

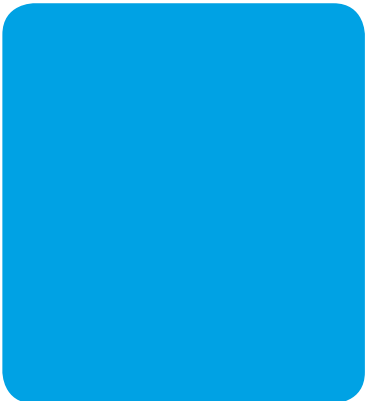


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A Comparison of the
Language Used by
Content Teachers
and Language Assis-
tants in a CLIL
Setting and its Effect
on Student Partici-
pation
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A Comparison of the Language Used by Content Teachers and Language Assistants in a CLIL Setting and its Effect on Student Participation

Masters in Applied English Linguistics

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Abstract: The current study focuses on language use in CLIL content classrooms. Class discussions led by both language assistants and content teachers were analyzed to identify the interactional resources used and the effect they had on student contributions. It was found that language assistants made greater use of referential questions and provided a more egalitarian classroom environment in which multiple viewpoints were considered and in which student turns made up a greater percentage of the overall turns. Teachers used more display questions and created an environment dealing with facts and one point of view set by the teacher. It is suggested that these differences lie in the language assistant's less powerful position as a novice Teacher in the classroom.

Keywords: CLIL, Content Teacherss, Language Assistants, Bilingual Education, Questioning, Feedback, Follow-up, Communicative Approach

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1 INTRODUCTION TO CLIL

Second languages are learned in both natural and classroom settings (Jiménez Catalán and Ruiz de Zarobe, 2009). Natural settings are characterized by many varied and authentic forms of language input, while providing language learners with ample opportunities for meaningful production, or output, of the target language. In classroom settings students' chances for authentic, quality input and sufficient output have traditionally been more limited. Many efforts have been made to provide students with a meaningful context within which to learn and use the target language. This can be seen in developments in bilingual education in North America with both content-based instruction and immersion programs in which students are taught content through a second language. These programs, especially the French immersion programs in Canada, have contributed to the creation of similar programs in Europe, where this movement has come to be known as content and language integrated learning, or CLIL. The main difference between CLIL and the other bilingual programs is that it involves the use of a foreign language instead of a second language (Dalton-Puffer, et al., 2010). This means that the L2 target language in which content classes are being taught is not an official language of the country where CLIL is being implemented. This is contrasted with North American programs where the target languages are dominant, official languages.

The main goal of CLIL is for students to improve their overall competence in the foreign language. In Spain, there is a special interest in improving students' communicative competence due to a pervasive, long tradition of grammar-focus language teaching methodology. CLIL classrooms allow students to participate as language users, most commonly in English, in pursuit of this goal by receiving language input and producing language output in a context that promotes meaningful communication (Curtain and Hass, 1995). This occurs through participation in the content area class in the target language, where there is an expected focus on both content and language. With this general overview of CLIL in Europe, we will turn to describe how this program is implemented within Spain, and more specifically in the community of Madrid at the secondary level. Students that participate in the CLIL program receive content instruction in the target foreign language. This entails instruction in subjects such as Social Sciences and Biology in English along with an English as a foreign language (EFL) class. The EFL component is key in that it further distinguishes CLIL from the North American programs, as it allows for more of a focus on form. The TEACHERS (hereafter, Ts) responsible for instruction in CLIL classrooms are predominately non-native speakers of English that are certified in their specific subject areas (Llinares, et al., 2012). This makes CLIL instruction challenging not only for the students, but the Ts as well since many of the content Ts don't have extensive training in language teaching (Nikula, 2010). Thus, it is important to focus on the effect of the language used by the Ts in CLIL programs.

Another key element of the CLIL program in Madrid is the support of native speaking LANGUAGE ASSISTANTS (hereafter, LAs). The Conserjería de Educación, Juventud y Deporte of Madrid website (<http://www.educa2.madrid.org>) outlines the Language and Culture Assistant program as being a part of providing students with an appropriate linguistic context in which students can use the second language. The LA program places non-Spanish national speakers of the target language in school participating in the bilingual program. These LAs are predominantly young people who have just finished or are in the process of finishing their university studies. Their responsibilities include supporting classroom T work, conducting conversation classes in the foreign language, supplementing lessons with additional exercises, and providing insight into their native country's culture. The LAs work with students and Ts in both the content area classes and the EFL class. In some cases, they also conduct target language conversation classes for Ts at their institute. The goal is for the LAs to contribute to an environment that maximizes the use of the L2 and for them to impart key cultural information from their respective countries to both students and Ts. The Conserjería de Educación, Juventud y Deporte of Madrid states that there are more than 1,700 LAs working in the Comunidad de Madrid in both primary and secondary schools. The great majority of these are English LAs from countries such as The United States, Australia, Canada, New Zealand, The United Kingdom and Ireland. There are also LAs from France, Belgium, Germany, Austria and Italy assisting in their respective languages. The standard stipend provided to each of these LAs is 1000 euros a month for the 10-month contract period. This means that The

Regional Ministry of Education in Madrid invests around 17 million euros a year in the Language Assistant program, not including the private health insurance provided to many of the North American assistants. LAs work with whole-class and small groups of students to develop communicative competence. In some cases, they are the only native speakers of the target language with whom the students have contact and can have a significant effect on the students' ability to meaningfully communicate in the L2. Considering this great deal of money and the large role that LAs play within the CLIL program, there has been little research into LA language use in the various communicative activities they conduct and the effect it has on student language production. In the following section, I will outline pertinent studies that have been undertaken, highlighting the importance of language use in the classrooms and more specifically the benefits of dialogic talk and activities in the classrooms where content is studied in a second language.

2 Literature Review

2.1 The Effect of CLIL on student L2 performance

Keeping in mind the outline of CLIL provided above, I will now briefly describe the effects that CLIL instruction has on student language performance according to recent studies. Very broadly, research has shown that students participating in content-based program, such as the CLIL, are able to perform at a significantly higher level in the target language (L2) than comparable peers

participating solely in traditional foreign language classes (Wesche, 2002). These students have also been shown to possess both quantitative and qualitative advantages in English language competences especially in communicative ability (e.g. Hüttner & Rieder-Bünemann, 2010; Wode, 1994; Klieme 2006).

Llinares and Whittaker (2010) report findings showing that a more “open context” for language use is seen in CLIL classrooms where students are encouraged to consider and discuss accepted knowledge from different points of view when compared with content classrooms taught in the L1. That is, there is greater room for students to participate and use the L2 in a meaningful context. Nikula (2010) also reports on increased opportunities for student participation in that there are fewer T monologues observed in CLIL lessons in comparison with EFL classrooms. Dalton-Puffer (2007:93) reports on the relative absence of extended T monologues in her study of Austrian classrooms. Students are given greater opportunities not only to receive language input, but also to produce language output. Given that one main goal of CLIL, as stated above, is for students to achieve communicative competence, it seems that CLIL does indeed provide a more adequate environment for both meaningful language input and production than the traditional foreign language classroom or content classrooms taught in the L1, and that this has a positive effect on student performance in the L2.

2.2 Language Use in the CLIL classroom

Dalton-Puffer (2005) references Hymes (1972) in pointing out that a major rationale for CLIL is that participation in communicative events results in knowledge of language. Put another way, language use leads to language knowledge. The way educators use language is key to the building knowledge of the language and providing opportunities for students to be active participants in communicative events. Here, we will outline studies that have investigated educator language use within educational contexts in general, including bilingual and CLIL. We will begin more generally with section 2.2.1 by discussing studies pertaining to dialogic interaction in the classroom before moving on to studies specifically involving LAs in section 2.2.2.

Nikula (2010) reports findings showing that CLIL can affect a T's language use. Her study centered on a T in a Finnish CLIL context. It was found that there was much more T talk in the Finnish lessons compared to lessons given by the same T in an English CLIL classes. She theorizes that this may be due to the T's superior command of the Finnish language, a fact that provides him with greater means of constructing knowledge. A greater number of students' turns in the CLIL lessons were also observed in the study. In fact, there were many more student turns than T turns, whereas in the Finnish lessons the turns were more or less equally distributed. Nikula's study provides evidence that a CLIL context can alter T interaction patterns, and this seems to provide greater room for student participation.

2.2.1 Dialogic interaction in the classroom

Dialogic teaching encourages student thinking and understanding and can guide students towards more cognitively challenging processes. Alexander (2008) points out that teaching in dialogic classrooms can include not only more traditional types of teaching talk such as T-fronted activities and rote recitation, but also use of discussion and scaffolded dialogue where students learn to analyze, speculate, discuss, argue, and justify instead of merely repeat accepted answers as provided by the instructor. Dialogic activities encourage students to think independently and consider multiple points of view. Haneda and Wells (2008) outline the benefits of dialogic interaction in the CLIL classroom as being that students are presented with differing perspectives and are able to learn different social and communicative strategies. Additionally, students are exposed to comprehensible input and are given a chance to produce comprehensible output. To paraphrase Haneda and Wells (2012), if you want to learn a language, you have to use it.

Llinares and Whittaker's (2010) study corroborates findings that show CLIL classes engender a more open dialogic context where content is viewed from a variety of perspectives. In their examination of writing and speaking in two History CLIL classrooms in the autonomous community of Madrid and two parallel history classrooms taught in the L1 (Spanish) they found more space for individual students' points of views and opinions in the CLIL class. The researchers suggest that this finding may have something to do with a difference in focus between Ts

teaching in the L1 (Spanish) and in the CLIL program. L1 Ts mainly asked for historical recounts and explanations from the students, and CLIL Ts opened the possibility of the content being interpreted from differing points of view and related it back to the students' personal experiences. The researchers point out that this provides for the L2 to be used for a broader range of purposes while learning content from new perspectives.

Morton's (2012) study points out the importance of classroom talk and dialogic interaction as being a way for Ts to find out the students' preconceptions and move them towards more scientific understandings. The study took place in a CLIL science classroom in Madrid. Morton calls attention to the need for Ts to be more aware of effective communicative strategies and the effect of their classroom talk. The researcher (2012: 109) concluded that the more communicative approaches are used in the classroom, in particular dialogic talk, the more opportunities there will be for meaningful language use, and both T and student language competences will be stretched.

Reznitskaya, et al. (2009) highlight the importance of dialogue as empowering students by creating a more egalitarian interaction compared to traditional teaching techniques. Their study of 6 classroom discussions and 40 essays showed a link between students' participation in dialogic activities and their subsequent development of argumentation. They conclude that a major benefit of

dialogic activities is that they allow students to acquire the ability to reflect on others' ideas and form their own answers.

Llinares and Morton (2010) report findings from a quantitative and qualitative analysis of classroom discussions and individual interviews in a CLIL social studies classroom. They found that sequences that involved students giving an explanation involved student turns that were over twice as long as the mean length. Additionally, they found longer student turns in the interviews when compared to the classroom discussions. Their qualitative analysis suggests that this may be due to more interactive follow-up moves on the part of the interviewer that allow students to expand their ideas. The Ts were found to use more evaluative feedback that seemed to end the student turn and provide fewer opportunities for their participation. The more dialogic approach (discussed more in section 3.1) practiced by the interviewers seemed to provide more room for student participation.

2.2.2 Studies concerning Language Assistants in CLIL

Although we agree with Leung (2005) that there is still a need for data about the way in which Ts and students use language in classroom interaction in bilingual education programs, it is clear that much important and revealing work has been done in investigating language use in the CLIL classroom. The vast majority of the research seems to have revolved almost entirely around T and student language use.

The LA has largely been ignored. Due to the fact that the LA plays a significant role in developing L2 competence through communicative activities and in their role as an expert on their native country's culture, this is extremely surprising. More research into the LA's contribution to the CLIL program would be beneficial. This is especially true within the Community of Madrid, where the LA is as an integral part of the CLIL program. This gap in CLIL research has recently been partially filled by two studies focusing on the LAs in CLIL contexts in Spain.

