UAB

**Universitat Autònoma
de Barcelona**

**Dipòsit digital
de documents
de la UAB**

This is the **published version** of the bachelor thesis:

Aulinas Nogué, Marta; Pallarés Monge, Oriol. A Study of Teacher Questioning
Skills to Foster Student Participation in Classroom Tasks. 2010.

This version is available at https://ddd.uab.cat/record/69856
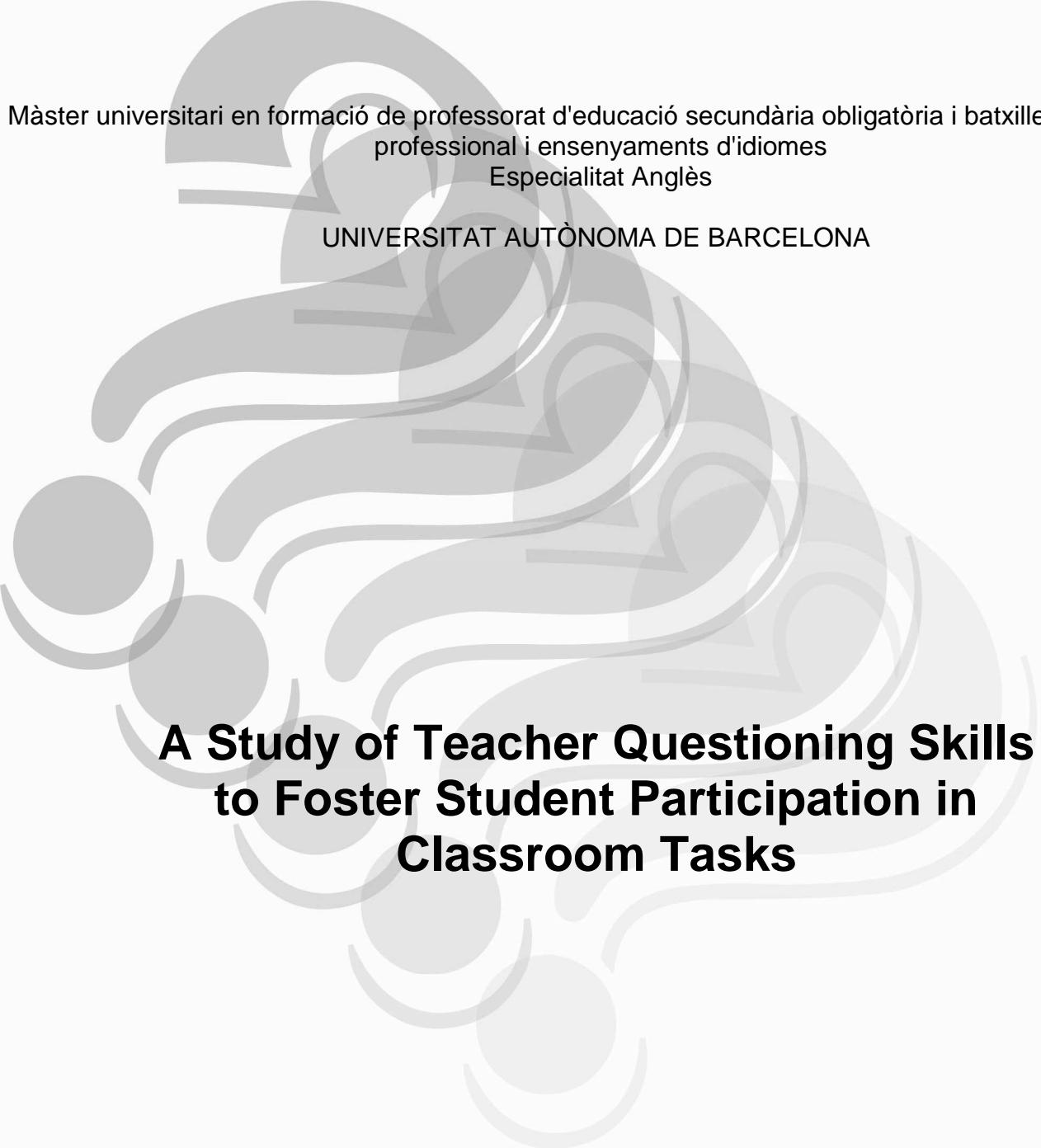
A Study of Teacher Questioning Skills to Foster Student Participation in Classroom Tasks

True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us
Socrates

Marta Aulinas Nogué
Tutor: Oriol Pallarés Monge
June 2010

Dedication

To Maria Àngels, a really special person, the one who encouraged me to immerse myself in the world of English when I was just a teenager and had no idea of the language.

Acknowledgments

I would like to express my gratitude to the many people who helped me during this Master course; to all those who provided support, talked things over, read, offered comments and assisted in the proofreading.

I would like to thank all the IES Salvador Espriu staff for the warm welcome they offered me, especially Núria Ramos, Carlota Petit and Teresa Socias, who helped me so much during my Practicum. I also would like to thank my teacher and tutor Oriol Pallarés for helping me with his guidance and advice when we were creating our materials and implementing the unit. I cannot forget Rafael González, who helped us in some classes during his stay as language assistant at the School, and David Bridgewater who helped me with the proofreading.

Thanks to Eva Codó for guiding me in the process of transcribing the video and to Cristina Escobar for her support and for reviewing my self-observation paper.

Above all, I want to thank my family, who supported and encouraged me in spite of all the time it took me away from them.

Last but not least, I want to thank all my Master course classmates. Without their support and good humour, it would have been a much longer journey.

TABLE OF CONTENTS

LIST OF FIGURES

Bilingual abstract

This project aims to analyse the kind of questions the teacher asks students in order to encourage them to participate in her classes. Consequently, the researcher has read relevant literature and has analysed a short excerpt of a video recorded during her first practicum. She has also analysed a number of activities carried out during her second practicum in order to find out if she had improved her questioning skills in the classroom.

Key words: questions, teacher talk, students' participation, transcription analysis.

Aquest treball pretén analitzar el tipus de preguntes que la professora fa als estudiants perquè participin a les seves classes. Per a dur a terme aquesta anàlisi, s'ha llegit literatura rellevant, s'ha analitzat una breu transcripció d'un vídeo gravat durant el primer pràcticum de la professora i s'han analitzat algunes activitats del segon pràcticum per veure si la professora ha millorat en la formulació de les preguntes.

Paraules clau: preguntes, discurs del professor, participació dels estudiants, anàlisi de la transcripció.

Introduction

This research project aims to find out how a student-teacher improves her skills during her practicum and what she still has to improve after these two periods of practicum. Consequently, this paper includes, on one hand, a detailed analysis of one of the activities the teacher led during her first practicum, and on the other hand, her reflections on the overall practicum.

The paper is divided into six different sections. The first one is a description of the context of the school and the groups with whom the student-teacher did her practicum and in which the video of the main analysis was recorded. It includes the school's social background and history. The objectives are explained in the second section, which is followed by the methodology used to carry out the study. The fourth section corresponds to the relevant literature which has been used to analyse the vignette, in the same section. After that, the researcher reflects on the overall practicum and tries to identify a number of improvements with respect to her first practicum. Finally, there is a reflection on the practicum, the findings derived from the analysis and the main areas for personal improvement.

The analytical part of this project focuses on teacher talk in a foreign language classroom and the strategies the teacher uses to hold students' attention and encourage them to participate in the task and in the conversation, and to hold their attention.

In order to study all these aspects, the researcher[1] observed a two-minute piece of video taken from a 2nd ESO group of special needs students at a secondary school in Barcelona. This group of students follows an adapted curriculum because they have difficulty in performing at the same level as other students. They are not used to speaking English in class. On that day, the group was made up of three girls and eight boys.

In this excerpt, students had to answer the questions individually on a worksheet (see annex No. 5) that the teacher provided, compare the answers in small groups and check them with the rest of the class.

The overall reflection section is mainly focused on the teaching unit that she and her classmate designed for a group of 1st ESO students at this secondary school in Barcelona. The unit was called Natural Disasters and it was designed to be used in a CLIL context. These students were also taking part in the Educat 1x1 project, for which they were each supposed to have a Netbook. When the teachers implemented the unit, the students did not have their laptops yet.

The researcher shows not only her best activities, but also the activities that did not work as she expected, as well as some of the materials she used during the eight weeks she taught at this high school. Therefore, this section not only aims to present her personal impressions, but also provide a documented account of the valuable experiences she lived through during these weeks. It is not a collection of every single thing she did during her practicum.

---

[1] The researcher and the teacher are the same person.

1.   *Context*

The school is located in Plaça de les Glòries, in El Clot neighbourhood, Sant Martí District, in Barcelona. It was not until 1897 that Sant Martí became part of the city, when it was annexed to Barcelona. Before that, Sant Martí spread from the Barcelona city wall to the Besòs River, and from the sea to the Carmel neighbourhood. Until the year 2006, it went under the name of Clot-Camp de l'Arpa in recognition of its geographical unification. El Clot is one of the oldest areas in the District, and since the Middle Ages, El Clot has been known for its wealth thanks to its mills and vegetable gardens. In the 15th and 16th centuries, wide-scale housing construction started and a number of small shops and craft workshops were built. In the 19th century, some flourmills and textile factories were established in the neighbourhood. Nowadays, the students at the school are the descendent of the lower middle-class inhabitants that used to live in the neighbourhood.

When the government decided to extend compulsory schooling from 14 to 16 years of age, the neighbours saw that they needed another high school and requested a new building. In 1996, the school started working, but it was not officially opened until the year 2000. Due to its shape, people from the neighbourhood, and specially the students, know the building as the "doughnut".

This is a new building, without architectural barriers and with big, bright, modern facilities. There are 660 students from 12 to 18 years old. The school is organised into 4 streams in ESO and 3 streams in Batxillerat. There are 59.5 teachers, 10 people from external staff and 5 people working in administration and services.

Currently, there is more demand for student places than vacancies, which means that the school has a good reputation, the demand for places is nearly 140% of the total number of places on offer, which suggests that the school is perceived as being a good and desirable place to study.

There are usually 30 students per class. However, this observation is focused on the teacher's first practicum experience in a class made up of 11 students with special needs. These students are 13-14 years old and they are studying 2nd ESO. This group is normally led by Núria Ramos during the English lessons, and the researcher and her class-mate worked with them for two weeks during the first practicum and for six weeks during the second practicum. This observation is based on one of the activities the teacher prepared for them during her first practicum (see the lesson plan in annex No.6). These students follow an adapted curriculum in order to let them reach the required level according to the official curriculum but at a slower pace, since they were unable to keep up with other students.

As for the section on impressions, the teaching unit was designed and implemented in two different groups of 12-13-year-old 1st ESO students. This part also collects information from other classes in which the teacher led some sessions, mainly a group of 2nd ESO and a group of 3rd ESO students with special needs and a group of 4th ESO students, also with special needs. It also includes information from Maths through English for 2nd ESO and 3rd ESO, where she took part.

2.   *Objectives and research questions*

The observation section has two main objectives. The first is to discover if students are really participating in the activity or are distracted by other concerns, whether they interact with the teacher, and the reasons for their behaviour. The second is to use this study to improve the researcher classes in the future and learn some strategies in order to attain the expected aims.

This study is focused on the kind of questions the teacher can use in order to hold her students attention and make them concentrate on the task instead of talking about other things. The researcher will also analyse which techniques she uses or could use in order to encourage students to participate. She also wants to find out whether or not the kind of questions the teacher asks students has an influence on their participation and she will analyse the amount and frequency of teacher talk in the classroom and the teacher's interaction with the students.

Finally, in the overall reflection on the practicum, the researcher tries to find out if she improved her questioning skills and she focuses on how to improve her management and timing skills.

3. *Methodology*

3.1. Empirical study

In order to conduct this classroom-based, qualitative-ethnographic study, the researcher carried out a first-hand observation of one of the sessions she taught with a group of 13-14 year old students with special needs at a high school in Barcelona during the second week of her first Practicum. Therefore, the objects of the study are the teacher and the students. However, the main focus of the study is to analyse the amount of teacher talk and how she encourages students to participate.

As mentioned above, this class is made up of eleven students: three girls and eight boys. The video was recorded on the 19th of January, 2010 at 12.30 pm. Although there were three teachers in the classroom (two trainee teachers and the teacher), the activity was led exclusively by the teacher-researcher. As mentioned in the introduction, the video shows the part of the activity in which students are supposed to discuss the answers in small groups and then answer the questions orally as part of a whole group activity.

In order to process the data, the researcher first used a digital media player to select a 2'35" snipped from a recording which lasted 8'24''. She then used a word processor to transcribe the discourse using basic transcription symbols. In order to carry out the analysis of the data, the researcher transcribed it and analysed the kind of questions the teacher uses. The researcher also used a quantitative approach, since she counted how many times the students speak in English and how many times they speak in Catalan or Spanish. She also created two graphs that show the percentage of teacher talk and the percentage of student talk[2].

Finally, the researcher used her mentor's feedback in order to obtain an overall vision of the activity, as well as to understand why some students were not able to participate in the classroom exchanges.

This research was supervised by Dr. Cristina Escobar.

3.2. Overall reflection

In order to write about her impressions of her two practica, the teacher recorded several sessions in order to get information about her progress and she analysed her questioning skills using a 1'08'' video taken from one of the activities she used in her teaching unit. She also re-read her diary, from which she extracted important information about how she felt at certain moments. She also analysed the activities she designed and their final results.

