ears which means that it makes me feel shy insecure concerning my linguistic competence. While I'm writing this journal I'm thinking how to solve this problem. I get one idea in order to change that uncomfortable [sic] situation and consist [sic] of: before the class starts listen a tape in English and try to switch off Catalan. That makes me think in English and it makes me easier to talk in English. The problem is that I don't have time to do it.

Another reason may be [sic] is the Erasmus Ss; except for Juan, I don't understand them. Because they speak quickly and they have a narrow accent.

7-11-03

Today while doing the presentation of our research and with the proposal that other Ss have written to us I've got the idea to write down a questionnaire [sic] for the Ss. We can ask them, for example, what language their [sic] prefer [sic] when T talks in [sic] the different topics we have focus [sic] on. I must say the English Teacher of my practicum school is always giving instructions in Catalan because last Wednesday [sic] I've focussed [sic] my attention on those features. I didn't tell her what I was doing because I didn't dare to explain her that and I don't know why, maybe it is because I feel she will not act in the same way or maybe she will feel uncomfortable [sic]. What do you think? Is it worth to talk with [sic] her? Maybe if I talk to her she will become aware of her use of the target language and will focus [sic] her attention towards English.

10-11-03

If some years ago I had known what I know I think something would be different now. What we have discuss [sic] in

XII. Annexus

class about the language keeper has reminded me when I was I [sic] child. Because I was born in a little village of almost scarcely 1000 habitants [sic]. There I went to a primary school till I was 9 years old. It was then when I went to Iguialada, a village of 30.000 people. The Ss said to me: "Look at her, she is from the country side [sic]". To me it was as if I had the pol pox [sic] or some kind of incurable disease. They treated me as an ignorant or silly one. Now I know that the people from country side [sic] or little village are also language keepers. They have a wide knowledge about their work as for example predict the weather better than the meteorologists How to plant potatos [sic], rice, wheat, sunflowers, how to use a (tractor) etc.

They know when it is time to plant, or to irrigate ...

One difference from the city language keepers and the country language keepers is that people from the country is more (humil). I mean that they don't use the language to take [sic] money or to feel superior, at least under [sic] my point of view.

17-11-03

Find examples of English

These days I have a friend at home. She is american And the first day we met I was really surprised about my spoken English. I talked to her without stop [sic] and fluently. I think that the reason is that when I'm in class I'm not so relaxed and I'm afraid to make mistakes, but with her I don't feel "judged".

Anyway, reflecting on what we've discussed today one idea comes into my mind and it is that we, as teachers, ask the Ss to do things that even ourselves don't do. I agree with you about we should recognize our responsibilities as teachers, but we should care also about all that we said [sic]. We have to take into account too many things.

And that means that if we don't believe 100% on what we intend to teach then the Ss won't believe it too [sic]. I said [sic] that because sometimes we feel or we think that we don't use prejudgements [sic] for example but in fact we use them. It is the same that Jackson has said about the "hidden curriculum". So, are we really prepared to face the fact of the hidden [sic] curriculum? I'm afraid not. We should work on that, at least to be more conscious of what we really think, say and do. and the connection among the three.

For me a good way of teaching is first do and then explain what we think according to what we have previously done, because I don't know what I think till I have done it or experienced.

I noticed on [sic] the way you are teaching us that you are always driving the class going to the extremes, I mean opposite extremes and I think in this way it is easier to find the center or the balance. I say easier not easy. because [sic] it is a hard work to do at least when we don't have experience enough [sic].

21-11-03

The discussion about humour has made me think of Professor Ricard Jordana in the way he used to teach us English. You have asked if the sense of humour is related to each culture, I mean if each culture has its own sense of humour? Yes, I think so. at [sic] least British people have their own sense of humour French people too and also Italian people and, like them, every culture has its own sense of humour.