Méndez García and Pavón Vázquez (2012) undertook a study of collaboration between content Ts and LAs in CLIL classrooms at both the primary and secondary level, teaching in the L2 (French) while also utilizing the L1 (Spanish). They examined whether the use of two languages in the same classroom resulted in positive outcomes in the teaching and learning of content and language. The researchers reference studies such as Cummings (2000), Edelsky (1986), and Irujo (1998) that argue that the L1 must not be abandoned for the L2 and can actually be a tool for the learning of the L2. In short, two or more languages can coexist in the same classroom. The researchers focused on interviews with the Ts and LAs about their perceptions of the program and reflections on its implementation, including the use of both French and Spanish in the CLIL classroom and collaboration between the LA and the classroom T. Evidence of collaborative work was found, but it is suggested that there are no clear definitions and instructions for the division of classroom roles and managing the two languages successfully in the classroom. Despite this, the researchers put forth that CLIL is positively "affecting the linguistic

and cultural profile of the Ts and learners involved” (Méndez García and Pavón Vázquez, 2012: 17). The results of the interviews showed that LAs reported learning much about the language of the country (Spanish) and felt that their command of the target language (French) led to students formulating language hypotheses and testing them with the LA (Méndez García and Pavón Vázquez, 2012: 13). The study concludes by agreeing with Lorenzo et al. (2009) that the coexistence of both languages is beneficial for students in regards to both language learning and content learning. The major shortcoming in this study is its reliance on interviews with Ts and LAs and its lack of data from real classroom interaction. The results of the collaboration between the Ts and LAs is important in that it indicates that the current guidelines and training for LAs and Ts may not be sufficient for the most effective implementation of the CLIL program through T and LA collaboration and the use of the L1 and L2 (Méndez García and Pavón Vázquez , 2012: 17), but real observational data gathered from the classroom is needed.

Dafouz and Hibler (2013) studied team teaching between six Ts and six LAs within the community of Madrid at the primary level. In their analysis they found Ts using more direct language for disciplining students than the LAs. Additionally, they observed that most interaction between Ts and LAs occurred in the regulative register when managing the class and not when content was being discussed. They found that the LAs were more likely to adopt an informal and more egalitarian conversational style, and they suggest this has to do with their less dominant position in the classroom as “novice Ts”. This was seen to expose the students to

more informal language and thus enrich their language input. The researchers end by suggesting that more interactional strategies be implemented to foster collaboration and improve classroom interactional practices. It should be noted that the study was done in a primary school setting where the Ts were English language specialists. This is usually not the case in secondary CLIL classrooms in Madrid, where the Ts are content specialists certified to use English to deliver instruction (Dafouz and Hibler, 2013: 10). Additionally, the effect of the different discourse functions used by the Ts on student contributions was not examined. There is a clear need, then, for a study at the secondary level analyzing T and LA language use and the resulting student contributions.

As shown in the scarcity of studies on this topic, the role of the language assistant in CLIL has largely been ignored research wise, and to our knowledge no study has been undertaken that compares the language use of classroom Ts and language assistants in the CLIL classroom in terms of their use of interactional resources and the effect they have on student language production. In the current study, we will fill this research gap through considering how LAs in the Autonomous Community of Madrid are fulfilling their job description and undertaking a quantitative and qualitative analysis of the types of T and LA turns and the resulting student turns in the context of classroom discussions in CLIL classrooms. Having established the importance of investigating language use in the classroom and the lack of research on LA contributions, we will turn to the framework and theory used in this study for considering classroom talk.

3 Analytical/Theoretical Framework

In the following sections, we will outline the theoretical approaches used to analyze the corpora of classroom data gathered for this study. First, we will discuss the framework developed by Mortimer and Scott (2003) for examining the communicative approach used by the Ts and LAs (section 3.1). Next, the IRF exchange patterns identified by Sinclair and Coulthard (1975) will be described along with alternative interaction patterns (section 3.2). These exchanges will further be broken down based on interactional resources such as the questioning categories identified by Dalton Puffer (2007) in section 3.3.1 and the types of follow-up/feedback moves observed by Lyster and Ranta (1997) in Section 3.3.2.

3.1 Types of Communicative Approach

In their work on classroom talk in secondary science classrooms, Mortimer and Scott (2003) sought to analyze the ways in which meaning is made and learning takes place. Their work resulted in the development of a framework for analyzing the communicative approach of Ts in the science classroom. They outline the distinguishing features of authoritative and dialogic discourse as being that dialogic discourse is open to different points of view and multiple meanings. They contrast this to authoritative discourse that is focused on one meaning or viewpoint and does not encourage different ideas. Within these two categories of authoritative and dialogic, Mortimer and Scott (2003) further classify classroom talk as interactive or

non-interactive. Interactive talk is characterized by the participation of multiple people while non-interactive talk excludes other people, and the talk is dominated by one person (Mortimer and Scott: 611). This gives us four total communicative approaches (adapted from Scott and Mortimer (2005):

Interactive/dialogic: considers multiple ideas and points of view and includes participation by multiple people.

Non-interactive/dialogic: considers multiple ideas and points of view but participation is limited to one person, usually the T, who presents the material.

Interactive/authoritative: considers one specific point of view or idea and includes participation by multiple people.

Non-interactive/authoritative: considers one specific point of view or idea presented by one person, usually the T.

3.2 IRF Pattern & Alternative Patterns of Interaction

Sinclair and Coulthard (1975) studied spoken L1 classroom discourse at the secondary level in order to develop a model for analyzing spoken classroom discourse with a focus on individual interactions between Ts and students. They identified these “exchanges” between students and Ts to be the basic units from which a lesson is comprised. The researchers reported finding that the most common interaction between Ts and students is what is termed the triadic dialogue pattern, or the IRF exchange. The IRF exchange is made up of three moves. The “I”, or initiation move, is almost always performed by the T through an elicitation, a directive, or a question (Lyster 2008). The “R”, or responding move, is usually

performed by the student and involves answering a T question, responding to an elicitation or acknowledging a T directive. The “F”, or follow-up move, is usually performed by the T and involves evaluating or providing feedback on the previous response. The participants performing each move in the IRF sequence can vary, but Sinclair and Coulthard found that it is predominantly the T who is initiating exchanges and evaluating the subsequent student responses in typical classroom discourse.

Mortimer and Scott (2005: 612-613) identify the two alternative interaction patterns of open and closed chain patterns. These are characterized by a prompt move by the T after the student response that presses for further elaboration. An open chain pattern may result in a “I-R-P-R-P-R form (where P stands for Prompt)” (Mortimer and Scott, 2005: 612). These are distinct from closed chain patterns in that they don’t end with T evaluation. A closed chain pattern would look something like I-R-P-R-P-R-E, with E being a final evaluation by the T. Patterns such as these have been shown to lead to greater student participation (Llinares and Morton, 2010). The interactional resources selected for analysis are outlined in the following sections.

3.3 Interactional Resources

In the quantitative analysis we will analyze the corpus of classroom discussion by coding the T/LA and student turns. We will look at the type of

questions the Ts and LAs ask and the types of feedback they offer. These interactional resources will be explained below. The interactional resources used by Ts and LAs fall principally under the umbrella terms questions and feedback.

3.3.1 Questioning and other Forms of Initiation

T questioning has been shown to be an important issue in the CLIL classroom. Dalton Puffer (2007: 92) identifies questioning as the principal strategy used by teaching in CLIL contexts to convey content pointing out that they are utilized to structure, connect, and extend discourse. In the following paragraphs, we will outline the categories of questions in the CLIL classroom as proposed by Dalton Puffer (2007) as they are an integral part of the coding scheme used to analyze the collected data.

Questions used by Ts can be divided into two overarching categories: display and referential (Mehan, 1979). Display questions are questions to which the questioner already knows the answer. These are thought of as somehow “less real” questions in that the goal of a question is to obtain information. However, as Dalton Puffer (2007: 94-95) argues, display questions do play the important role of informing the T on student knowledge, highlighting and establishing a topic to be assessed by the class, and allowing for students to contribute to the construction of a proposition which might be beyond the student’s ability to accomplish alone. Referential questions are questions to which the questioner does not know the

answer and are thought of as “real questions” that seek new information on the topic being discussed.

Many studies have reported findings showing that display questions are much more common in the classroom (Musumeci 1996; Long and Sato, 1983; and Romero and Llinares, 2001). Dalton Puffer (2007: 96) references Zuengler and Brinton’s (1997) study, which found display questions are used more in CLIL type contexts than with students studying content in their L1. It has also been found that the use of referential questions is linked to longer and more complex student answers (Llinares, et. al 2012). However, as these researchers point out, this is not true for all referential questions and it is necessary to further divide these categories of questions. Dalton Puffer (2007) distinguishes between open and closed questions for both display and referential. In general, open questions leave more room for the person responding to answer in a novel way or with an extended response. Closed questions are generally limited to short, one-word responses and in that way constrain the person responding to a few possible answers. Examples of closed questions would be questions such as true/false in which the respondent is limited to a definite set of possible answers.

Dalton Puffer (2007: 98) identifies five categories of questions by the type of information that is being asked for by the T as found in the Austrian CLIL context of her study. The above-mentioned display and referential questions and the

categories of open and closed for each can further be divided into the following five subcategories:

- questions for facts
- questions for explanation
- questions for reasons
- questions for opinion
- meta-cognitive questions

These categories are fairly self-explanatory, but it is worth explicitly stating that meta-cognitive questions refer to questions that require students to explain and reason through their own ideas and contributions, and this is considered central to a more dialogic study of teaching that results in extended student turns (Dalton Puffer 2007: 98). The typologies of questions outlined above will be used to categorize the kinds of questions used by Ts and LAs.

Apart from demanding information, usually through questions, a second main function of initiating moves is that of demanding actions or “goods and services” (Eggin and Slade, 1997). They mainly involve teachers’ requests for student action as part of classroom management and organization.

3.3.2 Follow-up Moves and Feedback

The follow-up move generally entails some kind of acceptance or rejection of the previous response and/or feedback. This move can also be deemed more

interactional or more evaluative. Evaluative feedback can be positive, negative, or corrective. These would all fall under what Llinares (2005) terms pedagogic feedback as they have an evaluative or corrective aim. Llinares et. al. (2012) reference Lyster and Ranta (1997) as highlighting the importance of corrective feedback in CLIL classrooms with a focus on form while pointing out that evaluative feedback can limit student participation (Nikula, 2007). We will use the typology of corrective feedback by Lyster and Ranta (1997) in our analysis of feedback moves. The various forms of corrective feedback appear below in Box 1.

Box 1 : Types of Corrective Feedback (from Lyster and Ranta, 1997: 203)	
Clarification Request	Indication that an utterance has not been heard or understood, sometimes with the purpose of drawing attention to non-target forms
Explicit Correction	Provision of the correct form, indicating that something was incorrect
Recast	Implicit correction of an utterance by means of reformulation
Elicitation	Direct elicitation of the correct form using techniques such as asking for completion
Repetition	Repetition of the error with rising intonation
Metalinguistic Feedback	Reference to the well-formedness or correctness of the student's utterance without providing the correct form

In our study, we will take Llinares et al's (2012) application of the above types of corrective feedback by using them to code for not only feedback on form, but also on meaning. That is, we will take the above types of corrective feedback and apply them to CLIL classes where the focus is on meaning and form and where

Ts use these strategies to correct both types of student errors. Additionally, we will include what Lyster (1998) has termed non-corrective repetition under the evaluative follow-up moves. These are instances in which the T or LA repeats a correct student contribution (Lyster 1998: 62).

Llinares (2003) makes the distinction between the evaluative feedback we have just discussed and interactional follow-up moves. Interactional follow-up moves have the goal of eliciting more participation from the students. This involves prompts by the T for further student elaboration. As Mortimer and Scott (2003) point out, this sustains the interaction and supports the student in making their ideas explicit. The T using such interactional techniques can lead to a dialogue that is more equal where students must justify and argue their points instead of being evaluated by the T (Nassaji and Wells, 2000 in Llinares et al, 2012). Llinares (2005) and Llinares and Morton (2010) have shown the value of interactional follow-up moves in producing more student follow-up moves. In sum, interactional follow-up moves increase student opportunities for language production.

4 The Current Study

4.1 Description of Data

The current study analyzes classroom discussions led by three classroom Ts and three LAs in bilingual secondary schools in the community of Madrid. The three

LAs were native English speakers working at I.E.S. Villa de Vallecas and had no formal teaching training at the university level. LA1 had a master's degree in Hispanic studies but without any emphasis on teaching. LA2 was still completing her undergraduate degree at her university and was participating in the LA program to fulfill degree requirements. LA3 possessed an undergraduate degree and was completing her third year as a LA and thus had more experience within a CLIL context at the time of observation. The researcher met privately with the cooperating teacher that led the classes where the LAs were assisting and asked that the LAs be given an opportunity to lead a dialogic activity for one class period. The cooperating teacher for LA sessions was an experienced teacher and an expert in the social sciences (geography and history) who was certified to teach in English. The LAs were instructed to lead a discussion on a topic that the class had been studying. The LA-led sessions were recorded and analyzed by the researcher. It is worth noting that LA #1 led a discussion on the Renaissance and happened to have extensively studied the Renaissance in his undergraduate work and considered himself an expert on the topic. It was also obvious from the classroom observation data that LA #1 had prepared more thoroughly than the other two LAs. This was confirmed during informal conversations with LA #2 and LA #3 reporting no preparation and LA #1 reporting about an hour of work to get ready for the class. The class sessions led by Ts were pre-recorded data from the UAM-CLIL project (www.uam-clil.com). They were recorded at two different bilingual secondary schools in the community of Madrid (one in Boadilla del Monte and another in Fuenlabrada). The two teachers at Máximo Trueba were experienced teachers and

experts in both EFL and social science. The teacher at Joaquín Araujo was a content expert certified to teach social science in English. As can be seen in Table 1, the six class sessions chosen occurred within the context of a social studies classroom. We have also controlled for the English levels of the students participating in the study for comparative reasons. They were all part of the highest level classes in the bilingual section at their school and thus received the majority of their instruction in English. This information is summarized in Table 1 below.