In order to process the data, the researcher first used a digital media player to select a 1'08" snipped from a recording which lasted 5'06''. She then used a word processor to transcribe the discourse using basic transcription symbols. In order to carry out the analysis of the data, the researcher transcribed it and analysed the kind of questions the teacher uses.

---

[2] Real names are not used to protect students' anonymity. School name has been also changed.

4.   *Small-scale empirical study*

4.1. **Theoretical framework**

4.1.1.   Classroom interaction

Tsui (1995: 6) defines classroom interaction as follows: *classroom interaction –in fact interaction of any fact- is a co-operative effort among participants*. According to Gaies, these participants are the students and the teacher. Tsui (1995) adds that interaction is a two-way process and the effort of the teacher to use different modifications is as important as the willing of the student to get involved. In the same line, Allwright and Bailey, cited in Tsui (1995: 7), point out that interaction *has to be managed by everyone taking part, not just by the teacher, because interaction is obviously not something you just do to people, but something people do together, collectively.*

Teacher-student interaction in the classroom has been widely studied. It is generally agreed that students only participate in 30% of talk and it is widely known that teacher's questions and explanations take up a large amount of teacher talk. However, the reason for this low level of student participation varies from one group to another.

Knowles (1983) remarks that teachers have to find a balance between the time they spend speaking and that of listening to the students. Antón (1999) points out that teachers are responsible for promoting communication in class. When a student does not feel confident in the use of language, the teacher plays an important role, because she[3] has to act as a *facilitator*, - a term also used by Johnson and Richards (1995) -. Thus, it is important that the teacher does not impose her own opinions, but facilitates students' talk by providing them with the right scaffolding.

Wells (1986), cited in Tsui (1995: 7), carried out a study which proves that children speak with adults more at home than in class. It is also demonstrated that children do not ask as many questions at school as they do at home. In other words, children's participation in exchanges decreases at school. This is due to the fact that they have fewer turns to speak, since the teacher poses the questions and students are reduced to answer them. According to Edwards and Westgate (1987), typically classroom talk is led by the teacher, and the teacher has to organize the turns so that all students have the same opportunity to talk regardless of their status or knowledge. Therefore, the teacher must know when she has to pre-allocate the right to speak. As Johnson and Richards (1995) point out, letting students express their opinions and then connecting them with the content of the lesson enables them to establish classroom communication. *Alter, adjust and extend what they do* (Johnson and Richards, 1995: 159). Tsui (1995) adds that the vast majority of the times, classroom interaction follows a protocol by which students have to wait their turn -for example, they have to raise their hands-, before giving their opinion. On the contrary, their answers may be rejected. Therefore, turn allocation also influences interaction.

Finally, according to Seliger (1977), there are two types of language learners: one of them generates input and participates in classroom interaction (high-input generators,

---

[3] The feminine gender is used in this article with an inclusive meaning.

HIG), the other one is more passive, does not participate in the classroom and hence deprives him or herself of obtaining input (low-input generators, LIG).

4.1.2. Questions and answers

According to Tsui (1995), questioning constitutes the major part of classroom talk. Questions are used not only to check students' comprehension, but also to involve them in the lesson or to practice a language. Therefore, the use of different kinds of questions helps to involve students in the interaction and makes them cooperate. Moreover, depending on the type of questions, the teacher will obtain longer or shorter answers from her students. As Knowles (1983) points out, the teacher has to ask the right questions and distinguish between a closed and an open question. Barnes defines closed questions as those that accept only one possible answer, and open questions as those that have a wider range of answers.

Barnes also distinguishes between factual and reasoning questions. Factual questions start by "what", "when" and "who", and they only have one correct answer. In contrast, reasoning questions start by "why" or "how" and have or may have more than one correct answer. However, not all the questions which start by "why" are reasoning questions, some are factual.

Long and Sato (1983), cited in Tsui (1995), divide the questions taking into account whether the teacher knows the answer (display questions) or not (referential questions). This distinction is important when analysing the type of interaction generated. Edwards and Westgage (1987) point out that many teachers ask display questions and Hunter (1972) and Hargie (1978), cited in Edwards and Westgage (1987: 83), had already stated that teachers tend to *ask a large number of questions, most of which elicit factual and brief answers rather than any extended display of reasoning*. Display questions, typical in classroom conversation, are usually followed by feedback. In contrast, referential questions are usually found in social communication and feedback is rarely provided. The effect of using display and/or closed questions is to get shorter and more limited answers, since only specific answers are accepted.

Socratic questioning is a technique also used by teachers in order to get the final answer from the students. Tsui (1995: 64) defines this process as *going from general to specific*. On the other hand, we find an "inverted funnel" or "pyramid method" (Hargie et. al., 1981), cited by Knowles (1983), which consists of starting with a closed question that gradually opens up.

Several studies in England (Barnes, Britton and Torbe 1987) demonstrate that the passivity of students was due to the kind of questions they were exposed to. These questions were mainly "pseudo-questions", for example, for the question *What can you tell me about a Bunsen Burner?* an answer such *You can burn paper on it* would not be accepted, the student had to look at his notes in order to answer what the teacher expected. During these lessons, students *were not encouraged to initiate exchanges, to inquire, question, persuade, expatiate, surmise, criticize* (Barnes 1990: 41)

Regarding the responses, White and Lightbow, cited in Tsui (1995: 21), in a study carried out in 1984 among three ESL Secondary teachers found that *about 40 per cent*

of their questions received no response. As we will see below, there is not a unique reason for this kind of behaviour.

Teachers have to bear in mind that they cannot direct the same questions to all students. When a teacher poses a demanding question and gets no answer, she has to change it for another less demanding one.

4.1.3. Turn-allocation and turn-taking

Students' turns may be allocated by the teacher or initiated by themselves (self-initiated turn) by asking questions. As Antón (1999) points out, the way turns are allocated indicates whether it is a teacher-centred or a student-centred classroom. According to Allwright, cited in Tsui (1995: 19), some students are so shy that they keep their turns privately. Therefore, the teacher has to try to make the students convert these private turns into public ones. In order for the students to learn, they should self-select their turns (Johnson and Richards, 1995). Therefore, all teachers should encourage students to express their own opinions, with a good deal of overlapping, self-selection and participation.

In a classroom, the teacher is usually the authority, and as Lörcher and Van Lier, cited in Antón (1999), point out, they usually allocate turns in a teacher-fronted classroom. When allocating turns, teachers can use general solicits -they throw the question out the class- or personal solicits -they nominate someone-, Allwright and Bailey, cited in Tsui (1995: 72). In order to help them, they can use gestures and point at one student, or look around the class.

Teachers frequently start with a general solicit and, if they do not get any response, they formulate a personal solicit. Most teachers use personal solicit questions in order to save time or avoid silence and tend to allocate the brighter students without being aware of that. Consequently, some students may feel ignored and lose confidence in themselves. Moreover, it is important that the teacher changes the allocations according to the type of questions; a recall question is not the same as a thinking question.

When analysing interaction and participation in class, it is also important to identify whether the teacher needs to nominate students in order to get a response or whether students answer without being previously nominated. Indeed, some students take private turns, meaning that they respond by themselves and they do not share their own opinions with the teacher or the students. For example, some students prefer not to say anything at all rather than admit they do not understand the question and the communication breaks down.

Sato (1982), cited in Tsui (1995: 78), found out that the background of the student does influence turn-taking behaviour. She observed and compared some Asian and non-Asian students and she realised that the latter took more "self-selected" turns than the former.

Finally, and as Allwright (2000) points out, the nature of the interaction that takes place in a classroom influences the success or failure in language learning, as does negotiation.

4.1.4. Student participation in ESL classrooms

As mentioned above, students only participate in 30% of classroom talk. There are several reasons why students do not participate in class and do not answer the questions posed by the teacher. They may feel uncomfortable, shy, or it could even be due to their anxiety. According to Tsui (1995), we can distinguish between "trait anxiety" and "state anxiety"; the first one is suffered by those that are generally nervous and tense, while the latter is specific to a situation. Tsui also points out that some students do not participate in language classes because of their lack proficiency, since they are afraid of being laughed at by their peers.

Susan Philips, cited in Johnson and Richards (1995: 57), carried out a study of four different kinds of interaction in the classroom (teacher with all the students, teacher with small groups of students, students working individually and small group activities) that demonstrates that the students are more willing to interact in a self nominating situation and without leadership differences among them. Moreover, Tsui (1995) points out that it provides them with the chance of participating in a genuine conversation.

Taking into account that the vast majority of interactions in a classroom are composed of initiation, response and feedback, it is really important that the students receive feedback. It has been demonstrated that after giving feedback, students are more willing to participate and correct their answers. Correspondingly, many teachers withhold feedback until students produce a correct response and value every contribution positively in order to motivate students to participate.

When students do not understand a question, it is not enough to repeat it in the same words; it has to be modified and reformulated. Nussbaum (1990) also suggests that teachers can use other forms of the same language and use other codes. For example, they can use a code-switching strategy, which means that another language is used in the conversation. In a classroom environment, this language is usually L1. However, according to Masats, Nussbaum and Unamuno, cited in Masats (2008), code-switching cannot be labelled as a proficiency difficulty. Rather, it has to be studied according to the users. Moreover, as Johnson and Richards point out (1995), teachers should create more opportunities for participating and learning from classrooms events in order to promote communication. It is important to state exactly what students are expected to do. *It is particularly important to make the referent clear when giving instructions* (Tsui, 1995: 58). *When students know exactly what is expected from them and have ample opportunity to prepare, they are more willing to participate in classrooms events* (Johnson and Richards, 1995: 155). Waiting a reasonable amount of time also helps to get an answer.

Last but not least, students participate more when they are interested in a subject. However, we must not confuse interest with excitement. White (quoted by Wilson, 1971: 43) defines interest as follows:

> To feel interested in anything is to feel attracted to it; to feel inclined to give attention to it. Naturally, it also involves feeling disinclined to attend other things, and feeling vexed, unhappy and uncomfortable, when prevented from giving attention to it.

4.1.5. Strategies to make students participate

Teachers can use different strategies in order to increase student participation and interaction in the classroom. Here are some ideas:

Take advantage of students' knowledge about an issue in order to generate further discussion.

Make children pose the questions and answer them according to the previous knowledge they have.

Give feedback. Students need to know if they are doing a good job, otherwise they can feel frustrated.

Make students repeat the questions they have reformulated beforehand until they pose the correct one in terms of content and form.

Modify the speech, reformulate the questions, exaggerate the intonation or use simpler syntax forms and vocabulary, paraphrase.

Change a Wh- question for a yes-no question because the answer is much narrower.

Use synonyms. Change a positive question for a negative one.

Provide clues. Teachers can use part of the answer to make students give the last part or give them one possibility and they have to complete the rest.

(Tsui 1995)

4.2. Analysis

4.2.1. Turn-by turn analysis

In this excerpt of the video, there are 69 turns, from which we can extract the following information.

Participants	Times
Celso	1
Cristian	1
FT2	2
Gemma	2
Undefined	2
Pierre	2
Isidoro	3
Laura	3
Fran	4
Paul	4
Mary	7
Ss	12
FT1	22

Classroom interaction (I)
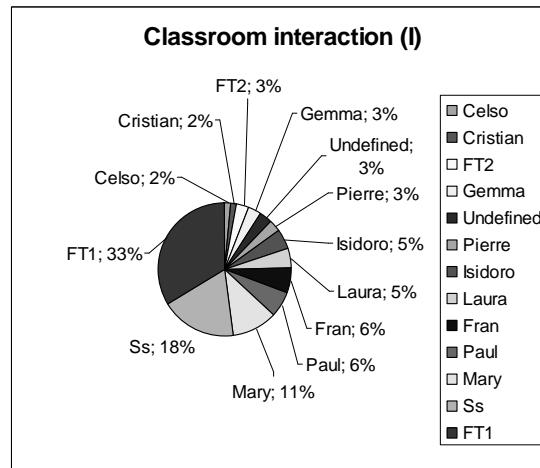
The teacher participates in 33% of the exchanges in the classroom if we take into account all the turns in which students are talking to each other. However, we cannot usually understand what they are saying because they speak very quietly and the speech is inaudible. According to the literature read, this would be a typical situation in a classroom environment, where the teacher's questions and explanations take up a large amount of classroom talk.

Participants	Times
Celso	1
Cristian	1
FT2	2
Gemma	2
Undefined	2
Pierre	2
Isidoro	3
Laura	3
Fran	4
Paul	4
Mary	7
FT1	22

Classroom Interaction (II)
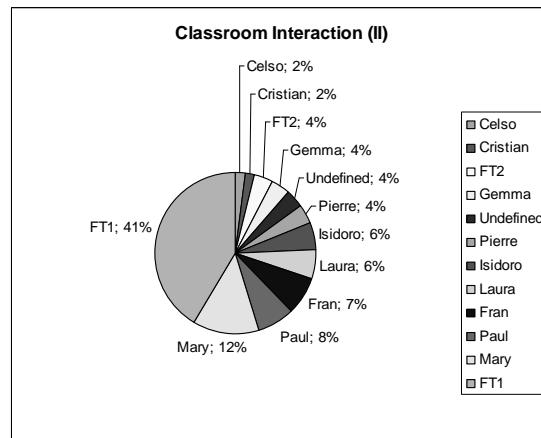
If we analyse the classroom talk without taking into account all these turns, then the teacher speaks 41% of the time. Another important feature of this excerpt is that only 8 of 11 students participate minimally in the classroom exchanges. However, it does not mean that they are taking part in the real exchange the teacher expects. Moreover, only one student (Mary) uses English, and she does it only in one of the seven turns she participates in.