The professor Ricard Jordana almost always talked about British culture. We studied authentic materials from outlets, how to fill a form to get the driving license, Fairy tales to newspapers, horoscopes, advertiments of Yoga class, airport timetable, typical old Folk songs, the kind of songs you can hear in the old British movies (where you can see all men singing in a bar with a jar of beer and completely drunk), and jokes. He used to put us some transparencies with all kind of jokes (British jokes of course). I think that the culture and the language go together so for me it's important to study the culture through jokes or whatever that makes us learn and understand the English culture but I think it's also true that sometimes we forget how important it is. My grandmother always says "wherever you go do whatever they do" and it works perfectly.

The exercises we have done today makes [sic] me think about something that a friend told me once. She said that her teacher always said "no es más sabio el que sabe más sino el que mejor sabe ponerse al nivel de los demás" in other words the one who knows how to change the register, has more knowledge. On one hand I'm thinking about us as English teachers, is it worth changing the register when we have to talk with very young learners? Because it is supposed to teach them with a proficiency spoken English if we want them to talk English proficiently but on the other hand, me as a student when a teacher is talking to me in a proficiency level (even in my mother tongue) I don't understand him/her. For example, the way Oriol Guasch used to talk to me either in class or out of the class made me feel silly (ignorant). I couldn't understand him. It is like if [sic] he was talking to me in another language. I hardly tryied [sic] to follow him but I couldn't. In the same way as he was a gatekeeper. So I don't think that was [sic] a good experience to [sic] me.

What I mean with all this explanation is that, I don't know, maybe I'm mixing concepts, but one thing is to know when I can change the register and this is good in order not to be a gatekeeper and another thing is that when we teach it is important not to be a gatekeeper and take into consideration, as Vigotsky [sic] said, the "proximal zone" concerning language learning. My question is, can we teach in a proficiency spoken English and at the same time not being a gate keeper? I suppose Yes, we can. But then what was my problem with Oriol Guasch? I think it was both a gate keeping

XII. Annexus

problem and changing the register problem (because out of class he used to talk exactly as he talked in class). Is it true?

24-11-03

Whys [sic] to know how Ss are learning (assess Ss') if we use a descriptive methodology

From my point of view there's not a way to assess Ss' using descriptive methodology because I think it's a way of giving them a lot of input and, above all at the begining [sic] of the learning process there's a silent period where the ss' don't use the spoken language, and we have to respect it, but we can see the results of this methodology in a long term depending on the time they are in contact with the language. I say that because of my own experience. I have never went [sic] to take English private lessons, only once, because I was full of grammar. The only time I went on [sic] private lesson was because I knew an Irish girl and I asked her if she could teach me only by speaking. As you know I don't speak that much but she forced me to do it. Besides she gave me the novel "the bridges of Madison County" after three weeks. I told her I had never read in English and I did it this time. I could read. Then she made me talk. And I could talk too. For me it was a magic moment because I get [sic] suddenly to the point or key of the spoken language

“YOU HAVE TO THINK IN ENGLISH WITH NO TRANSLATIONS”

It was as If [sic] all that I had learnt was coming in [sic] my mind. I don't know, it is difficult to explain. I think if pupils are enjoying the class and play[sic] with the language, sooner or later they'll will [sic] switch on the English language or whatever language. Because using grammar unconsciously [sic] you are saying "this is right" or "this is not right" (doing this they are affraid [sic] to talk because they don't want to speak wrong) on [sic] the other hand if you just let them experience with language you are not limiting them and as a consequence they are not afraid of using the language.

I remember two years ago I had to teach a Spanish class and it was in my last day of the practicum because the teacher was ill So, [sic] I had to improvise a lesson. What I did was made the Ss write a story Every child should write a sentence in Spanish and give it to the child on his/her right. I wanted them to experience [sic] with the language but the result was that some of them wrote dirty things as for instance "... se follaba a la princesa..." and things like that. I think I still have the copies. I didn't know what to do, I mean how to correct them They [sic] showed through the work that their level of written Spanish language (apart from de [sic] dirty words) was very low. Moreover I hadn't time to do something or to correct them. Besides I wouldn't know how to evaluate [sic] them even in Spanish. Can you imagine in English? It was the 4th form of primary. In this case, which is the better way to correct them? I suppose I should talk about that dirty words as if it was another word and explain them that even this words must be used in a correct way. I mean to treat them as if everything was allright.