Table 1: Classroom data used for analysis

Session Number	Grade	Topic	T/La	Data Origin	School
1	3A ESO	Renaissance	LA1 (male)	Live data	I.E.S.Villa de Vallecas
2	1A ESO	Ancient Egypt	LA2 (female)	Live data	I.E.S.Villa de Vallecas
3	4A ESO	Energy	LA3 (female)	Live data	I.E.S.Villa de Vallecas
4	1ESO	Ancient Civilizations	T1 (female)	Pre-recorded data	I.E.S. Joaquin Araujo
5	4 ESO	WWI	T2 (female)	Pre-recorded data	I.E.S. Profesor Máximo Trueba
6	2 ESO	Feudal Europe	T3 (female)	Pre-recorded data	I.E.S. Profesor Máximo Trueba

4.2 Research Questions

In this study, we will compare the interactional resources used by the Ts and LAs in the observed classroom sessions in bilingual/CLIL secondary schools and their effect on the students' participation. We will primarily focus on questions,

feedback and communicative approach. The classroom observation data will be analyzed with the goal of answering the following research questions.

- 1) What types of questions are used by LAs and Ts?
- 2) What types of follow-up moves and feedback are used by LAs and Ts?
- 3) Are there differences in the types of questions and follow-up/feedback moves utilized by the Ts and LAs?
- 4) Are there differences in the communicative approach used by LAs and Ts?
- 5) What is the effect of different communicative approaches (dialogic or authoritative) on students' participation?

4.3 Analysis Methodology

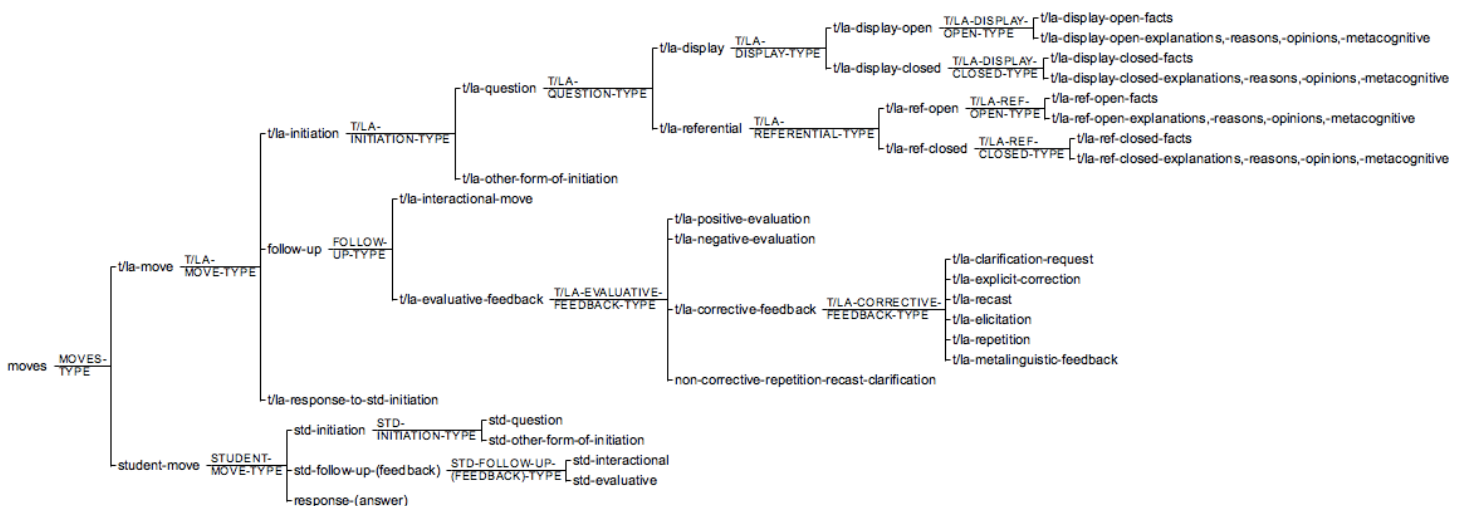
The classroom discussions were coded for T/LA and student turns.

Individual moves made by the T/LA and students were coded using the UAM corpus tool developed by Michael O'Donnell based on the scheme shown below in graphic 1.

The T/LA moves have been classified into T/LA initiation, follow-up, and response to a student initiation. The questions have been differentiated from other forms of initiation due to the fact that they have been shown to be the main strategy used by T to convey content (Dalton Puffer 2007). These questions have been further divided based on the differences between display and referential questioning and further into their open and closed forms based on the framework described in section 3.3.1. Finally, the questions for facts have been separated from

questions for explanation, reasons, opinions and metacognition based on findings that non-fact questions provide room for both a wider range of student responses and longer student contributions (Dalton Puffer (2007). T/LA response moves were divided between interactional moves, following Llinares (2005), and evaluative moves based on the framework outlined in section 3.3.2 as identified by Lyster and Ranta (1997). The evaluative moves were coded as corrective or non-corrective. Interactional follow-up moves have been isolated due to the fact that they have been shown to produce a greater number of student moves (Llinares and Morton 2010). Student moves were separated based on initiation, follow-up, or response (answer) to a teacher question. The student initiation moves were divided into questions and other forms of initiation. Student response moves were coded for being either interactional or evaluative.

Graphic 1: Coding Scheme



The results of the quantitative analyses and the subsequent qualitative analyses will be used to answer the research questions presented above. -The

qualitative analysis will seek to provide more insight into the quantitative results and to analyze more deeply any differences between the three LAs and Ts' language use. We will examine whether any interactional resources are more effective in promoting student contributions. We will now investigate the interactional resources that the LAs use in classrooms discussions before moving onto a comparison of LA and T led sessions.

4.4 LA-Led Sessions

4.4.1 Results of the Quantitative Analysis of LA-led Sessions

The application of the coding scheme yielded the following results (Table 2) for the LA moves in the LA-led sessions. The feature type is found on the left side of the table. The number of individual observed moves of each type and the percentage they compose of the total moves of that type are found on the right side of the table. All initiation moves are shown in blue, follow-up moves in red and response moves in green.

Table 2: Analysis of LA Moves

Feature	Number of Moves	Percent
TEACHER/LA-MOVE-TYPE	Total Moves = 474	
t/la-initiation	184	38.82%
t/la-follow-up-(feedback)	244	61.18%
t/la-response-to-std-initiation	46	9.70%
TEACHER/LA-INITIATION-TYPE		
t/la-question	152	82.61%

t/la-other-form-of-initiation	32	17.39%
TEACHER/LA-QUESTION-TYPE	N=152	
t/la-display	43	28.29%
t/la-referential	109	71.71%
TEACHER/LA-DISPLAY-TYPE	N=43	
t/la-display-open	20	46.51%
t/la-display-closed	23	53.49%
T/LA-OPEN-TYPE	N=20	
t/la-display-open-facts	15	75.00%
t/la-display-open-explanations,-reasons,-opinions,-metacognitive	5	25.00%
T/LA-CLOSED-TYPE	N=23	
t/la-display-closed-facts	23	100.00%
t/la-display-closed--explanations,-reasons,-opinions,-metacognitive	0	0.00%
T/LA-REFERENTIAL-TYPE	N=109	
t/la-ref-open	52	47.71%
t/la-ref-closed	57	52.29%
T/LA-REF-OPEN-TYPE	N=51	
t/la-ref-open-facts	14	27.45%
t/la-ref-open-explanations,-reasons,-opinions,-metacognitive	37	72.55%
T/LA-REF-CLOSED-TYPE	N=57	
t/la-ref-closed-facts	52	91.23%
t/la-ref-closed-explanations,-reasons,-opinions,-metacognitive	5	8.77%
T/LA-FOLLOW-UP-TYPE	N=244	
t/la-interactive	72	29.51%
t/la-evaluative	172	70.49%
T/LA-EVALUATIVE-TYPE	N=170	
t/la-positive-evaluation	72	42.35%
t/la-negative-evaluation	7	4.12%
t/la-corrective-feedback	45	26.47%
non-corrective-repetition	46	27.06%
T/LA-CORRECTIVE-FEEDBACK-TYPE	N=45	
t/la-clarification-request	13	28.89%
t/la-explicit-correction	5	11.11%
t/la-recast	18	40.00%
t/la-elicitation	5	11.11%
t/la-repetition	3	6.67%
t/la-metalinguistic-feedback	1	2.22%

We see that LAs predominantly initiate interaction through questions (82.61% of initiation moves). There are much less observed instances of other forms of initiation, such as elicitation or directives (17.39% of initiation moves). In the data observed, there is also a strong tendency for LAs to ask referential questions (71.71% of questions) compared to display questions (28.29%). Their use of display questions is almost evenly split between open (46.51%) and closed (53.49%) questions. The majority of both types of display questions are for facts (75% of open display questions and 100% of closed display questions). The referential questions used by LAs also tended to be more or less evenly split between the open (47.71%) and closed (52.29%) variety. We do see that the majority of the open referential questions were for explanations, reasons, opinions or metacognition (72.55%) compared to questions for facts (27.45%). The closed referential questions showed the opposite trend with 91.23% being for facts and 8.77% being for explanations, reasons, opinions or metacognitive.

LAs were observed to use more evaluation (70.49% of follow-up moves) compared to interactive moves (29.51%). Their evaluation is most often positive (42.45% of evaluation moves) with very few instances of negative evaluation (4.12%). They offered corrective feedback in 26.47% of the evaluative moves and this tended to be either in the form of a recast (40.00% of instances) or a clarification request (28.89%).

4.4.2 Qualitative Analysis of LA-led Sessions

The results of the quantitative analysis show us the manner in which LAs go about fulfilling their job description. The LAs predominantly initiate interaction with the students through questioning. This was seen to be done most often through the use of referential questions, which made up 82.61% of the total initiation questions. As shown in the above data, almost half of the observed referential questions were of the open variety (47.71%). Since open referential questions have been linked to longer and more complex answers (Llinares et al, 2012), it seems that one way in which LAs are fulfilling their job responsibilities is by providing dialogic classes where students are given room to produce extended turns and have their ideas discussed. This aspect will be discussed further in Section 4.5 when we compare LA and T moves. Additionally, LAs offer predominately positive evaluation of student turns and make extensive use of recasts. We will now turn to extracts from LA-led classroom sessions in order to further illustrate which strategies LAs are using in the classroom. The following two extracts come from an LA session on the Renaissance and show a LA focusing not only on content, but form as well.

Extract 1 (LA1 Session 1 on the Renaissance)

- 1 STU: no, that I have a question that...
- 2 LA: ok, hold on. First off, I've...I've heard a lot of you say "that", starting your sentences with "that" ok? Don't start it with that. You sound very Spanish cause you say "que tengo una pregunta" (literally: I have a question) ok and in English you can't say "that I have a question", ok?
- 3 STU: Sergio says...has...that the..
- 4 LA: the Mona Lisa
- 5 STU: the Mona Lisa was the neighborhood from

- 6 STU: da Vinci
7 STU: Leonardo da Vinci, that's true?

Extract 2 (LA1 Session 1 on the Renaissance)

- 1 LA: (student name)?
2 STU: that the...
3 LA: oh (calling attention to use of "that")
4 STU: that (picking up on what LA said and beginning again) she, the Mona Lisa ehh didn't have any eyebrows

In these two extracts we see some of the ways in which LAs can provide native language input and room for students to use the target language in a meaningful environment. We see a student in line 1 from extract 1 initiate an exchange in which he/she begins to ask a referential question to the LA. In line 2 the LA provides metalinguistic feedback to the student by explaining that it is not appropriate to begin "that I have a question." This is an instance of an LA giving explicit instruction on form and not content. In extract 2, we see the LA use clarification request to call attention to the error and remind the student of his previous metalinguistic feedback in line 3 (LA: oh (calling attention to use of "that")), and we see student uptake in line 4 (STU: that (picking up on what LA said and beginning again) she, the Mona Lisa ehh didn't have any eyebrows). These examples show that LAs can give student valuable information on the L2 while allowing them space to use the L2 to discuss course content. In the following extract from a social studies classroom, the LA provides room for extended and multiple student turns through the use of open questioning.