Fragment 1

1.	Mary	Ya está	
2.	FT1	you wanted to play it again?	Looks at the students
3.	Gemma	No	
4.	FT1	Ok	
5.	Undefined	((coughs))	
6.	FT1	so (.) now you ca:n compare your answers with the people of your group (.) you have three minutes and then we will correct	Moves from the computer to the door, switches on the lights, makes some gestures to indicate that it is group work, looks at the clock and indicates "three" with her fingers

In the first part of the excerpt, in turn 2, the teacher wants to make sure that they have the individual answers and poses a general solicit and closed question "you want to play it again?" Although it is addressed to the entire group, only Gemma answers. Then, in turn 6, the teacher explains what the students will have to do. In order to reinforce her instructions, the teacher indicates the time the students have to do the activity with her fingers.

Fragment 2

10.	Mary	*yo no entiendo* [*muy bién*]	
11.	Paul	[*no?*] XXX *la última vez*	Turns to Peter, who is sitting behind him
12.	Pierre	[XXX *compra* XXX XXX XXX XXX XXX]	
13.	FT1	you need [you know (.) some words (.) some vocabulary and]	Keeps walking around the class. She stops in front of a group of students.
14.	Ss	[XXX XXX XXX XXX XXX XXX XXX XXX XXX]	
15.	Paul	XXX *copiar todo*	Raises his hand complaining
16.	Ss	XXX	
17.	Mary	XXX *cambia*	
18.	Pierre	º*no te quejes*º	
19.	Paul	º*y tu tampoco*º	
20.	FT1	e: One negative point for:: (.) you both (.) I don't know your (.) your names=	Turns around and points at the two students who are arguing. Bends over slightly.
21.	FT2	=Jacint and Joan	Points with a pen
22.	Cristian	yo?	
23.	FT1	no (.) they	Points at them again because the FT2 was wrong.
24.	FT2	ah/ (.) Marc and Joan	Points at the Ss again
25.	FT1	ok (.) thank you	

In turn 10, Mary says that she cannot understand the activity very well, using Spanish all the time. The teacher, in turn 13, offers to help the students by telling them that they

can ask for help if they have any doubts. So, she is responsible for the vast majority of classroom talk. She walks around the classroom in order to make sure they are doing the work. However, there are two students that argue about something completely unrelated (turns 15 to 19) to which the teacher responds by giving a negative point to each student, which, while not evident in this short excerpt, is a widely used technique with this group to encourage students to work. This exchange between the teacher and the students goes on until turn 25. If we take into account the idea stated by Tsui that if a student feels anxious, his or her participation may decrease, we can conclude that the teacher should have used other techniques, such us asking them about the video or encouraging them to ask their classmates questions.

Fragment 3

29.	FT1	can you compare your answers? (.) with the other people?	Starts walking again to see another group working. Ernest looks at her and then goes on working.
30.		(3.0)	
31.	FT1	maybe it was too:: fast for them	Addresses the mentor. Meanwhile students are working.

Now, in turn 29, the teacher uses an indirect act, she asks the question "Can you compare your answers with the other people?" to indicate the task the students have to do.

In turn 31, we can see a self-reflection from the teacher: "maybe it was too fast for them", she comments to her mentor. By which we can assume that she realises that she made a mistake in choosing the material, since students are not doing the task as she had expected.

Fragment 4

32.	Ss	ºXXXº	
33.	Mary	One question	Turns her head and raises her hand
34.	FT1	yes?	Turns around to answer the question.
35.	Mary	XXX Will Smith	
36.	FT1	yes(.) Will Smith says m::. (.) always the key to life i::s m:: [and:: (.)] it was on the title/ running/ (.) and reading/	The group made up of Laura, Fran and Isidoro is playing and laughing quietly. The teacher uses gestures. She cannot see Laura, Fran and Isidoro playing because she has her back to them.
37.	Laura	[((laughs))]	
38.	Mary	º*si pero*º	
39.	FT1	running.	
40.	Mary	*¿qué va primero?*	
41.	FT1	[It's the same (.) he says the words running and then reading (.) but I think that it's (.) important [(.)] they both, so you can ºXXXº]	Goes to the teacher's table. Laura looks at her.

In turn 33, Mary asks the teacher a question in English. It is the only time a student uses English in the classroom talk. Based on this exchange, we can draw the conclusion that this student is working on questions 2 and 3 from the worksheet (annex No. 5) and that she wants to work despite what her classmates are doing. We have to

take into account that this part of the activity consists of discussing the different answers in small groups. Therefore, Mary initiates a sequence with a question and the teacher answers with another question "yes?" In turn 35, Mary asks another question and the teacher uses one of the strategies mentioned in the literature section, she exaggerates her intonation to encourage Mary to think. Moreover, instead of answering right away, the teacher first explains in what moment of the video she can see and hear the answer and then she gives her the answer without waiting. As a result, Mary does not have enough time to think of the answer. The teacher does not take advantage of the situation to encourage the rest of the students to participate in the exchange. In the same turn 36, the teacher also uses gestures to make the student understand the situation. In turn 38, Mary initiates another sequence. She wants to know the exact order of the concepts. Teacher responds in turn 41.

Fragment 5

42.	FT1	yes(.) Will Smith says m::. (.) always the key to life i::s m:: [and:: (.)] it was on the title/ running/ (.) and reading/	The group made up of Laura, Fran and Isidoro is playing and laughing quietly. The teacher uses gestures. She cannot see Laura, Fran and Isidoro playing because she has her back to them.

Picture 1: Classroom layout

| board |
| Teacher's table |

computer

Gemma	Mary	Paul
Laura	Teacher	
Fran	Isidoro	Cristian	Pierre

| Ernest | |
| Celso | Miquel |
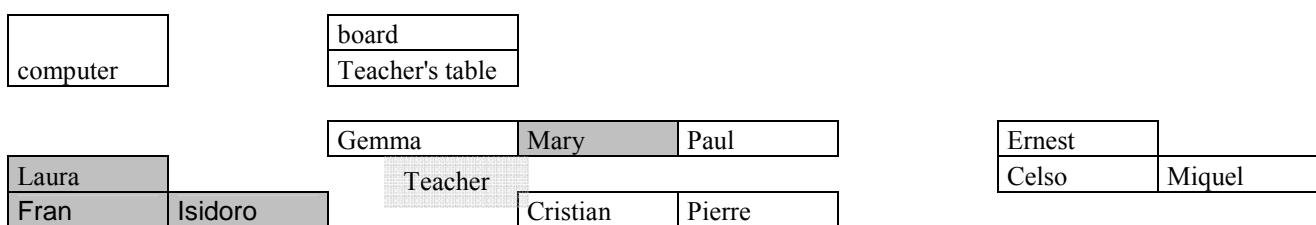
Going back to turn 36, while the teacher talks to Mary, Laura, Fran and Isidoro are playing. She cannot see them because she has her back to students' table.

Fragment 6

43.	FT1	so (.) time's over/ [can anyone (.) complete the first sentence?] (2.0) I don't know (.) for example you? (0.15)	Turns to the class. Points at Laura.
44.	Ss	°[XXX XXX XXX XXX XXX XXX XXX XXX]°	
45.	Laura	u::	Turns her head to the right and hides her face
46.	FT1	no? (.) I gona say something I want to remember for the rest of your?	Carries on looking at Laura,
47.	Laura	((laughs))	Puts her head on the table, smiling.
48.	FT1	can you listen to me please?	Addresses Ernest, Miquel and Celso's group. Pierre points at the whiteboard.

The last part starts in turn 50, when the teacher states that they have no more time and initiates a sequence with a general solicit. Without giving time for them to answer, she formulates the question again using a personal solicit; she points at Laura in order to get the response. However, as we can see in turn 52, Laura does not answer. Instead, she hides her face. The teacher carries on looking at Laura and reads the question again to get a response from her but Laura does not answer. The teacher does not wait enough time for her to answer, she waits less than a second, because she has to turn around to call another group of students to order (turn 55).

Fragment 7

60.	FT1	[anyone?]	Turns to the other side of the class, looking at Laura, Fran and Isidoro's group.
61.	Fran	*yo se dónde estamos pero no la he contestado*	The teacher approaches them.
62.	FT1	a (.) try	Makes encouraging gestures
63.	Ss	°XXX°	
64.	FT1	try, say something that you think Will Smith=	Looks at the paper and then at Fran. More gestures. Looks at the sheet again.
65.	Fran	=*es que no he contestado todavía*	Stops looking at the paper and looks up to the teacher.
66.	FT1	ok	
67.	Fran	*sé donde estamos pero no he contestado*	
68.	FT1	I'll put it once	Goes to the computer.
69.	Fran	*he contestado pero no tiene nada que ver*	To Isidoro

The teacher carries on asking for an answer in turn 60. She now uses a general solicit again "anyone?" in order to give students the opportunity to participate. In turn 61, Fran answers that he knows what he has to do but that he does not have the answer. Here, we can observe a misunderstanding by the teacher, since she encourages Fran to say the answer aloud in English but he does not have it. To do so, she uses some gestures and the word "try" several times. She also gives feedback in turn 68, when she offers to play the video again.

4.2.2. How the teacher encourages her students

After reading about the importance of the teacher's questions in classroom interaction, The researcher is going to focus on the questions that the teacher poses in order to encourage student participation. She also will analyse whether she uses other strategies to encourage students to participate in her classes.

First, it has to be mentioned that the first part of the transcript belongs to the explanation and work-group task and the teacher does not need to ask many questions. According to Tsui and several other researchers and scholars, teachers' explanations also take up a large amount of time in the classroom.

Fragment 1

6.	FT1	so (.) now you ca:n compare your answers with the people of your group (.) you have three minutes and then we will correct	Moves from the computer to the door, switches on the lights, makes some gestures to indicate that it is group work, looks at the clock and indicates "three" with her fingers
50.	FT1	so (.) time's over/ [can anyone (.) complete the first sentence?] (2.0) I don't know (.) for example you? (0.15)	Turns to the class. Points at Laura.

In turn 6 and turn 50, the teacher tells the whole class what to do.

Fragment 2

36.	FT1	yes(.) Will Smith says m::. (.) always the key to life i::s m:: [and:: (.)] it was on the title/ running/ (.) and reading/	The group made up of Laura, Fran and Isidoro is playing and laughing quietly. The teacher uses gestures. She cannot see Laura, Fran and Isidoro playing because she has her back to them.
37.	Laura	[((laughs))]	
38.	Mary	°si pero°	
39.	FT1	running.	
40.	Mary	¿qué va primero?	
41.	FT1	[It's the same (.) he says the words running and then reading (.) but I think that it's (.) important [(.)] they both, so you can °XXX°]	Goes to the teacher's table. Laura looks at her.

In turns 36, 39 and 41 she helps a student (Mary) to solve a problem. She tries to repeat what they had listened to using gestures and the intonation. According to Tsui, this is one of the strategies a teacher can use to foster students' participation.

Fragment 3

50.	FT1	so (.) time's over/ [can anyone (.) complete the first sentence?] (.) I don't know (.) for example you?	Turns to the class. Points at Laura.
51.	Ss	°[XXX XXX XXX XXX XXX XXX XXX]°	
52.	Laura	u::	Turns her head to the right and hides her face

16

53.	FT1	no? (.) I gona say something I want to remember for the rest of your?	Carries on looking at Laura,
54.	Laura	((laughs))	Puts her head on the table, smiling.
55.	FT1	can you listen to me please?	Addresses Ernest, Miquel and Celso's group. Pierre points at the whiteboard.
56.		(pause circa 19.0)	
57.	Undefined	Please	
58.	Ss	°XXX°	
59.	Fran	[*yo sé*]	
60.	FT1	[anyone?]	Turns to the other side of the class, looking at Laura, Fran and Isidoro's group.
61.	Fran	*yo se dónde estamos pero no la he contestado*	The teacher approaches them.
62.	FT1	a (.) try	Makes encouraging gestures
63.	Ss	°XXX°	
64.	FT1	try, say something that you think Will Smith=	Looks at the paper and then at Fran. More gestures. Looks at the sheet again.
65.	Fran	=*es que no he contestado todavía*	Stops looking at the paper and looks up to the teacher.
66.	FT1	ok	
67.	Fran	*sé donde estamos pero no he contestado*	
68.	FT1	I'll put it once	Goes to the computer.
69.	Fran	*he contestado pero no tiene nada que ver*	To Isidoro

From turn 50 to turn 69, the teacher tries to make students answer what they are supposed to have compared with their partners. In order to do that, she reads the first question from the worksheet "*I gonna say something I want you to remember for the rest of your*" (annex No. 5). She also tries to make students listen to her using an indirect act in which she asks students to pay attention. However, the teacher neither modifies the speech, nor paraphrases the question. Therefore, she is not using any of the strategies mentioned in the literature part.