28-11-03

I don't know if the story of "the teacher" is true or not, but if it's true I must say that this teacher is not at all sensitive. I think that above all children or everybody write about things related to their own reality or particular conception of the world.

If a child is always showing the same story, for me it means that something wrong happens

To be a teacher means also to have a little bit of psychology in order to recognise [sic] that, in this case, there's a problem with that girl. For me it seems obvious that this girl have [sic] a problem at home. And I'm amazed that the teacher didn't realized of [sic] it. I think she is so worried about the grammatical correctness of her students that she can't look further to see what it is beyond the students writing. Sometimes we are so worried about things that we forget to observe what is happening around us.

In this article it is not clear the way the teacher corrects the composition because it seems as she (the teacher) doesn't try anything to help her. And what it [sic] is more surprising is that the other teachers didn't notice that something was wrong with that girl, too. That makes me think that they don't foccus [sic] their attention to [sic] the meaning of the composition. I mean that they can't see beyond the words.

Looking at this [sic] words in the distance is very easy to say that, but when we are too involved in our worries one becomes blind. I say that because last Wednesday in my practicum school, the English teacher and me, we both were correcting an exercise that children were doing. There was a short text about the description of a monster that children must draw. For example: the monster has 3 eyes, one nose and one mouth.

He's got two heads, 4 arms and 8 hands and so on ... One girl called Daniella came to me and she showed me her picture. I looked at her picture and at the description but they didn't match. So I told her to read it again very carefully.

Some things [sic] were ok but some other not [sic]. Like this she came at [sic] me three times. The third one I made her read the instructions aloud and I asked her for the meaning. The strange thing was that she understood what she had to do but she didn't do it. So, finally as she came again with the same mistakes the English teacher said: "Ok Daniella come here" "What does it mean? ET said. And her answer was "4 arms" "So, do it here" said the ET. Daniella draw [sic] 4 arms on her monster (correctly). Then the teacher asked "Now read the next sentence" and Daniella says "Draw 8 hands ". So she did it, but the amazing thing was that she drew 8 hands but with its corresponding arms. Then we undestood what was wrong with her. She couldn't conceive the hands without its corresponding arms. I say that because I didn't realise [sic] that she had this kind of problems because I didn't pay enough attention to her. I thought she was lazy and I didn't give her the chance to explain herself.

XII. Annexus

In my case I acted as the one in "the teacher" article.

I was so involved in correcting and to have time to correct all the ss that I didn't catch Daniela's conception of the world. I felt very bad for that. My attitude towards her made her feel shyier and she didn't dare to say anything.

I think it's very easy to say: "I would do this or I would do that" but, in fact, sometimes we are only able to see as far as the tip of our nose.

What I am thinking about our discussion in class is that (and I think it is important to know) is to reflect in [sic] what we are doing according to our point of view as teachers and as students. I think, and I don't know if the other students are like me, that in my mind I know how the perfect teacher would be because as student I know when a teacher is good or not. Well, at least I know what I'll not do. But what I really do is another thing. Here in the university we don't have the pressure of the school's teacher and, reflecting about some specific facts seem [sic] easy, furthermore we don't have to take a decision. At least in a compulsory way. That point is what makes, different the university from the real world of a teacher. What I mean is that in your classes you are trying to make us think about things or situations that we might probably find when we will become teachers. That kind of teaching, in my opinion, should be made more often. Because you make us experience a difficult situation that we can find at school and what it is more important -> TAKE A DECISION -> and this is not easy at all. We should be more trained in that aspect. I suppose this needs time and in a way we have to experience with students as if they were "Indian rabbits"[sic]. At least at the beginning.