Extract 3 (LA3 Session 3 on Energy)

- 1 LA: Why, why did we start to, to research alternative forms of energy? What was the reason?
- 2 STD1: to replace the traditional ones
- 3 LA: yeah but but why? There was something, there was an event that made everyone realize that oil might be the best form of...
- 4 STD1: because of the oil crisis (quietly)
- 5 LA: yeah, well that doesn't even say that but very good, the oil crisis. ok, of 1973. It means there was, the oil was very expensive. alright? very good. emmm, what else?
- 6 STD2: that also the other sources that are nonrenewable eh hh sometime they are going to eh they aren't going to work so you have to have another, another source of energy.
- 7 LA: exactly, very good. The traditional forms are nonrenewable, ok? so we need alternative forms or we're not going to have electricity and all that stuff.

In this extract, we see the LA initiate interaction through an open display question in line 1. The LA then provides positive feedback in line 3 but pushes for more information with “but why?” and an elicitation “...the best form of...”. This encourages the student to produce another turn, which we see in line 4. The exchange ends with a positive evaluation by the LA in line 5. We can see that the LAs don't limit themselves to the standard IRF exchange, but instead make use of patterns such as the **I-R-P-R-E** closed chain patterns which have been found to lead to greater student participation (Llinares and Morton, 2010). This is seen in lines 1-5 from the above extract where we observe **Initiation** by the T, a **Response** by the student followed by a **Prompt** by the T, and ending with another **Response** by the student before the final **Evaluation** by the T. A new exchange is started with a second student in line 6. The LA again provides the student with a positive

evaluation and recasts their answer in a non-corrective manner in line 7, using a functional recast by reformulating the student's contribution into a more academic register (Mohan and Beckett, 2003) . In the following, two extracts we see evidence of LAs sharing various information about English speaking countries, thus, fulfilling another part of their job description of providing insight into their native country's culture.

Extract 4 (LA1 Session 1 on the Renaissance)

- 1 LA: Yes, that's it, ok, the Basque country. So, I'm American. I'm from New Mexico, someone said Mexico which I get all the time, but why do I have a name Ulibarri if I'm American?
- 2 STU: because your father
- 3 LA: What? What is your name?
- 4 STU: (says name)
- 5 LA: ok.
- 6 STU: eh, because Spanish people have been in America.
- 7 LA: Ok, very good. Does anyone want to add to (student name)? (another student name)?
- 8 STU: ah, no no no no no no no
- 9 LA: Ok, that's right. New Mexico, here was one of the first. Hey, (student), listen up. New Mexico was one of the first settlements, where the Europeans were in the United States. Before New York, before Boston, they were in New Mexico. The Spaniards, the Spanish and a lot of Spanish people emigrated to the United States and lived in New Mexico in the Capital. Does anyone know the Capital of New Mexico?
- 10 STU: New Mexico?
- 11 LA: The Capital of New Mexico? It's called Santa Fe.
- 12 STU: ah, si.
- 13 LA: Ok? So I am like at least five generations American, but my grand grand grand fathers great great great grand probably were Spanish with a little bit of indigenous maybe some Mexican, ok? So, (references another LA from the USA known to students) and I don't look like each other, but we're both American. You guys look pretty different but any of you could be American and we wouldn't know that you were not American, ok?

In Extract 4, the LA provides background information on his home country, the United States, and his home state of New Mexico. The LA used the opportunity of introducing his family history and the discussion topic to touch on the Spanish influence in the American Southwest (line 9) and the cultural and racial diversity of the United States (line 13). In the extract 5, the LA provides information on North America not only to the students, but the cooperating T as well in a discussion on energy.

Extract 5 (LA3 Session 3 on Energy)

- 1 LA: yeah, compost is good for gardens...or just keeping it in a separate space than everything else because then it will decompose faster and cleaner and nicer....I don't know. In Toronto, they have, they have ummm trucks that come pick up your recycling, your compost, and your trash. They have separate trucks for all of them
- 2 TCH: ah, you, you create compost in...
- 3 LA: in Toronto
- 4 TCH: in Toronto
- 5 LA: and they only pick up your trash every two weeks so it forces you to recycle because if you, you know, put your food and your plastics in your trash then it builds up and it smells and so...
- 6 TCH: and, and...
- 7 LA: I think it's a good idea
- 8 TCH: and you create the compost with, at, in, in home.
- 9 LA: uh huh, and it's like a little container and then you have your plastics and then your metals and then your regular trash
- 10 TCH: and they pick the compost and take it to the gardens?
- 11 LA: yeah, yeah
- 12 TCH: So they take the compost of everybody
- 13 LA: uh huh

Here, the classroom content T steps in (line 2) during the LA led discussion to comment and ask questions as the LA connects the content to a practice she knows about in Canada (line 1). The T expresses her surprise about the municipal composting program described by the LA and even asks the LA a referential question (line 10), putting the LA in the position of the expert.

The above extracts exemplify how LAs fulfill some of their key job responsibilities of providing dialogic classes to students and providing insight into their home countries. They do so by leading class discussions where they push for student participation through the use of open questions and provide students with opportunities for production of the target texts through these questions and often through the use of expanding follow-up moves. Additionally, they provide positive feedback, and occasionally metalinguistic feedback. They also occasionally speak as experts about their home countries, thus providing the students and Ts with a greater understanding of these countries and their culture. The next section is comprised of a quantitative analysis comparing the moves made by LA1 compared to LA2 and LA3.

4.4.3 Quantitative Comparison of LA1 and LA2/LA3

LA1 considered himself an expert on the subject of the Renaissance and this differentiated him from the other two LAs who did not have extensive experience with the subject matters being taught and could be thought of as true novices in that regard. Due to this fact, it was decided that a comparison between LA1 and LA2/LA3 could hold the potential of yielding interesting results. The outcome of this analysis is shown in the table below.

Table 3: Analysis of LA1 moves compared to LA2/3 moves

Feature	LA1		LA2/LA3		Chisquare	Significance
	Number	Percent	Number	Percent		
T/LA MOVES-TYPE	N=167		N=307			
t/la-initiation	73	43.71%	111	36.16%	2.60	
t/la-follow-up	81	48.5%	163	53.09%	0.91	
t/la-response-to-std-initiation	13	7.78%	33	10.75%	1.08	
T/LA-INITIATION-TYPE	N=73		N=111			
t/la-question	47	64.38%	105	94.59%	27.98	+++
t/la-other-form-of-initiation	26	35.62%	6	5.41%	27.98	+++
T/LA-QUESTION-TYPE	N=47		N=105			
t/la-display	16	34.04%	27	25.71%	1.11	
t/la-referential	31	65.96%	78	74.29%	1.11	
T/LA-DISPLAY-TYPE	N=16		N=27			
t/la-display-open	5	31.25%	15	55.56%	2.39	
t/la-display-closed	11	68.75%	12	44.44%	2.39	
T/LA-OPEN-TYPE	N=5		N=15			
t/la-display-open-facts	4	80.00%	11	73.33%	0.09	
t/la-display-open-explanations,-reasons,-opinions,-metacognitive	1	20.00%	4	26.67%	0.09	
T/LA-CLOSED-TYPE	N=11		N=12			
t/la-display-closed-facts	11	100.00%	12	100.00%	0.00	
t/la-display-closed--explanations,-reasons,-opinions,-metacognitive	0	0.00%	0	0.00%	0.00	
T/LA-REFERENTIAL-TYPE	N=31		N=78			
t/la-ref-open	10	32.26%	42	53.85%	4.14	++
t/la-ref-closed	21	67.74%	36	46.15%	4.14	++
T/LA-REF-OPEN-TYPE	N=9		N=42			

t/la-ref-open-facts	6	66.67%	8	19.05%	8.44	+++
t/la-ref-open-explanations,-reasons,-opinions,-metacognitive	3	33.33%	34	80.95%	8.44	+++
T/LA-REF-CLOSED-TYPE	N=21		N=36			
t/la-ref-closed-facts	17	80.95%	35	97.22%	4.39	++
t/la-ref-closed-explanations,-reasons,-opinions,-metacognitive	4	19.05%	1	2.78%	4.39	++
T/LA-RESPONSE-TYPE	N=81		N=163			
t/la-interactional-move	27	33.33%	45	27.61%	0.85	
t/la-evaluative-feedback	54	66.67%	118	72.39%	0.85	
T/LA-EVALUATIVE-TYPE	N=53		N=117			
t/la-positive-evaluation	24	45.28%	48	41.03%	0.27	
t/la-negative-evaluation	4	7.55%	3	2.56%	2.29	
t/la-corrective-feedback	18	33.96%	27	23.08%	2.22	
non-corrective-repetition-recast-clarification	7	13.21%	39	33.33%	7.49	+++
T/LA-CORRECTIVE-FEEDBACK-TYPE	N=18		N=27			
t/la-clarification-request	4	22.22%	9	33.33%	0.65	
t/la-explicit-correction	3	16.67%	2	7.41%	0.94	
t/la-recast	3	16.67%	15	55.56%	6.81	+++
t/la-elicitation	4	22.22%	1	3.70%	3.75	+
t/la-repetition	3	16.67%	0	0.00%	4.82	++
t/la-metalinguistic-feedback	1	5.56%	0	0.00%	1.53	

Table 3 shows that LA1 initiated interaction a greater percentage (43.71%) of the time compared to LA2/LA3 (36.16%). Conversely, there was more observed response to student initiation from LA2/LA3 (10.75% of moves) than LA1 (7.78%) moves. However, these differences were not found to be significant by the application of the chi-squared test. LA1 utilized questioning less often (64.38%) than LA2/LA3 (94.59%) to initiate interaction. This difference was found to be highly significant at 98% by the application of the chi-squared test. LA1 was found to have made greater use of other forms of initiation (35.62%) than LA2/LA3

(5.41%). This difference was also determined to be highly significant at 98% by the chi-squared test.

In terms questioning, we see LA1 making a greater percentage of display questions (34.04%) and less referential (65.96%) compared to LA2/3 who made 25.71% of display questions and 74.29% of referential questions. These were not determined to be significant differences by the chi-squared test. No significant differences in the use of the different types of display questions were observed. LA2/LA3 were seen to ask more open referential questions (53.85%) than closed referential (46.15%) relative to LA1 whose referential questions were 32.26% open and 67.74% closed. These differences were found to be of medium significance at 95% by the chi-squared test. The open referential questions used by LA1 were more often for facts (66.67%) than LA2/3, for whom open referential questions for facts made up 19.05% of all open referential questions. This difference was found to be highly significant at 98% by the chi-squared test. Related to this, a greater percentage of LA2/LA3's overall open referential questions were for explanations, reasons, opinions and metacognition (80.95%) compared to LA1 (33.33%). This was also found to be a highly significant difference at 98% by the chi-squared test. LA1 utilized a greater percentage (19.05%) of closed referential questions for explanations, reasons, opinions and metacognition and less for facts (80.95%) relative to LA2/LA3, whose closed referential questions were 97.22% for facts and 2.78% for explanations, reasons, opinions, and metacognition.

As regards evaluation, we see LA2/LA3 making greater use of non-corrective evaluation moves (33.96% of all evaluation) compared to LA1 at 13.21%. This was found to be a highly significant difference at 98% by the chi-squared test. LA2/LA3 were observed to use more recasts at corrective feedback at 55.56% than LA1 at 16.67%, a difference determined to be highly significant at 98% by the chi-squared test. LA1 was found to have made a higher percentage of elicitations at 22.22% of all corrective feedback moves compared to LA2/LA3 at 3.70%. The difference in these percentages was revealed to be of weak significance at 90% through the application of the chi-squared test. LA1 also used more requests for repetition (16.67% of evaluative moves) than did LA2/LA3, who were not observed to have used evaluative requests for repetition (0.00% of moves). This was determined to be of medium significance at 95% by the chi-squared test. The next section will consist of a qualitative analysis of the classroom observation data in an attempt to explain these observed differences.

4.4.4 Qualitative Comparison of LA1 and LA2/LA3

4.4.4.1 Questioning and other Forms of Initiation

It seems that the nature of the LA as a novice and a non-expert leads to a less dominant position in the classroom, and this influences classroom interaction. LA1, who considered himself an expert on the Renaissance and who has since reported

getting a job teaching social studies¹ in a New York public high school, exhibited initiation and questioning behaviors that more closely resembled the expert content Ts (see Section 4.5) than the other LAs. To begin with, we see LA1 make greater use of other forms of initiation, such as requests for student action or participation, than LA2/LA3, indicating a more dominant position where the students can be requested to participate in a more direct way than through the use of questioning. Additional differences are seen in LA1's preference for using display questions and LA2/LA3's tendency to use referential questions. LA1 seems to be in the position of the classroom expert who holds the correct information while LA2/LA3 ask more questions without knowing the answers, thus putting the students in a more equal position. This is further supported by the findings that there were more response to student initiation from LA2/LA3 than LA1, indicating more student initiation in the LA2/LA3 classroom sessions. The following extracts exemplify this difference between LA1 and LA2/LA3.