The teacher mainly uses general solicit questions, as we can see in turns 2, 50 and 60. However, in turn 50, she also uses a personal solicit question, since she does not get any answer, but she only waits two seconds between the general solicit question and the personal solicit question. For example, in turn 2, she goes on with the lesson as soon as she hears Gemma saying "no". In turn 50, she only waits two seconds to get an answer, and in turn 60, she receives a response from Fran, who says that he doesn't know the answer. She then turns to him and tries to help him, but she doesn't take advantage of the other students' knowledge. Therefore, students do not have the chance to think about the answer and self-select.

As we can see in turns 61, 62 and 64, the teacher uses encouraging gestures because she wants Fran to speak, since he is the only student who has answered her question, a general solicit one. She also used gestures when she was helping Mary to solve her

doubt. By contrast, she does not encourage Laura when she does not feel like answering. In this case, the teacher turns to another group that was chatting. So, here, the teacher is not aware that it could be a good moment to ask students more questions and illicit their knowledge.

As we can see, only a few strategies mentioned in the literature section were used by the teacher. On one hand, she exaggerates her intonation when she is helping Mary with question number one. She also uses some clues, since she tells the student when the sentence was said and clarifies that it was written on the screen. In turn 62, she uses the word "try" and she exaggerates her intonation again in order to help Fran with the answer. On the other hand, she does not take advantage of what the students might know about Will Smith in order to generate further discussion. In turn 64, we can see that while the teacher tries to encourage the student to make a response according to what he thinks, she does not push him for the correct answer. In the end, Fran says that he does not know the answer and the teacher decides to play the video again.

In this small excerpt, we cannot see any feedback, even when Mary tries to answer the first question. According to Hunter and Hargie, display questions are usually followed by feedback. Therefore, this excerpt is not a typical classroom situation. According to Tsui (1995), giving feedback allows children to feel more comfortable and increases their participation in classroom tasks. Since the teacher is asking for the answers, she does not use any open question. Therefore, she does not switch from open questions to closed questions.

4.3. Brief reflection on the analysis

From this analysis, it can be deduced that the teacher needs to improve her questioning skills in order to encourage students to participate in class. Taking into account the literature read, it can be inferred that this teacher, in this particular excerpt, only uses a few of the wide range of existing question types. This analysis shows that she only uses closed and display questions. She does not use any factual or reasoning question, or one single referential question.

5. *Overall reflection on the process of professionalization throughout the course*

After studying her use of questions during Practicum I, the researcher reflects on her overall practicum to find out whether she has improved her skills. Therefore, this part of the paper analyses how the researcher designed the activities for the students and tries to find out whether or not she has improved her questioning and management skills.

5.1. General introduction to the practicum

On the 15 December 2009, before the Practicum started, the teacher visited the school to get to know the main facilities. She had a meeting with one of the mentors that she and her colleagues would later work with. The teachers divided themselves into two teams: two teachers for each mentor. To decide on the teams, the mentor showed them her subjects and they chose the teams according to their preferences. Some days later, a fifth teacher joined them.

The teachers also met the Principal of the school, who showed them a PowerPoint presentation on the school's objectives. He also gave them a leaflet about a Congress for success in education that had taken place at the school some months before. He told the teachers that they would have to attend a number of meetings during their Practicum.

The researcher expressed her interest in preparing material for the citizenship classes. After working hard looking for some material during her Christmas' holidays, she was not allowed to take part in that particular project, since she could only prepare materials and classes for her mentor. However, in the end it was useful in one way: at least it gave Teresa (the other mentor) some ideas. (See annex No. 10).

She prepared a PowerPoint presentation in Catalan because the book is written in Catalan and she was told that they sometimes use Catalan and sometimes English (go to annex No. 11 to see an image that includes all the slides the teacher prepared).

As Nussbaum (1990) suggests, teachers can use different forms of the same language and use other codes in the classrooms. She adds that the classroom is one of the places where contact between languages takes place. In this particular case, the teacher takes advantage of the fact that she is also the English teacher to teach another subject and she uses L1 (Catalan) and L2 (English) as a strategy to help students to learn more English. In other words, she is implementing pseudo-CLIL. Dalton-Puffer (2007: 1) defines CLIL as follows:

> The term Content-and-Learning-Language-Integrated-Learning (CLIL) refers to educational settings where a language other than the students' mother tongue is used as medium of instruction.

According to Dalton-Puffer (2007), CLIL is a relatively new phenomenon that has gained importance due to internationalization and globalization.

As mentioned before, there are a number of CLIL subjects at that School. As we will see below, the researcher took part in Maths through English, in which one teacher is

responsible for the content and another teacher helps students with the language. In Catalonia, this type of teaching is part of the 1 +1= 1 Project, which means that there are two teachers in a classroom working as one. The researcher and her peer designed a content-based unit, which could also be classified as a pseudo-CLIL unit.

Despite not being allowed to use her presentation, the researcher used Teresa's comments as an important guide for the design of other materials. She realised that the material had to be chosen according to the age and maturity of students. (See the e-mail in annex No. 10). She also concluded that activities must have a good, gripping starting point, should not be too long, and had to be suitable for the age of the students, since students are reluctant to participate in an activity they perceive as being either too childish or too mature for them. Moreover, the material should be attractive, include images and present a clear task or focus.

The researcher carried out her Practicum in two periods. The first period started on 11 January 2010 and lasted two weeks. The second period lasted six weeks, from 8 March 2010 to 23 April 2010. As mentioned before, the researcher worked together with a colleague under the supervision of a mentor, who gave them feedback and helped them whenever necessary.

During the first Practicum, the teachers started teaching on the second day. Learning how to control the timing was one of the biggest challenges for the researcher, she realised that she had to control the timing as soon as she introduced herself using an activity designed to encourage students to think through images and words, as well as to express their own opinions in public. As mentioned above, according to As John McRae (APAC 2010 opening session), thinking is the fifth skill of learning.

She used envelopes for her 1st ESO groups; each of which contained a clue. Students had to guess their meaning and tell the rest of the class what they had learnt about the teacher. She tried to awaken interest in one particular photograph depicting the Tower of Babel. She achieved her aim since as soon as they saw the image, they began asking her what it was and they had the opportunity to learn something new. The researcher realised that if a teacher manages to capture the interest of her students and create the right atmosphere, they demonstrate their interest in learning and they do actually learn.

For the rest of the groups, she used an activity she had learnt in one of her teacher's theoretical classes. She drew a line with four peaks. She wrote a year above each peak and the students had to guess why that year was important for the teacher.

After carrying out these two activities, the researcher realised that, while some students were interested in guessing why those years were important for her, other students were not interested in the activity at all. She tried to imagine the reasons why those students were not motivated to participate, but she had to wait some days to find out the reasons why. She found out the response when the two teachers were asked to prepare an activity about the family. They decided to use two different kinds of material. On the one hand, they used images from the Simpsons and created a family tree, on the other hand, they used personal photographs belonging to one of the teachers to create a parallel family tree for her. The researcher observed how the two teachers

managed to awaken the students' interest with the use of more directly personal photos.

5.2. The two activities presented at University during Practicum I

The teacher had to present two activities at University during the first period of her practicum. She decided to present two activities she had carried out with a 3rd ESO group and a 2nd ESO group, both made up of students with special needs, because she had only seen the 1st ESO students on the day her classmate and her introduced themselves. The latter formed the basis of the study presented above.

Apart from the analysis of the questions she used, she also reflected on other aspects. At first, she thought that the activity, consisting of a video featuring Will Smith, had been a failure, since some of the students were not paying attention. However, after seeing the video and analysing the excerpt, she realised that most of the students had in fact followed it. Her mentor's feedback (see Annex No. 7) suggests that this particular activity was a success, but too long. Therefore, for her second Practicum she tried to design short and interesting activities, with a warm-up at the beginning and a conclusion at the end because, according to her mentor's feedback again, the conclusion was one of the strong points of this activity. From the teacher's point of view, the best point was the star chosen, since she realised that all of the students knew who Will Smith was, and they were impatient to understand him and find out what he was going to say. After the activity, the teacher felt a little worried, because she thought it had been a failure, but after reading her mentor's feedback she felt much more confident. (See an excerpt of the teacher's diary on that day in annex No. 9)

The teacher also presented a dynamic activity in which students had to talk and practice the "Have got" expression. At that point she did not know that this group does not like having to stand up and do activities, especially on a Friday at 8.00 am. However, after a little encouragement, they did stand up and participate, (go to annex No. 8 to see the activity plan). The teacher realised that her aim had been achieved, since students were able to internalize the structure they were supposed to learn. She also found out that designing a Plan B had been a good idea. She had to organise the students in a line and not in a circle as she had originally planned. On that day, the teacher also realised that students prefer to work with their own concrete experiences and possessions rather than working with abstract objects, since some of them were unable to imagine having only one object in their bedroom. (See the teacher's feelings in Annex No. 9)

5.3. Students with special needs

During her two practica the teacher worked mainly with special needs students, called "diversitat" groups at this school. Pursuant to paragraph 5 of article 57 of Llei d'Educació de Catalunya (LEC) 2009, all schools must cover all their students' needs and provide them with the best opportunities so that they are able to adapt to our constantly changing society. The LEC and the article 19 of the Ley Orgánica de la Educación (LOE) 2006, also state that primary and secondary schools have to detect and prevent difficulties in learning and provide individualised attention. In order for the

schools to put this into practice, the "Departament d'Ensenyament" provides the schools with general guidelines but allows them to organise the groups according to their own material and human resources. Therefore, schools have to adapt the students' curricula whenever necessary and use all their support mechanisms as soon as these learning difficulties are detected.

According to Brennan (1985), not all special needs affect the curriculum. Actually, all students may have a special need of some kind. According to the Warnock Report, cited in Brennan (1985: 28), the term special educational needs does not mean that a particular student needs a special teacher, but that s/he has certain requirements. These requirements may be:

a) special facilities or resources to access the curriculum,

b) a special curriculum,

c) particular attention to social structure and emotional climate.

This report also suggests that the curriculum should be suitable to the child's learning needs. Therefore, the teacher and her peer adapted the material to these students bearing in mind their needs and the current curriculum.

Vigotsky defines the zone of proximal development (ZPD) as "*the difference between what a learner can do without help and what he or she can do with help*". According to his theory, learning takes place in this zone. Therefore, teaching must take place in this zone, since if teaching acts in the zone in which the student is already competent, no real learning will take place. Taking into account this theory, the use of tasks suitable to this zone creates the conditions in which learning can take place. Therefore, the two teachers tried to adapt the tasks according to the students' level of English and their needs. Following this principal, a number of tasks were used with different groups because they were working on the same topic and their needs were quite similar (see annexes No. 12 and 13 to find out how the teacher and her peer adapted the activities).

The researcher realised that the level of English of one of the students was higher than that of the others. In accordance with the laws mentioned above, this student received special attention because of his behaviour and he was not able to perform at the same level as other students in other subjects. However, it was too late for her to change the activities because her Practicum was virtually over.

During her second Practicum, the teacher was more aware of the students' preferences, she realised that 4th ESO students liked talking about drugs. The teacher took advantage of this preference and prepared a task about the problems associated with drug abuse. These students got involved in the activity as soon as they saw the title: "Not all teenagers take drugs" was their first comment. Although they did not always communicate in English, they could understand the main meaning and learnt some vocabulary, they talked about the subject and the main goals were achieved. (Go to annex No. 14 to see shortened text used to design the activity).

5.4. Design and implementation of a teaching unit

The teacher and her peer taught their teaching unit to two different 1st ESO groups consisting of 11 year old students. As mentioned above, their mentor is in charge of the subject of English for the students with special needs from 2nd ESO to 4th ESO. She is also the teacher of the two 1st ESO groups that take part in the EduCat1x1 project and she is the language teacher/support in the Maths through English class. The teacher and her peer were able to choose if they wanted to design their unit for 1st ESO students or for one of the special needs groups, since the Maths through English project is a pre-designed CLIL project and they could only become part of the team. After their first period of practicum, they decided to design their unit for 1st ESO because the teacher and her peer were motivated about doing something completely new for them: a unit devised and designed to be used in a digital context. Although they did not know much about this project, preparing a digital unit became one of their biggest and most exciting challenges. As we will see below, the teacher and her peer had the chance to use different software and had to face a number of unforeseen events that allowed them to train and improve their skills as teachers. The use of ICTs was a rewarding experience for the teacher, since she found out about a large number of tools and resources she did not know before and which she will be able to use in the future as tools to encourage students to learn either by themselves or with her help.

5.4.1. The Educat1x1 Project

The project itself

In Spain, this project is called *Educación 2.0.*, and when implemented, will mean that each student will have a personal Netbook to be used during the lessons at school. The Spanish government subsidizes half the price of the Netbook, and the regional government subsidizes the other half of the price for fifth year primary school students. However, the Catalan government decided to invest the money in extending broadband connectivity. Therefore, the families have to pay half of the final price. Moreover, instead of putting the project into practice with fifth year students, the Catalan government provided computers to 1st ESO students. In reality, the situation was completely different from the original idea set out in the project: the teacher's computer was the only one in the classroom.