There are some many [sic] things that we have to take into account that it makes me feel lost as a teacher. I suppose the secret is to start with some aspects or to have only one goal in mind and step by step we will acquire the knowledge or the capacity to take decisions.

Your question -> Do the immigrant students adapt to our society and culture?

As all of your questions it doesn't have an easy answer I suppose it will be ss that will adapt and other ss won't adapt. There are a lot of factors that can influence a child in the way they adapt at a new culture. For example: how the parents are and think, where they live (in a gheto [sic] or not), the influence of their friends (if they are from the same country of not), the influence of the teacher (if he/she has a good relationship with the Ss or not or whether she/he has cultural prejudgements [sic] or not)

In my opinion the younger they are the better the Ss' will adapt to a new society and culture because they will not have their own culture so well stablished [sic] as their parents have.

In my opinion, the EFL classroom should be English only, may be [sic] not at the beginning but at least when the Ss have a little knowledge of the language. But I will not introduce the writing [sic] till they have acquired a good written level of their mother tongue language [sic]. This doesn't mean that those Ss who do not dominate their own language can't learn English. If we foccus [sic] our teaching taking only into account the spoken language I don't think that this would be useless at all. It is so difficult to know what is the best !! Because I'm considering this from the point of view of my experience as a EFL student. But I also think that it will depend on the Ss and the way he/she learns.

As teachers we have to be aware of Ss culture not limted to cross-cultural differences but also within the same culture. For example: There are families that allow their children to eat without forks, knives and spoons, but there are other families that don't care whether their children eat with forks or fingers. I think our function as teacher consists of taking benefit of this situation and use that difference as a way to understand each other. So, depending on the child I will make him explain how, according to their culture or family environment they do when they eat. And probably I would ask other students in class how they make the same thing in order to make them choose the way to do it or make them know that there is not better one or the other [sic] and all the ways are equally good. So I think is [sic] a good idea to make them responsible of their own choice. I will also teach them the way to do the same but in different context and inside our culture. For example it is not the same to eat using fingers in a restaurant (it depends on the restaurant) than in a barbacue and it is important to know that some times [sic] we have to follow some rules even if we agree or not.

I think it is important to check understanding and the best way to do it is asking the Ss if they understood or not. It is true that sometimes you check understanding in this way and Ss don't dare to say no, but most of the times their faces don't lye [sic] and you know that they don't understand. Another way to do it is asking one student explain [sic] again what you already have said.

Sometimes it happens that even though you explain them trying to use a simple language they didn't follow you. So that it means that we have to try to explain the same but using examples, mimics or whatever.

Sometimes it happens that you think they have understood but, for example, doing an exercise all of them fail in the same question, so, we have to explain them again in a different way, for example, using pupils as an example, draw [sic] pictures on the blackboard and the last strategie [sic] should be using their own language but in fact, we should avoid this.

XXX I have a question for you: How can you teach a language if you don't know the language? I mean what you've done with the Irish.

12-12-03

XII. Annexus

XXX I have one thing to tell you. Maybe it's too late but sometimes, a lot of times you've asked us questions that need time to think about. What you have done in class I think it is worth doing. Today I have talked to another girl of the class and she has confesed me [sic] that in your class she feels lost although it is an interesting subject.

She suggested me [sic] that we should have at least a little guide in order to act properly. This has make me think that we always want the things (given done). Then I said her [sic] that what we will find in our live as teachers it [sic] is not or it won't be never [sic] the same. Then I've realise [sic] that we must learn to take decisions and you have given us the chance to train our minds and we should say or at least try to find a solution being able to think about the fors and the againts of those problems. That girl has made me realised [sic] that may be [sic] it is true what she says that she has the feeling to build castles in the air about this subject. What I mean is that we have to use our diary to reflect on what we've been discussing in class and take our own decisions otherwise it is a lost [sic] of time and it is like what she says "build [sic] castles in the air". Then I've tried to make her know what was my opinion about the subject. She has stopped talking, she has thought about that several minutes and finally she agreed with me.