Extract 6 (LA1 Session 1 on the Renaissance)

- 1 LA: ok, Donatello. Very good, very good. Anyone else? Who's the...when you think of the history of Spain, of your country, who's the big name that you think of?
- 2 STU1: I think it's Ve..Ve..
- 3 STU2: Velazquez.
- 4 TCH: Someone that we say all the time.
- 5 LA: ok, (student name). When you study classic Spanish literature or if you think of the most famous historical figure in Spain, what comes to mind?

¹ LA 1 had not received training as a teacher at the time of the classroom observation used in this study.

- 6 STU3: Cervantes
- 7 LA: Boom
- 8 STU3: toma ("take that" said to classmates)
- 9 LA: ok, ok Cervantes, ok? So we uh, Miguel de Cervantes was a...a, what was he? Was he a...?
- 10 STUs: writer
- 11 LA: ok, and his most famous work, his Opus Magnus ok?
- 12 STU: El Quixote, Don Quixote de La Mancha.
- 13 LA: Thank you, good, official name. ok, good, good, good. So, what a lot of people don't know is that this Renaissance period did not just include a specific time in Italy ok, no this was all throughout Europe, it started in Italy and went all across ok?

Extract 7 (LA3 Session 3 on Energy)

- 1 LA: that's true. ehh, which alternative emm form of energy do you think is the best one? Or is there, is there a best, a better form?
- 2 STD: I think they are good, emm each one of these forms.
- 3 LA: So they are all good in different, in different ways? That's true. I'm trying to remember if I've read anything about one being more expensive than the other.
- 4 STD: maybe it's true

In extract 6, we see LA1 begin with a display question in line 1. When the desired answer is not given, the LA repeats his question with more information (line 5) until the answer he has in mind is offered (line 6). This is followed by two more display question in lines 9 and 11. This illustrates the LA's position as the expert in the exchange who controls the ideas that are discussed. They are very much dealing with facts, and the dialogue more closely resembles the Austrian classroom observation data described by Dalton-Puffer (2007: 126). LA1's position as an expert is further shown in his use of pedagogic feedback in line 13 to positively evaluate and expand upon a student's contribution. In extract 7, the LA begins the

exchange with a referential question (line 1) for a student's opinion. This use of a referential question gives the student's an opportunity to participate on a more equal level in the classroom and in a sense be an expert who can not only repeat the desired answer of the T, but also offer his or her own answer that is seriously considered by the LA and classmates. We further see this more equal interaction in the fact that the student evaluates (line 4) the LA's comment from line 3 by saying that it might be true. Now, we will consider a bit further this preference for referential questions and the more equal position of the students in this type of interaction.

We see a more egalitarian type of communication between both LA2 and LA3 and their students when compared with LA1. This result is in line with Dafouz and Hibler's findings (2013), which attribute this to the LA having a less dominant position in the classroom. The LAs are not content experts, and this seems to give students more room to express their views, initiate interaction and even give the LA feedback on their contributions. One feature that illustrates this is that in addition to asking the students more referential questions, LA2 and LA3 asked more open referential questions for opinions, as illustrated in extract 8 below.

Extract 8 (LA2 Session 2 on Ancient Egypt)

- 1 LA: So, what do we think about having lots of different gods rather than one, (student name)?
- 2 STU: that it depends because the Egyptians eh believe in all all of them they don't distinguish between or more because all them are like in a religious eh monotheic eh

mon..mo...monotheatrical religious that they believe in one god but these gods are separated so they are the same like only one...so

- 3 LA: yeah, no I agree I don't think you just pick and choose, I think you believe in all of them if you're going to believe in any of them.

Here, we see the LA asking for the student to put forth his opinion using an open referential question for opinion in line 1. This produces an extended student turn in line 2 in which the student is the class expert whose ideas are open for discussion. The LA follows this up by agreeing with the student, using interactional follow-up moves of the kind you find in conversations in non-academic contexts. The LA and the student seem to be on more equal footing in that both of their opinions are valid and can be seriously considered as options to be considered. This aspect can be further illustrated in the following excerpt from the same class session where a student feels comfortable enough in her more equal status in the classroom to actually disagree with the LA's opinion.

Extract 9 (LA2 Session 2 on Ancient Egypt)

- 1 LA: yeah, well I...I believe it, I think that people are reincarnated to an extent
2 STU: no.
3 LA: no, you don't agree.

To sum up, the difference between the LA1 and the other two LAs seems to lie in the positions they fill as either the expert or novice T. This status appears to influence the types of questions they ask, with the expert asking more display

questions and the novice more referential questions, especially for open referential questions for opinions.

4.4.4.2 Follow-up Moves

We also notice differences in the amount and kinds of follow-up moves used by LA1 versus LA2/LA3. We see more interactional follow-up moves in LA1's classroom talk and more evaluative follow-up moves in LA2/LA3's classroom observation data. The following two extracts illustrate this difference.

Extract 10 (LA1 Session 1 on the Renaissance)

- 1 LA: ok, so he wrote (writing on board), he wrote this, the book of the Courtier, ok that's in English, in Spanish it's called El Cortesano. Does anyone know what this book is about?
- 2 STU1: a courtier?
- 3 LA: Courtier (pronouncing correctly) that might be a French word huh? Yeah, ok anyone?
- 4 What's your name?
- 5 STU2: (says name)
- 6 LA: (mispronounces student name), where's your paper?
- 7 STU2: No, (repeats name).
- 8 LA: Oh (says student name correctly). Oh ok, good umm so can you tell me what you think this would...El Cortesano, The Book of the Courtier?
- 9 STU2: I don't know, maybe it describes the life of a Courtier.
- 10 LA: Ok, and what is a Courtier?
- 11 STU2: I don't know.
- 12 LA: (call on another student)
- 13 STU3: I don't know what is a Cortesano.

- 14 LA: Has anyone seen this word, El Cortesano?
- 15 STU4: Seen the word yes, but..
- 16 STU5: Seen yes, but I don't know what it means
- 17 LA: Ok, a courtier is a person who is courting...what does it mean to court? Do, do you guys know?
- 18 STU5: no
- 19 LA: Basically, in this book this man says what is a perfect gentleman, ok? Un caballero
- 20 STU5: yeah
- 21 LA: Yeah, and how should he be? And he says in his and it's an essay with a conversation a very aristocratic, rich, fancy pupil and they sit down and say oh a perfect man should have good physique he should work out he should be strong, the perfect man should have a nice voice, he should know music. The perfect man should be well read. Do you know what it means to be well read?
- 22 STU2: Si
- 23 STU1: Yes
- 24 LA: He should, he should be able to read and know a lot about history. The perfect man should blah blah blah blah blah, ok? And it's very interesting because like I, like Machiavelli, you could read this book today and it makes sense and that was written five hundred, over five hundred years ago and so that that embodies the leader (tapping board) Machiavelli this embodies a gentleman (pointing to the Cortier), ok? So, all these people looking to the past and putting a modern twist on it and to (unintelligible), ok? So the theme throughout this is going to be the same.

In extract 10, LA1 uses expanding follow-up moves to extend the interaction while providing the students with more information on the subject. For example, in line 10 where LA1 responds to the student's contribution with an interactional move asking for further clarification on what a courtier was. When the students are unable to produce the correct answer, the LA provides them with it along with a further explanation in lines 17, 19, 21, and 24. The LA has clearly positioned himself as the expert on the material. This position and knowledge allows him to push for more information, and due to the fact that he does possess much knowledge on the

subject, produce the correct answer when the students cannot. This is contrasted with what we see from LA2 in the following extract.

Extract 11 (LA2 Session 2 on Ancient Egypt)

- 1 LA: Would you like to live there?
- 2 STU1: Yes, I want to live there.
- 3 STU2: but is, it is very decorate eh the walls are eh sin....
- 4 LA: yeah, a bit busy maybe? too many things going on. I like it, I like that kind of stuff.
- 5 STU2: me no
- 6 LA: uh, why do you think these monuments have lasted so many years? like why are the pyramids still here and that kind of thing?
- 7 STU3: what?
- 8 LA: (calling on student)?
- 9 STU4: because they are made with the stones
- 10 LA: yeah
- 11 STU4: so it be a lot of years
- 12 LA: it can what?
- 13 STU4: eh, like stay a lot of years and years
- 14 LA: yeah, it can last a really long time. well-built, well-constructed. Do you think there was some kind of religious meaning to this building?
- 15 STUs: yes
- 16 LA: yeah, why? (calling on student)?
- 17 STU5: because eh they are sacred painter....eh paintings they also have...they have also ehh different parts that not can pass the normal people
- 18 LA: yeah
- 19 STU5: and because they eh is a a sanctuary in the final part of the temple
- 20 LA: yep...

Whereas LA1 provided pedagogic feedback to extend the exchange, LA2 utilized an interactional follow-up move in line 4 to accomplish the same goal. It seems both LA1 and LA2 seek to extend the exchanges and engage in what Nikula (2007, 81) described as being more flexible IRF patterns that encourage student participation, but they often go about it in different ways. LA2 asks for a student's opinion and seems to be more interested in maintaining the exchange and keeping students talking than in delving into the content at a deeper level. We see LA2 provide positive evaluation in lines 10, 14, 18, and 20. Here, the evaluation seems more supportive and serves the purpose of validating the students' contributions. LA2 provides a more equal environment, but seems to be limited when it comes to elaborating on the subject matter. This is possibly due to her position as a novice T and not a content expert. Further supporting this idea is LA2's decision to rely on interactional follow-up in this instance instead of pedagogic feedback. The class seems to be more about considering various points of view and opinions.

4.4.5 Discussion and Conclusions from LA-led Sessions

The first research question centered on the types of questions being asked by LAs and Ts. We have thus far established that LAs tend to ask referential questions and that these questions are more or less split evenly between being open and closed. The great majority of the referential questions were found for explanations, reasons, opinions, or metacognition while the closed referential questions were almost entirely for facts. The display questions they asked were also

evenly split between open and closed, but both types were more often for facts. We attribute the LAs' preference for referential questions over display to the fact that they are not experts and many times do not possess the correct answer in content classes. Thus, they focus more on students' opinions. This creates a more egalitarian classroom environment. This was supported by the comparison of the questions used by LA1 who was more of an expert on the content being discussed compared to LA2 and LA3. This comparison showed LA1's classroom interaction more closely resembled an expert content T who possessed the correct answers and sought them through asking questions for facts.

Our second research question has also been partially answered. The LAs showed a tendency to use more evaluative than interactional follow-up moves. Their evaluation was predominantly positive and almost never negative. The rest of their evaluative moves were evenly split between corrective feedback and non-corrective repetition. The corrective feedback offered was seen to be predominantly instances of the LA recasting a student response.

Based on the aforementioned, we can take a step towards answering our fourth research question about the types of communicative approaches used. We can say that on the whole the LAs adopted an interactive dialogic approach. As discussed earlier, Mortimer and Scott (2005) describe this approach as one that considers multiple ideas and points of view and includes various participants. The LAs' overwhelming preference for referential questions shows that many different

students could participate on more or less equal footing. Additionally, the majority of the LAs' evaluation was seen to be of a more positive and supportive type used in order to encourage and acknowledge the student contribution. Related to this, LA1's communicative approach was seen to be more interactive/authoritative than that of the other LAs in that it included participation by various people but centered predominantly on one specific viewpoint set by the LA. In the next section, we will report findings on the qualitative analysis of moves by the content Ts and compare them with the LA findings.

4.5 Comparison of LA and T Sessions

4.5.1 Results of Quantitative Analysis Comparing Initiation and Questioning by LAs and Ts

An analysis of the classroom sessions comparing questioning the LA and the T led sessions yielded the following results.