The communication media used by the teachers

To design and implement the digital unit, the teachers needed to choose a digital support as their main tool and communication media. At first, they doubted between using Quaderns digitals or the Moodle. In the end, they decided to use the Moodle because they thought that students were already used to it. Therefore, they started uploading the materials to the Moodle as soon as they had designed them (see the appearance of the teachers' space in annex No. 15). Students were then able to download and use them to complete their tasks and create a digital book. To the teachers' surprise, students did not have automatic access to their mentor's virtual classroom course. When the two teachers arrived in class on the second day, they asked the students if they had downloaded the corresponding materials. The students told them that they could not access the course because they did not know the password. Actually, they were supposed to have the password but they did not

remember it. Consequently, the teacher and her peer had to register their 62 students one by one. This process lasted more than one hour. The teacher realised that it is important to know not only the tools to be used, but also whether students know how to use them before starting a new project.

A digital project does not mean using a PDF as a book, but using the computer to work with interactive material. Thus, the teacher and her peer tried to use as much digital media as they could. Moreover, they asked students to create a digital portfolio as a final task using the www.myebook.com website. Students had to include the materials used in class and their personal comments about the sessions. The students were so worried about the digital portfolio and they had so many problems when creating it that the teachers had to explain the process four times in order to make sure that students would do the required task. As Tsui (1995) points out, when students are anxious, they might not participate in the classroom. Therefore, it is important to create a comfortable environment and make explanations as clear as possible in order for the students to work in an autonomous way.

The teachers also gave the students a worksheet each session. According to the students' feedback, it was a good idea, since they could use them as guidelines and use the notes for their final portfolio.

5.4.2. Preparations for the unit

First of all, the teacher and her peer had to choose a topic. At first, they considered Oriental cultures and medicine. After searching for some information, they thought that students might not be interested in this topic and they ended up focussing on Natural Disasters. Once they had chosen the topic, the teachers started to plan what they wanted the students to learn, as well as the methods they would use to teach the students this topic following the current curriculum. They designed the activities bearing in mind that they had to include the five skills the students need to acquire by the end of the academic year: listening, reading, writing, speaking and interaction. They mainly focused on listening and interaction. They did not forget the vocabulary part and designed some vocabulary activities. Although they introduced the vocabulary using several PowerPoint presentations, they changed the way they used it so that the students would not get bored doing the same type of task time after time.

The teachers met several times to prepare all the materials. It was hard work. They spent hours looking for good material and checking if it would be suitable for their students. They found a large number of videos on the National Geographic website. However, they could only use a few of them because of their difficulty. The teachers also used adapted texts from sites designed to be used with native speakers of English. From this experience, we can conclude that choosing the right material is time consuming but it also proved to be beneficial; if teachers are able to find the right material, students can follow the lessons better. For the teacher, the creation of Hotpotatoes tasks for the Moodle space was one of the most difficult parts of the preparation process, but proved to be a rewarding experience, since she was later able to use them as part of the assessment and they turned out to be an excellent tool to check whether all the students had done their homework.

During the first Practicum the teachers had checked the classroom's Internet connection to make sure that it would work during their classes. Since they discovered that it did not always work, especially between 12.30 and 1.30 pm, when they had their lessons, they decided to transcribe every single video they wanted to use in class. Actually, they had to read these transcriptions when they played one of the videos, since the volume was not working properly. (Go to Annex No. 16 to see a transcription the teachers used).

5.4.3. *Methodology: tandem-teaching.*

Bauwens and Hourcade (1995: 6) define team teaching -or cooperative teaching- as follows:

> cooperative teaching refers to a restructuring of teaching procedures in which two or more educators possessing distinct sets of skills work in a coactive and coordinated fashion to jointly teach academically and behaviourally heterogeneous groups of students.

Therefore, team teaching refers to a group of teachers who jointly plan, evaluate and present academic content to their students. According to Coonan (2003), tandem teaching is a good solution when a subject is taught in a foreign language. In other words, for the CLIL (Content and Language Integrated Learning) project, since both content teacher and language teacher are physically present during the class. As mentioned before, the researcher experienced this type of teaching in "Maths through English" classes, where the L1 Maths teacher teaches her students in L2 and the English language teacher deals with language problems. Since the teacher, her peer and her mentor were all language teachers teaching content, the unit they taught is considered to be part of a pseudo-CLIL project, not a real CLIL project.

According to their students' feedback, tandem-teaching methodology allows students to be better attended, since if one teacher is busy with an activity and a student has a question, the other teacher can help him or her. Although some students think that having two teachers in the classroom means that they can control their behaviour better, the researcher believes that it is an easier way to improve classroom management and a better way for children to learn. In a tandem-teaching environment not only students, but also teachers learn a lot, since they all use different methods and one person can learn from another. The researcher improved her skills by observing her peer and her mentor working, and cooperating with them.

After looking at some recordings, the researcher was able to see how she and her peer managed to reduce the ratio of interruptions in class day by day. They tried to divide their responsibilities so that one teacher was responsible for leading half of the activities and the other one led the rest. In one of the sessions, they took advantage of being two teachers to divide the class into two groups. Each teacher led one group and they conducted an experiment to show students how a volcano erupted. It was definitely their star activity; the teachers saw that tandem-teaching does not only mean being in the classroom and leading the class together with a colleague, but also taking advantage of being more than one teacher to do the same task in small groups. Moreover, the complete task included different levels of difficulty, which -as we will see

below- helped students to comprehend the task and investigate the chemical reasons for the explosion by themselves.

5.4.4. Different levels of difficulty

Teachers should design their content-based activities bearing in mind the CLIL Matrix designed by Cummins in 1984 (cited in Aliaga, 2008: 133).

Fig.1 CLIL Matrix from Cummins (Aliaga, 2008: 133)

The vertical axis distinguishes between the activities presented using a wide range of non-linguistic support (context embedded) and those without such support (context reduced). The horizontal axis represents the cognitive demands. Therefore, according to this matrix, teachers should design activities bearing in mind not only the language demands but also the cognitive demands. Taking this principal as a basis, the first part of the activity included a large amount of visual support to encourage children to learn new vocabulary. The difficulty of language and content increased gradually allowing students to reach a conclusion about the type of chemical reactions involved in a volcanic eruption: "explosions are a type of reaction between an acid and a base". Therefore, at the end of the activity students were able to use new vocabulary related to chemistry and to the topic of the unit.

The researcher came to the conclusion that this activity was useful for the children, since she observed that they were not only participating, but also looking for some further reasons behind what they were observing. They observed that one of the volcanoes erupted faster than the other, and they wanted to know why. The fact that students wanted to take part in checking the answers demonstrated that the activity had been a success and the objective was attained. Moreover, two different professional teachers supervised this activity. Both of them concluded that it had been a good activity and congratulated the two student-teachers.

Picture 2: The last part of the activity

Some days later, the teachers prepared a jigsaw-reading to encourage students to read, think and speak about earthquakes. Teachers divided the class into groups and the members of the group assigned themselves a number. They received an expert card according to their number and formed new groups with the students that had the same expert card. They

read and discussed the text in order to understand it. Once they finished, they had to go back to their original groups to tell the others what they had understood, but the teachers realised that students did not feel comfortable and adapted the activity. They asked students to go in front of the class instead of making them narrate what they had previously understood in small groups. The teachers also allowed them to use the expert cards so that they could read the text if necessary. The researcher realised that students' anxiety decreased and their performance improved. However, the students were not able to finish the activity because the teachers had started the session explaining how to use the digital book and the jigsaw-reading task had lasted more than originally planned despite all the adaptations made on the fly. In order to check if they had understood the text, they asked the students some questions. (Go to annex No. 2 to see the transcription).

When the teachers had to use this activity with the second group, they started the session working on this task and they dealt with the digital book afterwards. The researcher came to the conclusion that good time planning is paramount in order to finish the activities within the same session.

Brief analysis of the questions used in the jigsaw-reading activity

In this excerpt from the 1'08" video, there are eight students participating in a group-work task. There are 31 turns, from which we can extract the following information about the type of questions the teacher asks her students.

Fragment 1

1.	FT1	so(.) can you explain something (.) not only:: reading?	Ss talk to each other
2.	Lorena	e::	
3.	FT1	how many earthquakes happen each each year/	
4.	Sofia	e::more more [than one a million]	
5.	Lorena	[than one a million]	Looking at the text
6.	FT1	more than one million/ ok(.) and how long does an earthquake is? (1.71) [how long is (.) an earthquake?]	

In turn 1, the teacher asks a general solicit and open question. However, she sees that students are talking to each other and decides to ask a general solicit, closed question in turn 3. This, moreover, is a display, factual question. Two of the students answer the question in turns 4 and 5. The teacher asks students another question in turn 6. She uses a general solicit, closed, factual question again. This is, moreover, a display question, since the teacher already knows the answer. This time she repeats the question. As we can see, the teacher wants to start the question using a structure, but she realises that she has made a mistake when posing the question and repeats it.

Fragment 2

9.	Lorena	[one minute]	Reading the worksheet
10.	Sofia	[one minute]	
11.	Julie	[one minute]	
12.	FT1	one minute?	
13.	Undefined	°*si*°	
14.	FT1	more	
15.	FT1	[more than one]	
16.	Lorena	°[XXX XXX XXX] XXX *mig*°=	
17.	FT1	=more than one minute?	Lorena nods
18.	FT1	are you sure?	
19.	Lorena	no=	
20.	Sofia	=no	Reads the worksheet. Two seconds later Lorena also reads the worksheet.
21.	Undefined	°no XXX XXX°	All students except one girl read the worksheet.
22.		(5.17)	
23.	Lorena	less than one minute	Reads the worksheet

After listening to their answers in turns 9, 10 and 11, the teacher wants to make sure that the students have understood the text and she carries on asking questions in turns 12, 17 and 18 until Lorena answers in turn 23. The teacher waits more than 5 seconds before she gets the answer.

Fragment 3

24.	FT1	less than one minute (.) anything important here? (.) anything else? (.) to remark?	Four of the eight students still read the worksheet. Sofia shakes her head
25.	Lorena	earthquakes ca::n no::t predict=	
26.	FT1	=cannot be predi/cted (.) what does it mean?	

In turn 24, the teacher tries to encourage students to participate asking a general solicit question. This time she uses another open question. In turn 26 we can see that the teacher asks a reasoning question. However this time she chooses a personal solicit question, since in turn 25 a student has already tried to answer the question the teacher had posed in turn 24.

Fragment 4

27.	Lorena	*e::m que no es poden predir com el temps per exemple quan fa pluja no pots dir que* [*demà farà*] *pluja*	Sighs
28.	FT1	[in english]	
29.	FT1	you cannot tell tomo:rrow (.) an earthquake will happen (.) ok/ anything else?	

Finally, in turn 29, the teacher repeats the student's answer and asks again if anyone wants to add information.

From this excerpt, we can see that the teacher tries to use a Socratic questioning technique. As mentioned in the literature section, this method consists of starting with a general question and proceeding with more specific questions until the required information is obtained.

Brief findings from these two activities

From these two different activities, we can conclude that the difficulty of the task and the scaffolding provided influence the performance of the students. As these tasks demonstrate, when the difficulty of the task increases gradually, the students participate and are able to reach the expected level. However, if the task is too difficult, they feel discouraged and the final goal is more difficult to achieve.

5.4.5. *The final product: a digital book*

As mentioned before, the teachers decided to ask their students to create a digital portfolio to be handed in at the end of their practicum. After considering different possibilities, they decided to use myebook.com and they created a digital book so that students had a model to follow. The teachers opened a wiki in the Moodle in which students had to write their names and e-book addresses. Since students started to look worried when the teachers told them what they had to do, they showed them how to create an e-book several times. The teachers even went back to the school after their practicum in order to make sure they knew how to design the portfolio. The teachers saw that some of them were still lost despite having shown them the process five times. In the end, they gave them an alternative. If students were not able to access the webpage, they could create another type of digital product, such as a glogster. At the end of the practicum, most of the students did not create the digital portfolio, but there were some students who created original portfolios, full of colour, images and a number of videos they found on the Internet. Some students even remembered to include the source from which the images had been taken. That was one of the points on which the teachers had insisted the most. (Go to annex No. 17 to see different snapshots of the digital books).

The researcher wondered why the students were not able to produce the digital book. She realised then that some of her students did not answer when they were asked if they knew how to use this particular webpage. The researcher also realised that they had not set any deadlines for the students to hand in parts of the portfolio as they went along, since they gave the students other homework. Thus, it can be concluded that when students are supposed to be engaged in a new project, teachers should bear in mind that partial deadlines have to be set.

5.5. CLIL: Maths through English

"Maths through English" is one of the subjects included in the *Pla experimental de llengües estrangeres* (PELE) 1 +1 = 1. At this school, students have the chance to study Maths, Physical Education, Visual Arts and Journalism in English. As mentioned previously, the researcher had the chance to work in "Maths through English", in which English was used as the main classroom language. She, her peer and her mentor were covered the linguistic support function, but the content teacher also used English to express herself and give instructions.

During the two practica, the teacher and her peer were allowed to use a number of pre-designed activities. They used a running dictation with the help and supervision of their mentor and co-mentor. Once this activity had finished, the researcher had the opportunity to share her impressions with those of her mentor and co-mentor and they concluded that because the four teachers in the classroom gave different instructions to the students, the activity ended in chaos. Moreover, they ran out of time and they had to stop the activity before any of the groups could finish. Therefore, the teacher took this result into account when designing the Teaching Unit she had to implement during her second practicum. However, as stated in the previous section, the teacher did not manage to control the timing in all the activities she and her peer prepared for their second practicum. From this particular experience, it can be deduced that if there is more than one teacher giving instructions and these instructions are different; the activity can easily end in chaos. In other words, students need to have clear and delimited instructions to achieve the objectives expected from the tasks.