What we've been discussing today I think it is very important at least for me. Since I started the degree I've realised how poor I am concerning the language knowledge. The more I know the less knowledge I think I have. I'm talking about what we have said that our degree should last at least one year more. I also think that we should learn the English language subject every year but in a proper way, we should learn also how to deal with multicultural problems. We should practice phonetics, more in deep [sic]. But I've said in a proper way because with XXXX I think that it is not fair fot the Ss whatever he tries to teach. And I think it is time lost for him, for us and also for you and the rest of the teachers. Well, you already know what is my opinion about this matter [sic].

I think we should be trained in how to correct the language either spoken or written according to many different criteria and do that in all the languages we know. For example: I think it is a pity to know Spanish but to don't [sic] know that kind of things (correct, grammar, semantics ...) because in the whole degree we've only one subject in Spanish and I truly believe that all the languages deserve being treated in a [sic] same way.

This is a contradiction, isn't it? I mean that we're taught that all the languages are the same and things like that but in fact they are not treated in the same way.

We are supposed to study foreign languages, aren't we?

Or, I am maybe wrong and I should change the degree to study philology?

There are so many things that we don't know as teachers but we should be aware to![sic]

I suppose that my final mark according to my participation should not be as good as I would like but I think that the kind of class you have been teaching us, in my opinion, maybe you won't agree with me, we need to think and reflect before start talking. This is my answer to my participation in class. And I think that I always act like this in other subjects too, is [sic] not only your class. I'm very slow when I have to reflect.

XII. Annexus

David – Preservice group 1

20-10-03

My first class. I saw a lot of people from Erasmus and I'm very happy because I want to improve my pronunciation. Then we started to discuss in groups of three some statements about learning a foreign language. I enjoy [sic] it because Johannes was in my group and he speaks English in a different way as [sic] me, but we understand each other very well.

31-10-03

We have talked about descriptive and prescriptive language. It's very interesting but I'm studying these terms in Catalan and in Spanish.

31-11-03

Presentations. They are very interesting, and the fact of giving our feedbacks was more interesting. Because they can see how the class absorb [sic] the information the [sic] want to give.

10-11-03

Presentations. Hanna and I have done our presentation and the feedbacks were so good. But some of them don't understand our objectives with the study.

17-11-03

We have discussed about the fact that social environment has a great influence over the language. We must adapt the best chance in every school we will teach.

24-11-03

We talked about prescriptive and descriptive language again so I get bored and a bit frustrated.

XII. Annexus

Mandy – Preservice group 1

Friday, 17th October

Today we have spoken about what we think a language is. The main sentence we used to introduce the subject was: “Wherever humans exist, language exist”.

We had different oppinions [sic] about this and also about the language of the animals, Is animals language a real language or only an instinct?

This option is related with [sic] one activity we did before starting the discussion. We talked about what a language needs in order to be considered a language.

I have my own opinion, I think whatever way of communication is a language but, according with [sic] the rest of the class, a language needs a phonetic system, grammatical rules and some other things.

I don't know if I am right or not but the fact is that animals have their own way of communication to warn about the danger. The teacher also had her own opinion about the topic we had discuss.

After the discussion I was more confused that at the begining of the class.

All languages have a phonetic system and we use language to communicate, like animals and like our forbears ... weren't they like animals?

I think this is a good question, I will tell it to the rest of the class and ask them about what they think.

27th October

Is a good atmosphere the same as good learning? Does it promote learning?

In my opinion there are a lot of things and aspects (situations as well) that can garantee a good learning.

To be involved in a good atmosphere is one of these aspects but not the only one, not even the most important. There are more factors involved with this idea of the good learning. For instance the behaviour, the interest of the pupils and also the interest of the teacher, the way the lessons are organised, the knowledge, etc.

We had talked about this topic in order to discuss some examples of the organisation of the class. We had three different examples. Two of them were organised in a way that pupils can see each other and can discuss and say their oppinions[sic].