TABLE 4: Questioning by LAs and Ts

Feature	LAs		Ts		Chi-squared	Significance
	Number	Percent	Number	Percent		
T/LA-INITIATION-TYPE	N=184		N=150			
t/la-question	152	82.61%	99	66.00%	12.21	+++
t/la-other-form-of-initiation	32	17.39%	51	34.00%	12.21	+++
T/LA-QUESTION-TYPE	N=152		N=99			
t/la-display	43	28.29%	78	78.79%	61.23	+++
t/la-referential	109	71.71%	21	21.21%	61.23	+++
T/LA-DISPLAY-TYPE	N=43		N=78			
t/la-display-open	20	46.51%	66	84.62%	19.58	+++
t/la-display-closed	23	53.49%	12	15.38%	19.58	+++

T/LA-OPEN-TYPE	N=20		N=62			
t/la-display-open-facts	15	75.00%	47	75.81%	0.01	
t/la-display-open-explanations,-reasons,-opinions,-metacognitive	5	25.00%	15	24.19%	0.01	
T/LA-CLOSED-TYPE	N=23		N=9			
t/la-display-closed-facts	23	100.00%	9	100.00%	0.00	
t/la-display-closed--explanations,-reasons,-opinions,-metacognitive	0	0.00%	0	0.00%	0.00	
T/LA-REFERENTIAL-TYPE	N=109		N=21			
t/la-ref-open	52	47.71%	8	38.10%	0.65	
t/la-ref-closed	57	52.29%	13	61.90%	0.65	
T/LA-REF-OPEN-TYPE	N=51		N=8			
t/la-ref-open-facts	14	27.45%	5	62.50%	3.89	++
t/la-ref-open-explanations,-reasons,-opinions,-metacognitive	37	72.55%	3	37.50%	3.89	++
T/LA-REF-CLOSED-TYPE	N=57		N=9			
t/la-ref-closed-facts	52	91.23%	9	100.00%	0.85	
t/la-ref-closed-explanations,-reasons,-opinions,-metacognitive	5	8.77%	0	0.00%	0.85	

LAs initiated interaction 82.61% of the time through the use of a question and 17.39% of the time by other means, such as elicitation or directives. Ts, on the other hand, used questions 66% and elicitation or directives 34% of the time. These differences were shown to be highly significant at 98% by the chi-squared test.

A difference in the percentage of display and referential questions used by the LAs and Ts was observed. The LAs' questions consisted of 28.29% display questions and 71.71% referential questions. The Ts were observed to use 78.79% display questions and 21.21% referential questions. These differences were determined to be highly significant at 98% through the application of the chi-squared test.

An observable difference in the type of display questions used was also found. Ts' display questions were open 84.62% of the time and closed 15.38% of the time. LAs' display questions were split between 46.51% open and 53.49% closed. Both of these differences were found to be highly significant at 98% by the chi-squared test.

Other significant differences were in the type of open referential questions used. 72.55% of the questions used by the LAs were for explanations, reasons, opinions or metacognition while 27.45% were for facts. The Ts observed used 62.50% open referential questions for facts and 37.50% for explanations, reasons, opinions or metacognition.

4.5.2 Qualitative Analysis Comparing Initiation and Questioning by LAs and Ts

The quantitative analysis above revealed that Ts relied more heavily on other forms of initiation (demanding actions, such as “remembering” or “thinking”) to initiate interaction with the students when compared with the LAs. We will now turn to a some examples of these other types of initiation strategies from the T-led classroom sessions.

Box 2: Examples of Other forms of Initiation used by T

Class Session	Demanding Action
Session5 on WWI led by T2	Think of the big cause.
Session 6 on Feudal Europe led by T3	Remember that peasants in the feudal system has a very very particular relationship with the...

The above examples on the other types of initiation used by Ts in a greater percentage reveal a few things about their position in class. We notice in the two examples that the fact that the Ts were content experts with more experience probably led them to use devices other than questions to initiate interaction. They held the background information that enabled them to scaffold student participation in a way that was not seen as much in the LA-led sessions, where they relied more heavily on questioning to initiate exchanges. This also points to the greater status the T holds in the classroom. They are the experts who will guide the novices (students) to the correct answer that they, as the experts, have previously provided or hold. This is related to the differences in the types of questions used by the LAs and Ts. We see an extreme difference in the percentage of display versus referential questions. The LAs used many more referential questions, while the Ts preferred display questions. The following chart illustrates the most common type of questions used by each respective group.

Box 3: Examples of Questions

Examples of Display Questions used by Ts	Examples of Referential Questions used by LAs
1. Why did the population grow?	1. So, do you believe in the afterlife at all?
2. And how do we call those civilizations?	2. Do you think the people really thought he was a god or do you think they just kind of went along with it?
3. When did they invent that, in that time?	3. Do you care about pollution?
4. And why is so important that the area is so fertile	4. Would you like to be buried with all your things?
5. What obligations and rights...or rights do they have?	5. Do you like it?
6. Ok, so what happened with the trenches?	6. Anything else maybe the city could do?
7. So, houses have improved? Yes or no?	7. And do you think that's good for Spain?

This table allows us to see the differences in the types of questions most utilized by the LAs and Ts. We see Ts opting for display questions. As previously noted, these are questions to which the questioner already knows the answer. If we look further at the type of display questions asked by the Ts, we see that the majority (84.62% of total display questions) were open display questions. That is, even though they were display questions, they did allow the students room for extended turns. This difference can be seen when we compare the T questions numbers 4 and 7. In question number 4, “and why is so important that the area is so fertile?” we see that the student has an opportunity to produce an extended answer. In question number 7, “So, houses have improved, yes or no?”, the student are constrained to a yes or no answer. In the next two extracts, we will look at these questions and the responses they led to by students.

Extract 12 (T 1 Session 4 on Ancient Civilizations)

- 1 TCH: And why is so important that the area is so fertile? (calls on student)
- 2 STU: Eh, because is they, if the land is not fertile, they can't do agriculture, and they need the fruit of the agriculture to live, and to...

Extract 13 (T 3 Session 6 on Feudal Europe)

- 1 TCH: So, houses have improved, yes or no?
- 2 STU: Yes

The extended student turn we see in line 2 from extract 12 compared with the student turn in line 2 of extract 13 shows that open display questions can give

students room for greater participation. The difference between these questions and the referential questions used more frequently by the LAs seems to lie in the fact that the Ts are searching for a particular answer that they deem as being correct. This is shown in that the Ts used a much greater percentage (75.81%) of open display questions for facts. They were not so concerned with students' opinions as they were with them producing the correct answer. As Llinares et al. (2012) point out, these questions do serve the purpose of informing the T as to what the students know on a given subject and that this is a normal part of classroom interaction involving the T as an expert. However, this does reveal these questions as being perhaps not so open as they first appear due to the fact that the T has in mind a particular factual answer when the seemingly open question is posed (Cazden and Beck, 2003: 177). Let us now turn to the referential questions preferred by the LAs. The following two extracts show that LA referential questions can both trigger extended and short responses. LA2 in extract 14 uses an open referential question, and LA3 in extract 15 uses a closed referential question.

Extract 14 (LA 2 Session 2 on Ancient Egypt)

- 1 LA: Do you think the people really thought he was a god, or do you think they just kind of went along with it?
- 2 STU: No, I think they believed that he was eh a god eh the god of he of his eh of he of the Egypt but eh that he with a body like...

Extract 15 (LA 3 Session 3 on Energy)

- 1 LA: Do you care about pollution?
- 2 STD: No

We see the open referential question for an opinion in extract 14 line 1 led to a longer student turn than the closed referential question for an opinion in line 1 of extract 15. The above extracts illustrate that not all referential questions elicit extended student turns. If we look closely at the kinds of referential questions used by the LAs, we see that they were split evenly between open and closed referential questions. The open questions, however, were predominantly (72.55% of the time) for explanations, reasons, opinions, or metacognition. The closed referential were mainly for facts. This shows us two things. First, the LA is not the expert and when they ask questions for facts it is usually a referential question, the answer to which they do not know or are unclear on. Secondly, they use more open referential questions that provide for extended student turns and allow student participation on a more equal level where their opinions are sought and considered. This is contrasted with the more interactive-authoritative approach used by the Ts in which they predominantly considered one point of view set by the T through the content facts presented. The overall effect these differences had on the length of student turns will be considered in section 4.6. We will now turn to a quantitative analysis of the follow-up moves and feedback offered by the LAs and Ts.

4.5.3 Quantitative Analysis of Follow-up Moves & Feedback

The following table shows the follow-up moves and the feedback offered by both LAs and Ts from our classroom data.

Table 5: LA and T Moves

Feature	LAs		Ts		Chi-squared	Significance
	Number	Percent	Number	Percent		
T/LA-FOLLOW-UP-TYPE	N=244		N=329			
t/la-interactive	72	29.51%	101	30.70%	0.09	
t/la-evaluative	172	70.49%	228	69.30%	0.09	
T/LA-EVALUATIVE-TYPE	N=170		N=228			
t/la-positive-evaluation	72	42.35%	90	39.47%	0.33	
t/la-negative-evaluation	7	4.12%	4	1.75%	2.02	
t/la-corrective-feedback	45	26.47%	62	27.19%	0.03	
non-corrective-repetition-	46	27.06%	72	31.58%	0.95	
T/LA-CORRECTIVE-FEEDBACK-TYPE	N=45		N=62			
t/la-clarification-request	13	28.89%	7	11.29%	5.31	++
t/la-explicit-correction	5	11.11%	7	11.29%	0.00	
t/la-recast	18	40.00%	24	38.71%	0.02	
t/la-elicitation	5	11.11%	23	37.10%	9.11	+++
t/la-repetition	3	6.67%	1	1.61%	1.85	
t/la-metalinguistic-feedback	1	2.22%	0	0.00%	1.39	

LAs and Ts split their follow-up moves nearly equally between interactional and evaluative. They both used interactional follow-up moves around 30% of the time (29.51% for LAs and 30.70% for Ts) and evaluative feedback moves around 70% of the time (70.49% for LAs and 69.30% for Ts). We also see that both groups offered positive evaluation most commonly, with it making up 42.35% of total evaluation for LAs and 39.47% for Ts. There is very little negative feedback offered by either group. LAs and Ts also used corrective feedback and non-corrective repetition, recasts, or clarification requests in roughly the same proportions.

There are some observable differences in the types of corrective feedback used. LAs used a greater percentage of clarification requests, 28.89% of total corrective feedback, compared to Ts who used them 11.29% of the time. This was seen to be of medium significance at 95% by the chi-squared test. Ts were observed to use more elicitation as feedback than LAs. Ts used elicitation 37.10% of the time compared to the LAs at 11.11%. This difference was found to be highly significant at 98% by the chi-squared test. There were not significant differences in the other kinds of corrective feedback offered.

4.5.4 Qualitative Analysis of Follow-up Moves/Feedback

Analyzing the above differences more closely through examining their use in the context of the classroom discourse allows us to more accurately see their significance. We see that the LAs used clarification requests more frequently than did Ts. This would seem to indicate that there was more communication breakdown between LAs and students and that this caused the LAs to ask the student to repeat or clarify their contribution. This puts the student in a situation that mimics what they may face in more natural settings outside the classroom. There seems to be less communication breakdown between Ts and students. The following two extracts show how the LAs and Ts mainly utilized clarification requests.

Extract 16 (LA 1 Session 1 on the Renaissance)

- 1 STU: but Vasco da Gama is in a city of Portugal?
- 2 LA: uh, no, his his uh or his remains? Or what do you mean?
- 3 STU: a city is the, a city is...
- 4 LA: oh no no no, I mean his statue and his uh statue there is a lot of tributes to him.

Extract 17 (T 1 Session 4 on Ancient Civilizations)

- 1 TCH: And how do we call these civilizations?
- 2 STD: River
- 3 TCH: River?
- 4 STD: Civilizations.
5. TCH: River civilizations. And why is that? Why?

There is a genuine communication breakdown between the LA and the student in extract 16, and the LA performs a clarification request in line 2 to repair the miscommunication (LA: uh, no, his his uh or his remains? Or what do you mean?). The student attempts to reformulate the question, and we see the LA understand and answer the student's question in line 4. This is contrasted to apparent breakdowns between Ts and students. Ts often use corrective feedback, such as repetition, as in extract 17. Here, the T asks the students to reformulate their answer in line 3 in order to highlight the term "river civilization" to obtain a more complete answer and push for a reason in line 5. There seems to be more communication breakdown between LAs and students, and thus more interactional and non-pedagogic feedback. The fewer communication breakdowns between the

native Spanish-speaking Ts and the students might be explained by the teachers' familiarity with the students' interlanguage and also with the subject matter content and the information the student is intending to convey.

We see a significant difference in the number of elicitations used by LAs and Ts. The Ts used more elicitation, and through looking at examples from the classroom data, we see that it was used in order to elicit key points that were pertinent to the discussion. Extract 18 shows one such example.

Extract 18 (T3 Session 6 on Feudal Europe)

- 1 STU: The society has changed a lot because in the.. in the in the Middle Ages eh the rich and the merchants go to a place eh eh.. the the lower.. the peasants and the lower nobles go to another and the serves and.. they were very.. very divided
- 2 TCH: Very divided. Ok, excellent. Ok, so we say that society was? Remember the word? Hier-?
- 3 STU: ((All)) Hierarchical

The T elicits the keyword "hierarchical" in line 2, and we see students give the appropriate response in line 3. Examples such as this are almost non-existent in the LA class sessions, occurring in only 6.67% of instances of corrective feedback. This is most likely due to their status as novices on the subject matter. They would most likely not possess as much content information and would not be able to highlight key points or vocabulary as easily as the Ts who are experts on the content. Having now addressed our research questions relating to the comparisons between the Ts and LAs, we will turn to an analysis of student contribution.