5.6. Brief reflection on the Practicum

During her first practicum the teacher obtained a general overview of the students and the school. Recording the activities she implemented allowed her to reflect on her weaknesses and to improve her skills during her second Practicum. The fact that she was allowed to take part in different projects helped her to have a wider view of the teaching world. She realised that two students of the same age do not necessarily have the same level of proficiency, and that the tasks and activities used should be adapted to the needs of each group in general and, if possible, of each particular student. As the law states, working with students with special needs does not mean lowering the level so that they can pass the exam, but rather helping them to catch up with the level they are supposed to have. The process of designing and implementing a unit gave her an insight into the general problems a teacher might have when teaching. She realised that it does not matter how difficult a project is as long as the teacher really wants to get involved in it.

6.   Conclusions

First, as mentioned in the introduction, the fact that the video used to carry out the detailed analysis is of a special needs group, the so-called "diversitat" group at this school, is of particular importance. At this particular school, these groups are made up of people who have difficulty keeping up with the other students' level or who have behavioural problems. Although this excerpt is not the one that most people would probably choose to analyse, it has been very useful for the researcher, since she was able to address her main concern: which type of questions the teacher can use in order to hold her students attention. After analysing the excerpt, she detected more weaknesses than strengths in her questioning skills and tried to correct them during her second practicum in order to improve her teaching skills.

After analysing the first video, she realised that it is not easy for a teacher to hold students' attention and make them participate in class. Teachers should use a wide variety of questions and strategies in order to encourage students to participate. We can see that few students were participating in the activity, most of them were doing other things and the teacher had to ask them to work several times. In this excerpt, when students were supposed to be working in pairs or small groups, they were playing with other students and chatting, not only to people in the same group, but also to people from other groups.

As we can see, because of the students' lack of attention to the task, they were unable to respond to the teacher's questions. The teacher, in order to hold their attention gave them negative points. According to her mentor's feedback (see annex No. 7), giving negative points to students was a good strategy. However, after reading about the strategies a teacher can use to encourage students to take part in activities, it can be concluded that she could have asked them a question from the worksheet, or take advantage of the fact that students knew Will Smith –the star of the listening- to ask them to talk about him. Therefore, during the second practicum the teacher tried to design activities that would be more attractive to students. She was able to hold their attention using dynamic, attractive, collaborative activities, such as the creation of a mock volcano. This particular activity, besides being attractive to the students, allowed them to learn a new concept in chemistry and the final objective was achieved.

From the empirical study, the researcher concluded that students did not participate in her listening activity because they were not pressured to answer her questions. Moreover, the teacher did not wait enough time (less than one second) to get an answer. Therefore, during her second practicum the teacher tried to ask more questions and waited longer for the students to answer. Her waiting time increased from less than one second to more than five seconds.

She also tried to use a wider range of question types. Whereas in the excerpt from the first video she only used closed and display questions; in the second video she used three closed questions and three open questions. In the second practicum she also used three factual questions and one reasoning question, whereas she had not used any of them in her first practicum.

Regarding the first practicum, when a student asked for help, she should have taken advantage of this situation and encouraged the other students to solve the problem in a collaboratively way. Instead of that, she tried to help the student by giving her some clues about her doubt.

The last part of the empirical analysis demonstrates that the teacher tried to involve all her students in the activity and she repeated the process as many times as necessary in order for the students to complete the activity. However, it also shows that the teacher needed to encourage students to work cooperatively, since when the students were supposed to work in pairs they ended up working individually. Therefore, she introduced a large amount of group activities in the teaching unit she and her peer designed for their unit in the second Practicum. The jigsaw-reading presented in this paper is an example of that.

Although the teacher was able to improve her main concern derived from the analysis of the vignette taken from her first practicum and, therefore, she now uses a wider range of questions, she still has to improve her timing skills. Therefore, timing is a skill the researcher has to take into account for further study.

Regarding the material and the tools used, as well as the tasks the teachers presented, it seems that the final product was not suitable for the students' level of proficiency in ICTs. The fact that most of them were not able to create a digital book suggests that the teacher should try to offer an alternative to those students who were not able to complete the task. As mentioned in the section dedicated to the digital book, teachers gave an alternative to the students that did not know how to create a digital book or who could not log onto the webpage with which they had to design their digital portfolio.

Apart from the digital material, the teachers also prepared worksheets thinking that students would complete them in class. Students were supposed to include the ideas written on these worksheets in their digital Portfolio. However, because of the difficulties in creating the portfolio, most of them did not have time to do that. Therefore, the teacher needs to improve her ability to establish deadlines for the children to hand in homework on time and offer them more guidance when they have to fulfil a task completely unfamiliar to them.

Teaching is much more than standing in front of students and giving them input. Teachers need to encourage students to participate and think, prepare different activities, and adapt them according to their students' needs. Nowadays, the teacher is not the person who "knows" and the students the people who "receive" information; they have a relationship through which the teacher helps students to find out how the world works. Moreover, being an English teacher does not mean being only a teacher of English, but being a teacher (of everything).

To sum up, the teacher improved one of the main concerns arising from her first practicum: her questioning skills. However, she is aware that she still has to work on the selection of the media and material she uses in her classes. She should also search for information about how to improve her timing skills in order to be able to finish the activities in the foreseen period of time. Last but not least, she is going to investigate the methods and/or strategies a teacher can use in order to detect the different needs in groups made up of children with the same apparent level of proficiency.

7. *References*

ALIAGA, R. (2008). Aprendizaje integrado de contenidos y lengua (AICLE). IN: *Revista Electrònica d'Investigació i Innovació Educativa i Socioeducativa*, 1: 129-138. Web. 14 June 2010.
<http://www.in.uib.cat/pags/volumenes/vol1_num0/aliaga/index.html>

ALLWRIGHT. (2000). *Interaction and negotiation in the language classroom: Their role in learner development.*

ANTÓN, M. (1999). The discourse of a learner-centered classroom: Sociocultural perspectives on teacher-learner interaction in the second-language classroom. In: *The Modern Language Journal*, 83: 303-318. USA: Blackwell Publishing on behalf of the National Federation of Modern Language.

BARNES, D. (1990). Oral language and learning. In: Hynds, S. and Rubin, D.L. (Eds.), *Perspectives on Talk & Learning*, Urbana : National Council of Teachers of English. pp.41-54.

BAUWENS J. and HOURCADE, J. (1995) *Cooperative teaching: Rebuilding the schoolhouse for all students.* Austin, TX: Pro-Ed. pp. 45-68

BRENNAN, W.K. (1985). *Curriculum for Special Needs.* Milton Keynes and Philadelphia: Open University Press. pp 28-53.

COONAN, C.M. (2003). *Some issues in implementing CLIL.* European Language Council Bulletin, 9. Berlin: Freie Universität Berlin. Web. 14 June 2010.
< http://userpage.fu-berlin.de/~elc/bulletin/9/en/coonan.html>

DALTON-PUFFER. (2007). *Discourse in Content and Language Integrated Learning. Amsterdam*: John Benjamins. pp 1-13.

EDWARDS, A.D and WESTGATE D.P.G. (1987). *Investigating classroom talk.* London [etc.]: The Falmer Press.

JOHNSON, K. E. and RICHARDS, J.C. (1995). *Understanding communication in second language classrooms.* London: Cambridge University Press.

KNOWLES, L. (1983). *Encouraging talk.* London: Methuen

LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación. IN: *Boletín Oficial del Estado.* No. 106: 17164- 17172. 04 May 2006

LLEI 12/2009, del 10 de juliol, d'educació. IN*: Diari Oficial de la Generalitat de Catalunya* No. 5422: 56589- 56616. 16 July 2009.

MASATS. M.D. (2008). Accions i activitats transversals. In: "*El discurs dels aprenents d'anglès com a llengua estrangera: Una aproximació interactivista al procés de construcció de tasques comunicatives*". Tesis Doctoral, Universitat Autònoma de Barcelona. pp 345-354.

NUSSBAUM, L. (1990). Plurilingualism in foreign language classroom in Catalonia. In: *3rd. Workshop on code-switching and language contact: Impact and consequences: broader considerations.* Brussells. pp 141 – 163.

TSUI, A.B.M. (1995). *Introducing classroom interaction.* London: Penguin.

RICHARDS, K, and SEEDHOUSE, P. (Eds.) 2007. *Applying conversation analysis.* London: Palgrave. Pp xii-xiii

WILSON P.S. (1971). *Interest and discipline in Education.* London: Routledge & Kegan Paul. pp 33-69.

8. *Annexes*

ANNEX 1. Transcription of the video used for the analysis

Title: The importance of reading: A celebrity's point of view.
Class: 2nd ESO E (students with special needs)
School: IES DH. Lawrence
DATE: 19-01-2010
Participants: Teacher: FT1
               Mentor: FT2
               Students: Mary, Paul, Fran, Isidoro, Gemma, Pierre, Laura and Celso
Length: 2' 35"
Total number of turns: 69
Coding system: Adapted from system developed by Gail Jefferson, printed in Richards, K and Seedhouse, P (Eds.) 2007. Applying conversation analysis. London: Palgrave. Pp xii-xiii
Transcriber: Marta Aulinas
Last revision: 28-03-2010
NB: Real names are not used to protect students' anonymity.

Nº	Speaker	Utterance	Non-verbal actions
1.	Mary	*Ya está*	
2.	FT1	you wanted to play it again?	Looks at the students
3.	Gemma	No	
4.	FT1	Ok	
5.	Undefined	((coughs))	
6.	FT1	so (.) now you ca:n compare your answers with the people of your group (.) you have three minutes and then we will correct	Moves from the computer to the door, switches on the lights, makes some gestures to indicate that it is group work, looks at the clock and indicates "three" with her fingers

7.	Celso	XXX	
8.	FT1	ok?	Walks around the class
9.	Gemma	*muy bién*	
10.	Mary	*yo no entiendo* [*muy bién*]	
11.	Paul	[*no?*] XXX *la última vez*	Turns to Peter, who is sitting behind him
12.	Pierre	[XXX *compra* XXX XXX XXX XXX XXX]	
13.	FT1	you need [you know (.) some words (.) some vocabulary and]	Keeps walking around the class. She stops in front of a group of students.
14.	Ss	[XXX XXX XXX XXX XXX XXX XXX XXX XXX]	
15.	Paul	XXX *copiar todo*	Raises his hand complaining
16.	Ss	XXX	
17.	Mary	XXX *cambia*	
18.	Pierre	°*no te quejes*°	
19.	Paul	°*y tu tampoco*°	
20.	FT1	e: One negative point for:: (.) you both (.) I don't know your (.) your names=	Turns around and points at the two students who are arguing. Bends over slightly.
21.	FT2	=Jacint and Joan	Points with a pen
22.	Cristian	yo?	
23.	FT1	no (.) they	Points at them again because the FT2 was wrong.
24.	FT2	ah/ (.) Marc and Joan	Points at the Ss again
25.	FT1	ok (.) thank you	
26.	Ss	XXX	The teacher walks around and stops to observe how the group made up of Laura, Fran and Isidoro is working.
27.	Isidoro	XXX *si* XXX	
28.	Ss	°XXX°	
29.	FT1	can you compare your answers? (.) with the other people?	Starts walking again to see another group working. Ernest looks at her and then goes on working.
30.		(3.0)	
31.	FT1	maybe it was too:: fast for them	Addresses the mentor. Meanwhile students are working.
32.	Ss	°XXX°	
33.	Mary	One question	Turns her head and raises her hand

34.	FT1	yes?	Turns around to answer the question.
35.	Mary	XXX Will Smith	
36.	FT1	yes(.) Will Smith says m::. (.) always the key to life i::s m:: [and:: (.)] it was on the title/ running/ (.) and reading/	The group made up of Laura, Fran and Isidoro is playing and laughing quietly. The teacher uses gestures. She cannot see Laura, Fran and Isidoro playing because she has her back to them.
37.	Laura	[((laughs))]	
38.	Mary	°*si pero*°	
39.	FT1	running.	
40.	Mary	*¿qué va primero?*	
41.	FT1	[It's the same (.) he says the words running and then reading (.) but I think that it's (.) important [(.)] they both, so you can °XXX°]	Goes to the teacher's table. Laura looks at her.
42.	Paul	°[XXX *vez*]°	
43.	Ss	°[XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX XXX X]°	The teacher goes to the PC. Fran and Isidoro seem to be talking about the activity.
44.	Ss		A whistle is heard.
45.	Isidoro	°XXX ° *corregir* XXX	
46.	Ss	°XXX°	Cristian looks at his watch. Gemma (from one group) talks to Isidoro (in another group) very quietly.
47.	Isidoro	°*Qué pasa?*°	Isidoro looks at the camera
48.	Ss	°XXX°	
49.		(19.57)	
50.	FT1	so (.) time's over/ [can anyone (.) complete the first sentence?] (2.0) I don't know (0.15) for example you?	Turns to the class. Points at Laura.
51.	Ss	°[XXX XXX XXX XXX XXX XXX XXX]°	
52.	Laura	u::	Turns her head to the right and hides her face
53.	FT1	no? (.) I gona say something I want to remember for the rest of your?	Carries on looking at Laura,
54.	Laura	((laughs))	Puts her head on the table, smiling.
55.	FT1	can you listen to me please?	Addresses Ernest, Miquel and Celso's group. Pierre points at the whiteboard.
56.		(pause circa 19.0)	

57.	Undefined	Please	
58.	Ss	°XXX°	
59.	Fran	[*yo sé*]	
60.	FT1	[anyone?]	Turns to the other side of the class, looking at Laura, Fran and Isidoro's group.
61.	Fran	*yo se dónde estamos pero no la he contestado*	The teacher approaches them.
62.	FT1	a (.) try	Makes encouraging gestures
63.	Ss	°XXX°	
64.	FT1	try, say something that you think Will Smith=	Looks at the paper and then at Fran. More gestures. Looks at the sheet again.
65.	Fran	=*es que no he contestado todavía*	Stops looking at the paper and looks up to the teacher.
66.	FT1	ok	
67.	Fran	*sé donde estamos pero no he contestado*	
68.	FT1	I'll put it once	Goes to the computer.
69.	Fran	*he contestado pero no tiene nada que ver*	To Isidoro

ANNEX 2. Transcription of the jigsaw-reading activity video

Title: Earthquakes
Class: 1st ESO
School: IES DH. Lawrence
DATE: 14-04-2010
Participants: Female teacher: FT1
Students: Lorena, Sofia, Richard, Julie,
Length: 1' 08"
Total number of turns: 31
Coding system: Adapted from system developed by Gail Jefferson, printed in Richards, K and Seedhouse, P (Eds.) 2007. Applying conversation analysis. London: Palgrave. Pp xii-xiii
Transcriber: Marta Aulinas
Last revision: 17-06-2010
NB: Real names are not used to protect students' anonymity. The teacher is behind the camera.