I think this is a really good way of organisation, because it promotes communication.

I did my primary studies in a class in which we were sitting in pairs in front of the teacher, who had her own big table.

I think I am very talkative but when I have to say something in class I am very afraid and provably [sic] this is because I never talked in front of my class at primary school.

30th October

What is prescriptive and what is descriptive? What does [sic] these two words mean?

Prescriptive is an approach concerned with [sic] establishing norms of correct and incorrect usage and formulative rules based on these norms to be followed by the users of the language. Descriptive is an approach concerned with reporting the usage of native speakers without reference to proposed norms of correctness or advocacy of rules based on such norms.

So, prescriptive is what there is and descriptive is what speakers do, isn't it?

Actually I don't understand this difference, I mean it should be what we use ... I think I am messing myself up.

There are rules and speakers had to follow them, but I, as a speaker myself, I don't really follow all the rules and norms. Should I change or should rules change? The world is changing isn't it? And language as well, new words, ... Sometimes language doesn't achieve the needs of the speakers.

10th November

We don't talk in class. There is no dynamic in class.

I think this could be related with [sic] the fact that we are not very proud about our English and we don't feel very confortable while talking in front of the class, even if we are going to spend our lives as a teacher talking in front of a class, but with children everything changes.

Maybe the reason is not the language but the knowledge. I sometimes really don't know what to say. I've never thought about most of the questions we have to discuss in class.

Are we, as teachers I mean, gate-keepers in terms of language?

I think so, we decided what to teach and what to hide when we are in class.

And sometimes we don't accept some sentences just because they are not what we consider “good English” or because they use the language in a different way that we expect.

So, in my opinion, teachers are definetly [sic] gate-keepers.

17th November

XII. Annexus

Today we had talked about stereotypes and prejudices.

Sometimes people judge you by what you say and the way you speak. I personally change my speech depending of [sic] the people I am talking with [sic]. Each person have his or her own way of speaking and there are a lot of things that influences this way of speaking; like experiences, ways of expressing yourself ...

One important question is if we, as teachers, judge our students by the way they speak or not.