4.6 Student Contribution

We have determined that there are differences in the questioning strategies, type of feedback offered, and overall communicative approach utilized by Ts and LAs. The following analysis is based on the percentage of overall student turns, the type of student moves performed, and the length of student turns in order to gauge the effect of these differences on student participation.

4.6.1 Quantitative Analysis of Student Contribution

The following table shows the student moves from both the LA-led sessions and the T-led sessions.

TABLE 6: Student Contribution in LA and T led sessions

Feature	Language assistant-led sessions		T-led sessions		Chisquare	Significance
	Number	Percent	Number	Percent		
MOVES-TYPE	N=820		N=779			
T/la-move	475	57.93%	486	62.39%	3.32	+
student-move	345	42.07%	293	37.61%	3.32	+
STUDENT-MOVE-TYPE	N=333		N=290			
std-initiation	49	14.71%	4	1.38%	35.42	+++
std-follow-up-(feedback)	21	6.31%	4	1.38%	9.77	+++
std-response	263	78.98%	282	97.24%	47.20	+++
STD-INITIATION-TYPE	N=49		N=3			
std-question	33	67.35%	3	100.00%	1.41	
std-other-form-of-initiation	16	32.65%	0	0.00%	1.41	
STD-FOLLOW-UP-TYPE	N=20		N=4			
std-interactional	5	25.00%	0	0.00%	1.26	
std-evaluative	15	75.00%	4	100.00%	1.26	

There was an observed difference in the proportion of LA to student moves compared to T to student moves. Students took turns 42.07% of the time in the LA data and 37.61% of the time in the T data. This difference was found to be of weak significance by the application of the chi-squared test. There were also significant differences (at 98%) in the amount of student initiation with students initiating interaction 14.71% of the time in the LA data and 1.38% of the time in T data. Students were seen to provide more feedback as well. This accounted for 6.31% of student moves in the LA data and 1.38% of student moves in the T data. This was also determined to be of high significance at 98%. There was a highly significant difference in the percentage of student moves in which students answered questions in the T data (97.24%) than the LA data (78.98%) as determined by the chi-squared test. Table 7 shows the length of student turns in both data sets based on number of student turns, number of total words in student turns, and average student turn length.

TABLE 7: Student Turn Length

	Student Turns in LA-led Sessions	Student turns in T-led Sessions
Length:		
- Number of turns:	345	293
- Total words in turns:	2,287	1,917
- Avg. turn Length:	6.63 (SD=9.61)	6.54 (SD=7.39)

It was found that there were more student turns in the LA-led sessions (345) than the T-led sessions (293). There were also more total words contributed by

students in the LA-led sessions (2,287 words) compared to T-led sessions (1,917). The average turn length of the student turns in LA data was found to be greater (6.63 words per turn) than in the T data (6.54 words per turn). The individual students turns were examined to see if any significant differences existed through the application of a t-test for significance. The T-value was 0.137581 and the p-value 0.890605. The result of the difference in average student turn length was found not to be significant at $p < 0.10$.

4.6.2 Qualitative Analysis of Effect on Student Contribution

The data above supports the idea that there is a more egalitarian environment created in the LA-led class sessions. We see more student initiation and even feedback in the LA sessions. Student initiation and follow-up was found to have occurred only four times in the three T-led class sessions. This seems to indicate that the students were more equal participants in the discussions with LAs where they had license to initiate interaction. The following extract shows the greater freedom students exhibited in LA-led sessions and the more equal position the participants share with the LA being more of a novice T.

Extract 19 (LA2 Session 2 on Feudal Europe)

- 1 LA: well tell me, tell me why because you know kings and queens still they say have the divine right.
- 2 STU1: but
- 3 LA: (calls on student1 who raised their hand and attempted to contribute)

- 4 STU1: I have a question
- 5 LA: yes?
- 6 STU1: that if they could do whatever they want, the pharaohs?
- 7 LA: yeah i think so, they had absolute power so if they said "right kill Adrian" ...
- 8 STUs: laughing
- 9 STU2: I think that eh the pharaohs...some persons believed they are god but for example if one person say to me that the king of Spain is a god I don't believe because it could be a person that have a lot of powerful and power and all the culture of the city but it's not a god

In the above extract, we see the LA initially begin the interaction with a directive to “tell” her information in line 1. This directive is actually ignored, and student 1 initiates another exchange with her own question in line 6. The LA attempts to answer but prefaces her answer with “I think” in line 7, which indicates her position as less than an expert. Student 2 then begins another exchange in line 9. The exchange is much more equal in that all parties are able to initiate interaction and offer their opinions as we see in the LA turn in line 7 and the student turn in line 9 that both begin “I think”. It is important to mention that although the status of the participants is more equal than in the T data, the leader is still the LA. We see that students ask the LA questions when they need information, and it is clear it is the LA ultimately driving the discussions.

Due to the fact that LAs made greater use of referential questions, which have been shown to lead to longer and more complex student turns (Llinares, et. al 2012) this is somewhat surprising. However, when we take into account that the Ts used significantly more open display questions, we see that students were given the same

opportunity to produce extended turns. The difference seems to lie in the types of student turns that are elicited by the LAs and Ts. In box 4 below we see student responses triggered by both a display question used by a T and a referential question used by a LA.

Box 4: Examples of Questions

Example of a display questions used by Ts and the student turn it elicited	Examples of a referential questions used by LAs and the student turn it elicited
<p>TCH: And why is so important that the area is so fertile?</p> <p>STD: Eh, because if they, if the land is not fertile, they can't do agriculture, and they need the fruit of the agriculture to live, and to...</p>	<p>LA: Do you think the people really thought he was a god or do you think they just kind of went along with it?</p> <p>STU: no, I think they believed that he was eh a god eh the god of he of his eh of he of the Egypt but eh that he with a body like.</p>

The above examples show how an open display question can trigger a longer student turn, just as with an open referential question. We see that the students are involved in offering different information in their turns. In the LA example, the student responds with their opinion whereas the student in the T example is offering a reason that had been previously learned in class. In the next section, we will discuss the findings from the study and the conclusions that have been drawn.

5 Discussion and Conclusions

We are now ready to return to the research questions we set out to answer. Our first research question pertained to the type of questions asked by LAs and Ts.

We've seen that LAs tend to use referential questions and that these are more or less equally open and closed and often elicit student opinions. The Ts observed in the study made more use of open display questions dealing with the facts previously presented.

We also sought to identify the types of follow-up moves and feedback offered by LAs and Ts. LAs predominately used evaluative feedback moves that were almost entirely positive. They performed more clarification requests than did the Ts. The Ts also used positive evaluation as their most common form of feedback. Ts were seen to use more elicitation than did the LAs.

We can take the above two questions into account along with our qualitative analysis of the classroom data to answer our third research question about the communicative approaches used by the LAs and Ts. We see that the LAs adopted a more egalitarian classroom environment that could be described as interactive-dialogic in that many different points of view were considered by various participants. The students' opinions were sought frequently and students were seen to even evaluate LA contributions. We could say that one point of view was considered by multiple participants in the T-led sessions. That is, they were seen to be more interactive-authoritative in that they largely consisted of questions for facts that came from the T as the expert and were to be answered by the students.

These different communicative approaches were not seen to cause a significant difference on the length of student turns. We surmise that this is due, in part, to the Ts' use of open display questions for facts. This seemed to give students a greater chance to produce longer turns such as the ones that followed many of the referential questions used by the LAs. There was an observed difference in overall student contribution that we may attribute to the communicative approaches adopted by the LAs and Ts. Student turns were seen to make up a greater percentage of the overall turns in the LA-led sessions. Students were given more room to offer their own opinions in the LA sessions instead of the more common facts that we saw in the T sessions. This also led to students initiating more exchanges and using feedback moves, as they were not limited to merely responding to T initiation.

It is our belief that many of the differences observed are due to the fact that the LAs were novice Ts and thus did not possess the content knowledge that Ts would. This left them in a less powerful position in the classroom and opened the floor up to more equal student participation. The conversations revolved around opinions instead of facts. The LAs also occasionally went to the Ts for clarification on facts that came up. The Ts, having access to the content knowledge as experts, led classroom sessions that centered on facts that the T knew and had presented to the class (Llinares et al. 2012). These findings are strengthened by the fact that similar questioning strategies were used by LA1 who considered himself an expert on the material discussed in the session he led.

Due to the fact that this study involved a relatively small number of classroom sessions, more studies are needed that examine a greater number of classroom discussions. However, we believe that the results of this study can provide us with a starting point for understanding how best to utilize LAs in the classroom. As novices, they allow students to interact with them on more equal footing. This can lead to them being able to participate in interaction that mimics more real-world situations outside the classroom that is not available to them as readily with their “expert” T. Ts should be made aware of this difference and utilize LAs to lead discussions in which students can offer their opinions and points of view and thus process the content learned in class in a different way. This lines up with a key part of the job description of the LA, which is to lead conversation classes. It is also important to note that the Ts are necessary during the discussions to clear up any content questions by the LA or the students.

Our study has described and pointed out the differences in classroom discussions as led by LAs and Ts in the content of the CLIL classroom at the secondary level in Madrid, Spain. This enables us to better understand some of the benefits the LAs bring to the bilingual program in Spain and underscore the importance of the content Ts as experts in their fields.

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www.uam-clil.com

Tools

UAM corpus tool developed by Mick O'Donnell of the Autonomous University of Madrid.

Appendix 1

I. E. S. Villa de Vallecas
Geography & History Class (2ªA ESO)
LA (1): Gabriel Ulibarri
TCH: Gema de la Torre
Class session on the Renaissance
Researcher: Justin Erwin
Date of Recording: May 22 2013
Transcription: Justin Erwin
Date of Transcription: May 24 2013

Classroom Discussion

LA: Ok, today we are going to talk about, our objective is to produce Renaissance scholars so after today I expect that you guys are going to be Renaissance scholars, ok? The Renaissance is this huge topic that we can't really cover in one, in one hour. So we're going to do our best to cram this entire session on the Renaissance into about an hour, ok? And I have some rules. The first one is no talking when I'm talking, ok? The second one is no talking when your classmates are talking, alright? Ok, so first off since I don't know you I am asking you to pull out a sheet of paper and write your name on it very big, very big.

STUs: (write names on papers)

LA: Big big big, fill the paper with your name.

STUs: Ah

STU: Only the name, or?

LA: Ok, while you're doing that...

STU: but to put it like this?

LA: It doesn't matter, it doesn't, whatever want. Ok, while you're doing that I want you guys to take a look at my name. What's my surname, my last name?

STUs: Ulibarri.

LA: Ok, where's that name from?

STU: Mexico?

LA: No

STU: Italiano?

LA: No

STU: Spain?

LA: Yes, where in Spain?

STU: the North?

STU: Gallicia?

STU: ah, País Basco?...Basque, Basque country

LA: Yes, that's it, ok, the Basque country. So, I'm American. I'm from New Mexico, someone said Mexico which I get all the time, but why do I have a name Ulibarri if I'm American?

STU: because your father

LA: What? What is your name?

STU: (Std name)

LA: ok.

STU: eh, because Spanish people have been in America.

LA: Ok, very good. Does anyone want to add to (Std name)? (Std name)?

STU: ah, no no no no no no no

LA: Ok, that's right. New Mexico, here was one of the first. Hey, (Std name), listen up. New Mexico was one of the first settlements, where the Europeans were in the United States. Before New York, before Boston, they were in New Mexico. The Spaniards, the Spanish and a lot of Spanish people

emigrated to the United States and lived in New Mexico in the Capital. Does anyone know the Capital of New Mexico?

STU: New Mexico?

LA: The Capital of New Mexico? It's called Santa Fe.

STU: ah, si.

LA: Ok? So I am like at least five generations American, but my grand grand grand fathers great great great grand probably were Spanish with a little bit of indigenous maybe some Mexican, ok? So, Justin and I don't look like each other, but we're both American. You guys look pretty different but any of you could be American and we wouldn't know that you were not American, ok? So, the Renaissance. Someone please raise your hand and tell me what you know about the Renaissance. Anything, any any anything about the Renaissance.

STU: not much.

LA: nothing, you know nothing?

STU: inculto

LA: yeah, let's go. No, I already called on him. (Std name).

STUs: (laughing)

LA: alright, tell me what you know about the Renaissance.

STU: Renaissance is a, Renaissance is a historical period that lasted about (unintelligible) years and I don't know.

TCH: But yesterday you said something, do you remember?

STU: ah, the thing that we do yesterday. Ehh, I think that...

LA: Tell me your name, or raise your name, oh (Std name), very good.

STU: eh, I think that it's based on the Romans and the Greeks.

LA: very good, ok so Romans and the Greeks...and Greeks. Good ok, anyone else? Let's go with uh Diana. Where's Diana?

STU: I don't know about the Renaissance.

LA: ok, (Std name).

STU: that they are like two types well two centuries mainly, the quattocento y qiuno...quintocento.