Nº	Speaker	Utterance	Non-verbal actions
1.	FT1	so(.) can you explain something (.) not only:: reading?	Ss talk to each other
2.	Lorena	e::	
3.	FT1	how many earthquakes happen each each year/	
4.	Sofia	e::more more [than one a million]	
5.	Lorena	[than one a million]	Looking at the text
6.	FT1	more than one million/ ok(.) and how long does an earthquake is? (1.71) [how long is (.) an earthquake?]	
7.	Ss	[XXX XXX XXX XXX XXX XXX]	
8.	Richard	a	
9.	Lorena	[one minute]	Reading the worksheet
10.	Sofia	[one minute]	
11.	Julie	[one minute]	
12.	FT1	one minute?	
13.	Undefined	°*si*°	
14.	FT1	more	
15.	FT1	[more than one]	
16.	Lorena	°[XXX XXX XXX] XXX *mig*°=	
17.	FT1	=more than one minute?	Lorena nods
18.	FT1	are you sure?	
19.	Lorena	no=	
20.	Sofia	=no	Reads the worksheet. Two seconds later Lorena also reads the worksheet.
21.	Undefined	°no XXX XXX°	All students except one girl read the worksheet.
22.		(5.17)	

23.	Lorena	less than one minute	Reads the worksheet
24.	FT1	Less than one minute (.) anything important here? (.) anything else? (.) to remark?	Four of the eight students still read the worksheet. Sofia shakes her head
25.	Lorena	earthquakes ca::n no::t predict=	
26.	FT1	=cannot be predi/cted (.) what does it mean?	
27.	Lorena	*e::m que no es poden predir com el temps per exemple quan fa pluja no pots dir que* [*demà farà*] *pluja*	Sighs
28.	FT1	[in english]	
29.	FT1	you cannot tell tomo:rrow (.) an earthquake will happen (.) ok/ anything else?	
30.	Undefined	no	
31.	FT1	so tha::nk you:: group number o::ne	

ANNEX 3. Transcription code

[text1]	Overlapping (two or more simultaneous utterances)
[text2]	
XXX	Uncomprehensible
Italics	Utterance in Catalan or Spanish
(.)	Short pause
(1.0)	Length of a silence in seconds
=	Latching – no pause between turns
ºwordº	Quiet speech
Wo::rd	Prolonging of sound
((laughs))	Further relevant information
/	Higher intonation

ANNEX 4. Transcription Key

FT1: Female teacher 1 (the researcher)

FT2: Female teacher 2 (her mentor)

Ss: Students

ANNEX 5. Listening Worksheet

Link to the video:

HTTP://WWW.YOUTUBE.COM/WATCH?V=KEMEBBWO6J8&FEATURE=RELATED

THE KEY TO LIFE.

Listening 2nd ESO.

NAME:_____

GROUP:_____

DATE: _____

Listen to Will Smith and answer the following questions.

1. Complete the following sentences:

I gonna say something I want you to remember for the rest of your _____ .

I'm giving the _____ right now...

2. According to Will Smith, what is the first key to life?

_____

3. According to Will Smith, what is the second key to life?

_____

4. According to Will Smith, what do you have to do when you are tired?

a) to keep running

b) to quit

5. Complete the following sentence:

"I realised that the person that _____the hardest_____."

6. Complete the following sentence from the background song

"Love what you _____ and _____what you love..."

7. Complete the sentences using the following words:

     Important   Parents   School   Reading   Wrote   Bully

"Reading, the reason of _____is so _____."

"There is no new problem you can have with your _____, with _____,

with a _____with anything, there's no problem you can have that someone hasn't

already solved and _____ about it in a book."

ANNEX 6. Listening activity plan

ACTIVITY TITLE: *The importance of reading: A celebrity's point of view.*		42
CLASS/AGE: 2nd ESO E (students with special needs)/13	DATE: 19-01-2010	
APPROXIMATE TIMING: 25 minutes aprox.	COE Level: A1	

INTRODUCTION TO THE MAIN TASK
One week ago we started reading some books, but maybe you don't know why we are reading, or if you can take advantage of reading. Now you will see a video of Will Smith in front of an audience telling them why reading is important. Please, listen to him carefully and answer the questions I'm giving you right now. We'll listen to him as many times as we need. Then you will compare your answers with your partner. Finally we'll correct the answers all together. Please, let me know if you want me to stop the video, or explain anything.

OBJECTIVE (S)/ GOAL(S) / COMPETENCE(S)
By the end of the task the students <u>will be able to</u>: 1. Understand some key words and the general meaning of the video 2. Interact with their class mates 3. Express (orally) their own opinions

ASSESSMENT: CRITERIA, TASK or INDICATORS (AND GRADING SYSTEM) *CLOSELY LINKED TO GOALS & TASK*
1. Check if they are listening to the video, not only watching it. 2. Do they answer the questions? 3. Do they ask about parts of the video they do not understand? 4. Check if they work in pairs to compare their answers. 5. Check the answers with the rest of the class.

STEPS TO FOLLOW + APPROXIMATE TIMING + INTERACTION PATTERN [(*)] [(*)]Teacher (T) ←→ Student (S) // S ←→ S // T → S // T→ CLASS
1. T→ CLASS: The teacher gives the students a sheet of paper with some questions and explains that they have to listen to a video in order to answer the questions. (3 minutes) 2. CLASS→T: The teacher asks student if they know Will Smith. Students talk about it. (3 minutes) 3.   Students listen to the video. They listen to the video several times, stopping it whenever it is necessary. Finally, they have to listen to it without stopping. (15 minutes) 4. S ←→ S: Students discuss their answers in pairs. (1,5 minutes) 5. CLASS ←→ T: Students and teacher check the answers orally. (1 minute)

ANNEX 7. Mentor's feedback

Marta   2nd E   19/01

- Why are you reading? Explain more...
- When someone is observing you give a sheet ✓
- Present the sheet to students, read it over so they know all vocab.
- Stop and talk about it ✓
- I saw quick doin? Reinforce English c'sr?
- Tell them ⬤ ⬤ we are on question ⑥ ✓
- Activities long, that may be something could have been done as a speaking and listening (for example: tell your partner what are the two keys to life in your case)
  ↳ half worksheet should be ok.
- Walk around to check understanding
- Do you want to listen
- Good compare the answers with other people in your group ✓
- Gave negative points ✓
- when doing a listening at their level you can give them the words or present the words as vocab. first

Explain in Catalan when necessary ✓
love what you do and do what you love
to may be explain by giving examples

Getty image .com is a web website where
you get pictures
Conclusion ✓

ANNEX 8. Have got activity plan

ACTIVITY TITLE: Have you got the same object as me?	45

CLASS/AGE: 3rd ESO F (Diversitat)	DATE: 15-01-2010
APPROXIMATE TIMING: 35 minutes	COE Level: A1 (beginners)

INTRODUCTION TO THE MAIN TASK

You will discover which objects your colleagues have in their bedroom and
you will use them to formulate short sentences.

OBJECTIVE(S) / GOAL(S) / COMPETENCE(S)

By the end of the activity, students have to be able to
1. Ask and answer questions using "have got".
2. Create sentences using their colleagues' objects as a reference.
3. Repeat expressions already learnt.
It is an activity to practice speaking skills and to make them use one
expression already taught by the teacher.

ASSESSMENT: CRITERIA, TASK or INDICATORS (AND GRADING SYSTEM) CLOSELY LINKED TO GOALS & TASK

1. Using English during interaction.
2. Reproduce questions and answers as fast as possible during interaction.
3. Reformulation of sentences using some objects.

STEPS TO FOLLOW + APPROXIMATE TIMING + INTERACTION PATTERN(*)
(*)Teacher (T) ← → Student (S) // S ← → S // T → S // T → CLASS

1. T←→S: The teacher explains the activity sequence. (in English and in Catalan when necessary)
The teacher writes all the students' names on the blackboard according to the group
they belong to in order the Students can copy to their card.
(15 min)
2. T←→T: Two Student teachers give one example of how to do the activity. (1 min)
3. S←→S: Students stand up. One group faces the other. Group A starts asking and writing down
their partner's object. Then, they change their partner and the process starts again but
being B group members the ones who have to ask. They repeat the process five times.
(10 min)
4. C←→T: The teacher asks students how many objects they got. They count it and students create
sentences with their own

ANNEX 9. Excerpt of the teacher's diary about the activities presented at UAB

"I'm very happy. I led a class and it was successful. It was a 2nd ESO class and we showed them a video about the importance of reading. Nuria's feedback was good, although I have to improve some things."

(Source: Teacher's diary, 19-01-2010)

"A horrible day. I wanted to do a game with 3rd ESO It was a grammar based activity about the have got form. They had to get in a line or a circle and the members of the other group if they had the same object. At first, it was very chaotic; I had to explain it three or four times and they did what they wanted! But anyway, at the end we managed to make them ask "have you got...?".

(Source: teacher's diary, 15-01-2010)

ANNEX 10. Teresa's email

"The day you came to our school and I presented all the tasks in my schedule, you expressed your interest in Citizenship, and I was really pleased, because you will see that it's the hardest subject for me, because the book doesn't provide nice activities, just the content. But then you had to talk to Núria Ramos and decide the working teams. Oriol told me that you can observe different teachers' classes, but you should work with your mentor/tutor, in your case with Núria."

"THANK YOU VERY MUCH FOR YOUR MATERIALS. THEY HAVE HELPED ME HAVE AN IDEA ON THE DIFFERENT POSSIBILITIES FOR THIS UNIT. SINCE THE PROJECT OF UNIT 2 WAS ON A CONFLICT IN FORGOTTEN PLACES AROUND THE WORLD, MAYBE WE COULD NOW FOCUS FIRST ON SEXISM AND SECOND ON RACISM."

(Source: Teresa's email)

sexisme:
http://video.google.com/videoplay?docid=-8780630279005070845#

GOOD IDEAS TO DEVELOP:
- DEFINITION
- WOMEN IN MUSIC VIDEOS = SEXUAL OBJECTS
- STEREOTYPICAL JOBS (NURSE, HANDYMAN)
BUT LACK OF IMAGES, TASK OR FOCUS
http://www.youtube.com/watch?v=iax2W9qAfK0&feature=related
http://www.youtube.com/watch?v=Deb8hVe41-0&feature=fvw
GOOD TOPIC: BOYS AND GIRLS' ROLES:
A) HELPING AT HOME (MAKING THEIR BED, TIDYING, ...)
B) TOYS (CARS, DOLLS, ...)
                    THE VIDEO MAYBE LOOKS TOO CHILDISH.
racisme:
http://www.youtube.com/watch?v=u6dXhQjHFoo
I LIKE THIS VIDEO VERY MUCH. IT'S SHORT, SHOCKING AND PRECISE. IT'S A
GOOD STARTING POINT FOR THE STUDENTS TO START A DISCUSSION IN
GROUPS TO DEAL WITH RACISM AND THEN PRESENT THEIR OPINIONS TO
THE WHOLE CLASS.
sexisme i racisme:
http://www.youtube.com/watch?v=yDfcCCUcktY&feature=related
TOO CHILDISH, NOT STRAIGHT TO THE POINT FOR TEENAGERS.
discriminació:
http://www.youtube.com/watch?v=LP_7pTJbbls&feature=related
BULLYING AT SCHOOL (ANOTHER TOPIC TO DEVELOP). I WOULDN'T
INTRODUCE IT IN THIS UNIT.
violència infantil:
http://www.youtube.com/watch?v=s8I3udgEtnE&feature=related
(en aquest enllaç es veu com dues nenes juguen amb un nino i el colpegen. Potser
seria una manera d'introduir el tema dient que la violència no només es dóna en
adults, sinó també entre els adolescents)
I HAVE NO WORDS!
OK TO INTRODUCE THE TOPIC OF PHYSICAL VIOLENCE AMONG CHILDREN.
http://www.youtube.com/watch?v=eclAQhxqIDM&feature=channel (dos   nens
argentins maten una nena de dos anys)
REALLY THRILLING! I DON'T KNOW IF I AM READY TO COPE WITH SUCH
KINDS OF NEWS.
http://www.youtube.com/watch?v=nA0AhSECiMM&feature=channel (En   aquest
vídeo es veu com una secta índia llança nens recent nascuts des de 15 metres
d'alçada. Pot ser un bon vídeo per discutir si certes actuacions es poden permetre
només a causa de la religió)
                    THAT'S CRAZY!
(Source: emails' exchange between the researcher and Teresa)

ANNEX 11. PowerPoint slides prepared for the citizenship subject
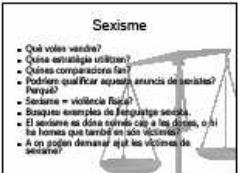
ANNEX 12. Original activity for students of 2nd ESO

Reading comprehension (2nd ESO)

TASK 1: Read the following text

A really **moving** performance by 2nd ESO E students.