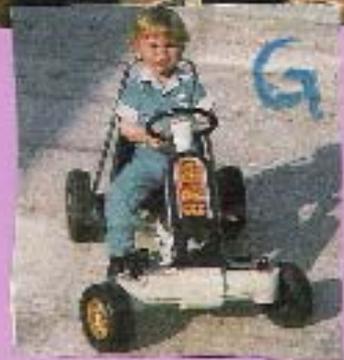
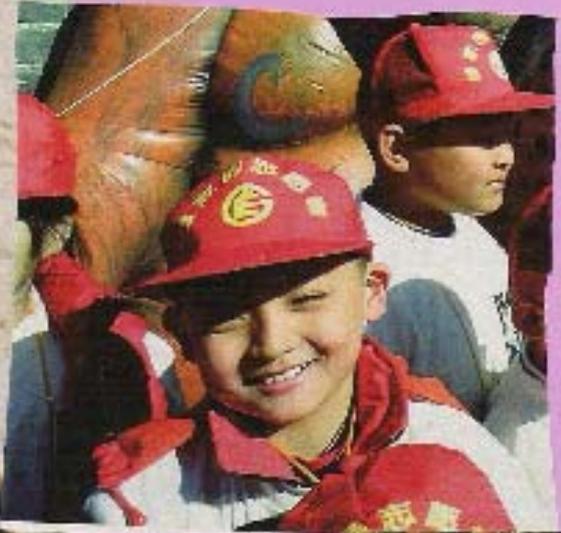
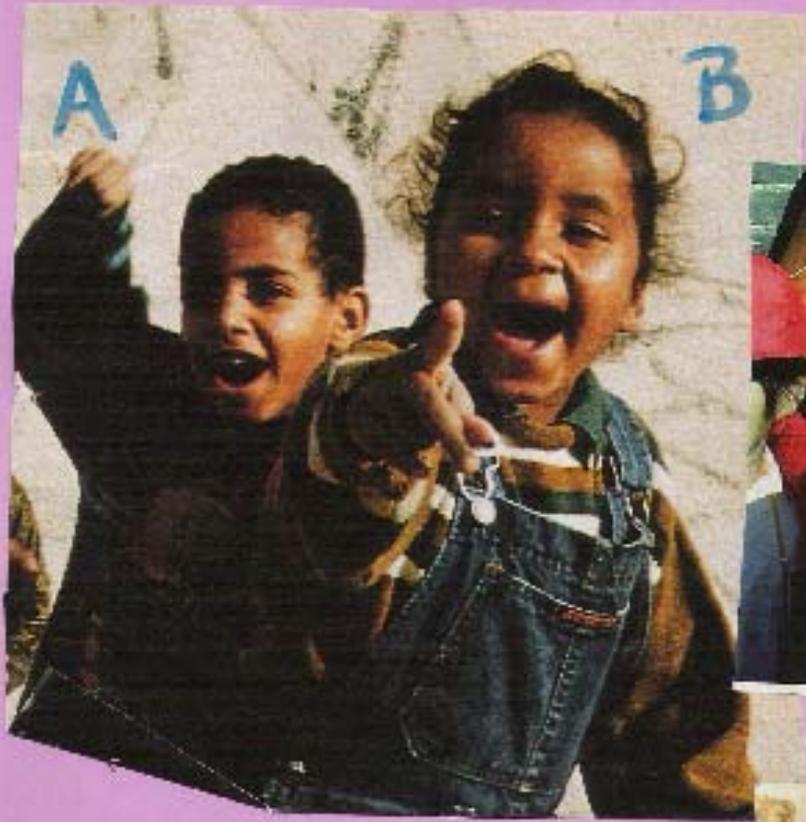
In my opinion, everybody judges people all the time. We always take the first impression [sic] of somebody and if this 1st [sic] impresion [sic] is not good it is more difficult for us to trust this person.

But now one question comes to my mind; if we judge people by the way they talk, teachers have all the responsibility due that [sic] they are in charge teaching the language they are using. So, which language (English in our case) do we have to teach? Real language or "standard"? I don't have the answer. In my opinion both are important.

XII. Annexus

Annexus 10 & 11. Topic of debate and pictures

GROUP 1



GROUP 2



F



G

H

GROUP 3



A

C



F

D



E

GROUP 4

A

B

C

D



GROUP 5

A



B



C

D



F

E





CONFLICTES

Un càrrec del PP acusa els 'sense papers' de no estudiar

La viceconsellera d'Educació de Madrid diu que prefereixen treballar

EL PERIÓDICO
MADRID

La viceconsellera d'Educació de Madrid, Carmen González (PP), es va veure ahir obligada a demanar disculpes per les declaracions que va fer a la revista *Magisterio* el dia 12 en referència als menors immigrants. Durant aquella entrevista, González va afirmar: «Qui ha arribat en pastera no ve a estudiar 3r d'ESO i jo el que he de fer és proporcionar-li una sortida el més directa possible al mercat laboral».

«A més -continuava la viceconsellera- a mi em creen un conflicte a la classe perquè aquest nen no vol ser-hi. Una cosa semblant passa amb els gitanos. El nen el que vol és anar amb el seu pare amb la *fregoneta* al mercat a vendre fruita».

Els portaveus del PSOE i IU a l'Assemblea de Madrid van qualificar les declaracions de «xenòfobes» i van demanar el cessament de la viceconsellera. El mateix van fer els representants de CCOO, UGT i l'associació de pares d'alumnes Giner de los Ríos.

Davant del cúmul de crítiques, la viceconsellera va admetre que les seves declaracions havien estat «desafortunades» i va demanar disculpes als que es vagin sentir ofesos. ≡

El Periódico, Dissabte 29 de maig del 2004