Yesterday the 2nd ESO E students went to Palau de la Música, they really **enjoyed** the excursion. Miquel started playing the piano and Pere tried to play the guitar, but he didn't know how to do it and he started singing. Then, Salomé and Mary **joined** Serafina and sang the chorus part. After this extraordinary **performance**, Manel, Carme and Leo made their appearance on the **stage**, they read a beautiful poem.

The audience **clapped wildly** because they did it   perfectly well!

Later, Ernest and Gil also appeared on the stage to tell us   some jokes, the public loved the performance and everybody laughed, the jokes were really funny. Finally, Carles, Filomena, Núria and Albert showed their amazing Science Fiction comic about a man who becomes a turtle when it rains. The audience was so **moved** that everybody throwed roses to these smart students.

VOCABULARY

Moving: something that's emotive.

Performance: the way that a person or group of people **performs** a piece of music or other entertainment.

To perform: to do something in front of an audience in order to entertain them, for example by acting in a play

TASK 2: What can you do? Complete the following table.

The first row is done for you.

STUDENTS' NAME	CAN	CAN'T
Miquel	Play the piano	
Pere		
Salomé		
Mary		
Serafina		
Manel		
Carme		
Leo		
Ernest		
Gil		
Carles		
Filomena		
Núria		
Albert		

Task 3: According to the text, write five sentences to say things you can do.

Example: Miquel can play the piano

Mary and Serafina _____

_____

_____

_____

_____

Task 4: Read the following verb forms:

enjoyed	started	joined	tried	clapped
appeared	loved	laughed	showed	throwed

a) Complete the following sentences:

All these verbs are finished by ____

The -____-finishing indicates that it is the _____ tense.

The _____ tense is used to express an action or a condition that

occurred in or during the past.

ANNEX 13. The same activity, adapted for 3rd ESO

Reading comprehension (3rd ESO)

TASK 1: Read the following text

A really **moving** performance by 3rd ESO E students.

Yesterday the 3rd ESO E students went to Palau de la Música, they really **enjoyed** the excursion. Joel started playing the piano and Yolanda tried to play the guitar, but she didn't know how to do it and she started singing.

Then, David and Jan **joined** Sònia and sang the chorus part. After this extraordinary **performance**, Eduard, Alba and Sergi made their appearance on the **stage**, they read a beautiful poem.

The audience **clapped wildly** because they did it perfectly well!

Later, Beatriu and Cisco also appeared on the stage to tell us some jokes, the public loved the performance and everybody laughed, the jokes were really funny. Finally, Jaume, Martí and Robert showed their amazing Science Fiction comic about a man who becomes a turtle when it rains. The audience was so **moved** that everybody throwed roses to these smart students.

VOCABULARY

Moving: something that's emotive.

Performance: the way that a person or group of people **performs** a piece of music or other entertainment.

To perform: to do something in front of an audience in order to entertain them, for example by acting in a play

TASK 2: What can you do? Complete the following table.

The first row is done for you.

STUDENTS' NAME	CAN	CAN'T
Joel	Play the piano	
Yolanda		
David		
Jan		
Sònia		
Eduard		
Alba		
Sergi		
Beatriu		
Cisco		
Jaume		

Task 3: According to the text, write five sentences to say things you can do.

Example: Joel can play the piano

David and Jan _____

_____

_____

_____

_____

Task 4: Read the following verb forms:

enjoyed	**started** **clapped**	**joined**	**tried**
appeared	**loved** **throwed**	**laughed**	**showed**

a) Complete the following sentences:

All these verbs are finished by ___

The -___-finishing indicates that it is the _____ tense.

The _____ tense is used to express an action or a condition that

occurred in or during the past.

ANNEX 14. Activity about drugs.

CONFESSIONS OF A TEENAGE DRUG ADDICT

Now you are going to read a **sad** but true story of drug addiction. It is the first time that a story like this has been published in Thailand. Drugs are a taboo subject and many teachers say that things like this never happen at their school. But they do. Only young Gor (his real name) has been brave enough to stand up and express his feelings.

1. Read about Gor's feelings

*I am a drug addict. **I have a problem**. Please help me.*

*I would be happy if I could **stop one child taking drugs** or help a parent to understand their child on drugs.*

*I shouldn't have **tried** it. Even one time. Just that one time **changed everything**. I used to be in the **top class**. My grades were always 3.5* (in Thailand the maximum grade is a 4 (excellent) and 3.5 means "very good") *and higher. But after I started taking drugs, I **missed school** a lot and **got into trouble** with my teachers and the police. I also started **stealing** money. I have never thought about that kind of thing before. Even when I didn't have money I never stole. **This now makes me embarrassed and ashamed**."*
Gor (former drug addict), November 2001

Text adapted form: http://www.thaidrugaddict.com/

2. Use the words in the box to complete the sentences:

playing truant	proud	good	problems

a) Gor was a _____ student before taking drugs.
b) Gor started _____ and missing school after starting taking drugs.
c) Gor, after starting taking drugs, had _____ with his teachers and the police.
d) Gor is not _____ of himself.
3. Answer these questions:
a) Why Gor started stealing money?
Because he_____
b)_____What do you think he needed the money for?
I think that _____
_____
_____

Interview 1

Experimenting with Drugs
"I am in control."

Interview 2

Addicted to Drugs
"I first started it just for fun. But, then I quickly became addicted."
"I am not in control. The drugs control me. I can't stop."

Interview 3

My Struggle to Quit Drugs
"It was exciting because I was doing something I was not allowed to do."

Interview 4

Starting was the Easy Part
"I was really tired and I needed the pills to keep me awake at school."

Interview 5

Experimenting with Marijuana
"They had some marijuana and they asked me to take it. I said I don't mind.""
"Myself I think marijuana is worse because it made me do something that I can't remember. That is scary. Marijuana is a bad drug."

Interview 6

A Brush with the Law
"I won't go to places where people are buying or selling drugs any more."

Interview 7

Sent to Drug Rehab
"We can do anything we like [at the drug rehab]."
"The worst thing here is the medicine they make you take."

Interview 8

Why I ran away from Drug Rehab
"If I stay there it is easier for me to get drugs."

Interview 9

Reflection on what happened
"I feel better. I don't need drugs anymore."

Interview 10

Withdrawal Symptoms and Depression
"I don't know. I am confused. I can't think about anything. I don't know what I am going to do next. Trying to stop taking drugs is so difficult."
"Maybe things will be the same again if I am still alive and do not take more drugs. I'm sometimes tempted to kill myself."

4. What do you think about the statements you have just read it?
- I think that taking drugs…
- In my opinion, drugs…
- I will never try drugs because…

5. Do you agree with the following affirmation: ""Drugs are fun to start with. But soon you will be down in hell." Why?

a) I agree with this affirmation because _____

_____

_____

b) I don't agree with this affirmation because_____

_____

6. Match the following sentences with their corresponding meanings:

|	
1. Addicted to drugs	a) Escape from going to a place where experts help a drug addict to give up (=stop taking) drugs or alcohol)
2. Struggle to quit drugs	b) unpleasant physical and mental effects suffered by someone who stops taking a substance that they are addicted to, especially a drug
3. Run away from drugs rehab	c) Make a big effort to stop taking drugs
4. Withdrawall symptoms	d) Bring a drug addict to a place where experts help him/her to give up (=stop taking) drugs or alcohol.
5. Sent to drug rehab	e) Not being able to stop taking a drug

55

ANNEX 15. Appearance of the teachers' space in the Moodle

5 MARTA AND XISCA'S SPACE: **NATURAL DISASTERS**

Digital Book
- Our e-books
  - Sample of a Digital Book
  - What do I have to include in my ebook?

Introduction to Natural Disasters
- Introduction
  - Natural Disasters

Volcanoes
- Volcanoes
  - TYPES OF VOLCANOES
  - Volcanoes video
  - **Fresh news**
  - ICELAND'S VOLCANO

Earthquakes
- Earthquakes
  - Earthquake fill in the gaps activity

Review
- Review: Earthquake and Volcano definition
- Review: Tsunami and Avalanche
- Review: Tsunami and Avalanche

Feedback for the teachers
- Feedback for the teachers

ANNEX 16. Transcript from an original video

A volcano erupts when Magma or an amount of lava finds a fissure or an opening in the Earth surface and shoots out, usually along with a certain amount of gas and ash. Volcano eruptions are shift at Earth surface by resulting in the formation of mountains and islands and other geological formations. You are going to have volcanic activity in places where you have hotspots for seismic activity, specifically in places where tectonic plates are being pushed together or pulled apart. So, one specific example of that would be the Pacific Ring of Fire, which is specifically around the Ring of the Pacific Ocean. There, you have a lot of seismic activity and, as a result, a lot of volcanoes. The most common kind of volcanic formation is the "cinder cone". "Cinder cone" volcanoes often only erupt once and they form a small hill or mountain about 30 or 400 m. high. Another common kind of volcanic formation is the "stratovolcano", it is characterized by multiple eruptions and viscous lava that hardens before it flows very far. They usually result in tall mountains. A "shield volcano" is a volcano formed by low viscosity lava. Low viscosity lava is going to be able to flow a long way before hardens.

ANNEX 17. Snapshots of the digital books created by students

a) Digital book created using the mixbook.com website
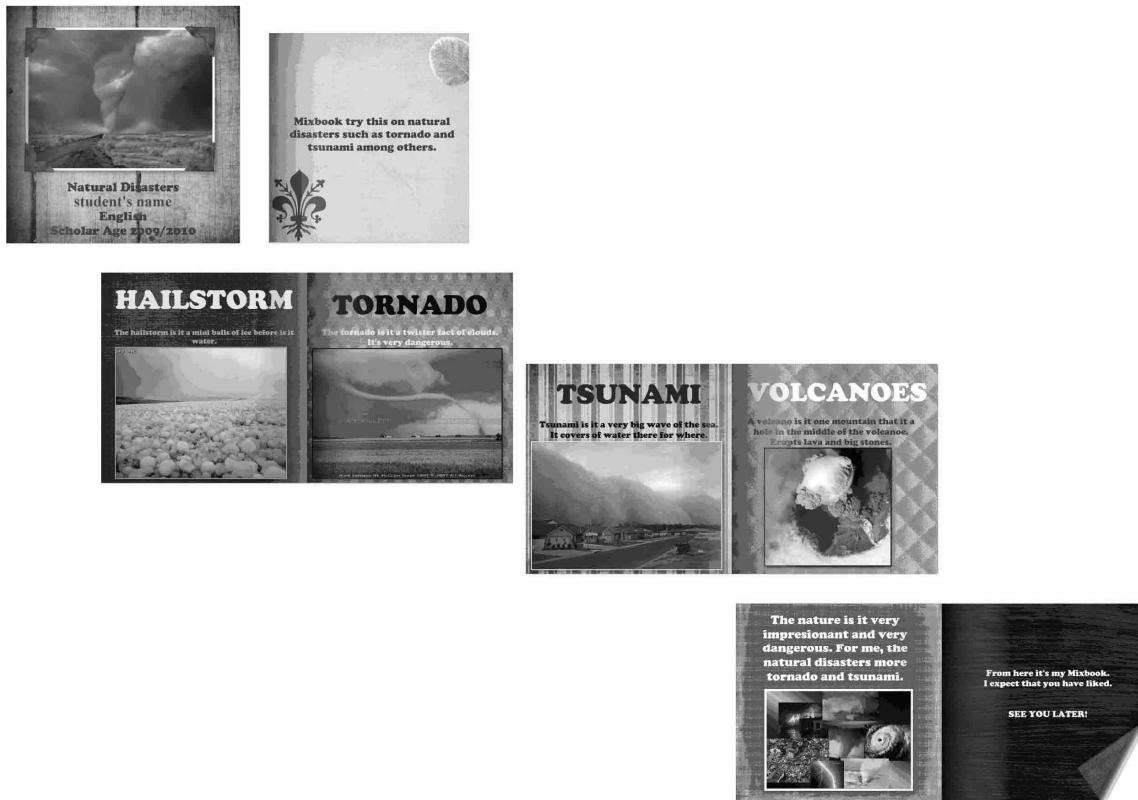
b) Digital book created using the myebook.com website