LA: How do you say that in English?

STU: I don't know.

STUs: (various attempts at translating to English)

STU: it, it divided in two centuries called the quattocento and the quintocento

LA: ok, can you help us? How do you say these centuries in...

TCH: in English?

LA: yeah

TCH: in the book it's like that so I suppose it's...

LA: oh ok, ok, yeah, it started ok very good you guys brought up some very important things, it started with uh in in Florence, in Florence in Italy and this was a time where there were some really intelligent thinkers, ok? Before that everyone studied religion and they they believed in the supernatural in prayer and oh this is going to happen because of this and God ununu, but people started focusing on the human, the human being and the power that a human being has, ok? So they said, they started to study humanism and so they didn't think of all this on their own, they took examples from the classics, Greeks and Romans and applied those and put a modern twist on them and because of that the Renaissance has influenced the world we live in today, ok? So, because of all that happen....all that happened in the past and there was the Classical period, ok? And then what came after the Classical period? Then there's the Renaissance and then we're in, we're in modern times ok? So we have the beginning and then Modern, so what's this part here, what's the part that goes here?

STU: Middle Ages

LA: Middle Ages, ok? Gema really likes the Middle Ages, I prefer the Renaissance, ok? Ok, so who were some famous people in the Renaissance?

STU: da Vinci, Michaelangelo

LA: Magaña, da Vinci, Michaelangelo. Uh, Noé?

STU: Rafael

LA: Rafael, ok. Anyone else?
STU: Donatello
LA: ok, Donatello. Very good, very good. Anyone else? Who's the...when you think of the history of Spain, of your country, who's the big name that you think of?
STU: I think it's Ve..Ve..
STU: Velazquez.
TCH: Someone that we says all the time.
LA: ok, (Std name). When you study classic Spanish literature or if you think of the most famous historical figure in Spain, what comes to mind?
STU: Cervantes
LA: Boom
STU: toma
LA: ok, ok Cervantes, ok? So we uh, Miguel de Cervantes was a...a, what was he? Was he a...?
STUs: writer
LA: ok, and his most famous work, his opus magnus ok?
STU: El Quixote, Don Quixote de La Mancha.
LA: Thank you, good, official name. ok, good good good. So, what a lot of people don't know is that this Renaissance period did not just include a specific time in Italy ok, no this was all throughout Europe, it started in Italy and went allll across ok? So, I'm going to pass out, Gema (TCH), if you could help me.
TCH: Yes, I will pass them.
LA: half and half and they can pass them around...a sheet of paper with uh, that talks about the Renaissance. We're going to read it together, talk about some historical figures, and then at the end, in the middle of class I'm going to divide you into two groups and you're going to have a debate and you're going to be one Renaissance man and you're going to be another Renaissance man and you guys have to debate as to why you embodied, do you know what that means to embody? Chalk, embody, ok, which figure embodied the Renaissance more, this man or this man? Ok, so who, (Std name) can you tell me what does it mean to embody?
STU: como caracteriza
LA: Cómo qué?
STU: eh, the person
LA: there you go
STU: that, that the that the
LA: you're on it,
STU: charac...
LA: how do you say that word in English?
STUs: (trying to produce the word in English)
LA: Characterizes, ok which person characterizes the Renaissance? Ok, so I want you to take a look at the list of people here and I want, eh I want you to pick a name that you don't know, that you've never seen and raise your hand please. Oh, ok uh (Std name).
STU: Niccolò Machiavelli
LA: oh ok, Niccolò Machiavelli. Does anyone know who Niccolò Machiavelli was?
STU: (reading directly from handout) an Italian historian, politician, and...
STUs: (laughing)
LA: (Std name), very good reading skills, I love it, ok. No, Machiavelli he had a very very important work, ok? One thing in his life that stood out more than anything else, ok? Machiavelli, it called this, it's a book he wrote, it's called The Prince, ok? Has anyone heard of this book?
STUs: yes
LA: Maybe, in Spanish? You can say it.
STU: el principito
LA: no, what's it called in Spanish?
STU: el principe
TCH: maybe they know the expression "machivellic"?

LA: yes, ok, in this work in The Prince, Machiavelli whose a, is a philosopher, a deep thinker, he analyzed old leaders in the past, ok? Kings, dukes, uh nobility and he wrote this book and basically this book said "What makes a good prince?" and what he says prince it doesn't mean prince like "principe" no, it means a leader, ok? So he analyzed history, he looked to the past and sai, and wrote down this works, this works, this doesn't and it's a very intense book, it's only this big, it's very small, but every word in that book has a BIG meaning, ok? So it's very difficult to read and as you guys get older I think it's required and if it's not maybe in the ESO in in in the university in the United States if you study politics or government, you have to read this book because this was written over 500 years ago and still to this day everything applies today. You can make connections, wow he said this, he said this. And the most important theme of this book right, the theme is, what makes a good leader...Is it better to be feared or loved? Ok, has anyone heard that before? I'm going to erase my map here (erasing and writing on board)...feared or loved....feared or loved. Can someone explain this to me? (Std name), is it better to be feared or loved?

STU: I don't know what does eh feared mean?

LA: ok, umm (Std name).

STU: Yes, I think it's better to be loved because if you're feared that means that people are scared from you.

LA: ok, can anyone, can anyone go a little more?

STU: but what does it mean feared?

LA: unka, good feared...

STU: temido

LA: doesn't only mean in this sense we're afraid of him, ok? You could look at this as almost like respected, ok? If you have respect for someone or you're uh they're they're feared ok, Gema (TCH) help me out if you have any additional information on this.

THC: no, no

LA: ok, uh so it doesn't, it does mean feared to feared but also if there's a king ok? And he wants to be a good ruler should the people be afraid of him but also be respectf...uh should they have respect for him or should they honor him and devote themselves to him because they love him because he's a good king, ok? And so he analyzed all these different things and this is the main uh, I would say one of the main themes in his book is what makes a better kind, a king that is feared or a king that is loved, ok? and we could debate that for centuries, ok? And he he he goes into specifics. Ok, good good good so that's Machiavelli and you will you will hear that name for the rest of your studies, who else on that list? Uh, let's go with (Std name) and then with (Std name).

STU: eh, (trying to sound it out) Ba...ld.a.ssare Cas..tig...lione.

LA: (laughing) ok (pronouncing it with an Italian accent) Baldassare Castiglione, ok he's an Italian, ok? Uh, you guys have a little excerpt about this man in your book cause Gema (TCH) showed it, uh she showed it to me.

TCH: Yes, very short, you remember this box with the, this box with uh painting here just (looking in book) page (unintelligible) it's not there, it's not much about Baldassare.

LA: ok, so he wrote (writing on board), he wrote this, the book of the Courtier, ok that's in English, in Spanish it's called El Cortesano. Does anyone know what this book is about?

STU: a cortier?

LA: Cortier (pronouncing correctly) that might be a French word huh? Yeah, ok anyone?

What's your name?

STU: (Std name)

LA: (Std name said incorrectly), where's your paper?

STU: No, (Std name).

LA: Oh (Std name). Oh ok, good umm so can you tell me what you think this would...El Cortesano, The Book of the Cortier?

STU: I don't know, maybe it describes the life of a Cortier.

LA: Ok, and what is a Cortier?

STU: I don't know.

LA: (Std name)?

STU: I don't know what is a Cortesano.

LA: Has anyone seen this word, El Cortesano?
 STU: Seen the word yes, but..
 STU: Seen yes, but I don't know what it means
 LA: Ok, a cortier is a person who is courting...what does it mean to court? Do, do you guys know?
 STU: no
 LA: Basically, in this book this man says what is a perfect gentleman, ok? Un caballero
 STU: yeah
 LA: Yeah, and how should he be? And he says in his and it's an essay with a conversation a very aristocratic, rich, fancy pupil and they sit down and say oh a perfect man should have good physique he should work out he should be strong, the perfect man should have a nice voice, he should know music. The perfect man should be well read. Do you know what it means to be well read?
 STU: Si
 STU: Yes
 LA: He should, he should be able to read and know a lot about history. The perfect man should blah blah blah blah, ok? And it's very interesting because like I, like Machiavelli you could read this book today and it makes sense and that was written five hundred, over five hundred years ago and so that that embodies the leader (tapping board) Machiavelli this embodies a gentleman, ok? So, all these people looking to the past and putting a modern twist on it and to (unintelligible), ok? So the theme throughout this is going to be the same. One more person, ummm you had your hand up?
 STU: yes, uh Vasco da Gama
 LA: Vasco da Gama, anyone?
 TCH: We will study it
 STU: explorer that go to the eh to America
 LA: ok, Vasco da Gama, I think he, he was South America?
 TCH: he co-navigated he was Portuguese.
 LA: yeah
 TCH: he circumnavigated all the world.
 LA: he was the first one to go around the world? Ok. So, back in that time the Portuguese were the first ones to start navigating, they were the most famous for navigating and then once Christopher Columbus came to Spain and discovered the Americas, Spain just took all the fame ok? And the Portuguese were kind of swept under the rug, but the Portuguese started sailing first and Vasco da Gama if you've been, has anyone been to Portugal? To Lisbon or...
 TCH: We have one Portuguese.
 LA: Who's Portuguese?
 STU: (Std name)
 TCH: (Std name)
 STU: I am Iberian.
 ALL: (laughing)
 LA: uh, ok very good. Yeah, if you go to Lisbon or Porto or Guimarães or any of these places, they have statues of of Vasco da Gama, he's like Christopher Columbus in Spain, ok? And he was the first one to go around the world and he discovered a lot of things and was a famous navigator.
 STU: but Vasco da Gama is in a city of Portugal?
 LA: uh, no, his his uh or his remains? Or what do you mean?
 STU: a city is the, a city is...
 LA: oh no no no, I mean his statue and his uh statue there is a lot of tributes to him. Uh, (Std name)?
 STU: that probably I, I uh was wrong the first to the people, the first one who em sailed around was Magellan (Magellan pronounced in Spanish).
 TCH: Magellan es el (unintelligible) eh Magellan es el co Magellan es el...I think that both of them went to (unintelligible) Magellan and Vasco de Gama, oh no you are right.
 STU: Si Magellan es el (trails off)
 TCH: Yes, sorry.
 LA: Vasco da Gama did, he did, he discovered South America or the...
 TCH: I will look him up
 LA: He's a very uh

TCH: maybe he was the first to cross cape eh...no to reach India

LA: He was the first, the first one to do a very long distance of some sort. Ok, good observation (Std name). Ok, so now what I want you to do. When you think of Renaissance the first two people I think uh uh you said was Leonardo da Vinci and Michaelangelo, right? Ok, let's talk a little bit about da Vinci ok? Based on what you can see on your paper um when you think about Leonardo da Vinci what's the biggest thing you think of?

STU: engineer, enginner (quietly and pronounced enGIneer)

STU: engineer (mispronounced)

STU: engineer (mispronounced)

LA: What's the word in English?

STU: architect

STU: asi, asi (referring to engineer)

STU: engineer (mispronounced)

LA: yeah, he was a genius; he was a genius, yeah, ok.

STU: engineer (mispronounced)

STU: engineer (mispronounced), ingeniero.

LA: Eng, Eng, English

STUs: engineer

LA: engineer, ok what else?

STU: a painter

LA: a painter

STU: of the Mona Lisa

LA: the Mona Lisa, oh good good good, let's talk about the Mona Lisa for a little while.

STUs: (random noise and talking)

LA: Ok, (Std name), right? The Mona Lisa, have you seen it before?

STU: Yes

LA: Tell me, when you see the Mona Lisa, what do you think about it?

STU: ehh

LA: Do you like it? Is she beautiful? Is she ugly? Describe the painting to me.

STU: It's a woman that is in a landscape.

LA: very good

STU: and

LA: think about it, angel is going to help you out here.

STU: but she

LA: Miguel or Angel?

STUs: Miguel

LA: I'm sorry, your writing is in bright orange and I can't see it on the white. Ok, continue.

STU: but she is very serious.

LA: serious. ok. Mmm, yes?

STU: no, that I have a question that...

LA: ok, hold on. First off, I've...I've heard a lot of you say "that", starting your sentences with "that" ok? Don't start it with that. You sound very Spanish cause you say "que tengo una pregunta" ok and in English you can't say "that I have a question", ok?

STU: (Std name) says...has...that the..

LA: the Mona Lisa

STU: the Mona Lisa was the neighborhood from

STU: da Vinci

STU: Leonardo da Vinci, that's true?

LA: the neighborhood?

STU: Yes.

TCH: No, she was a, she was the wife of a, of a rich trader and there that trader asked or commissioned, commissioned, do you remember? There were new patrons and he asked for a painting, shhh, do you remember that we have a Mona, the real Mona Lisa is (unintelligible) museum.

STU: si?

TCH: Yeah.

STU: but a st...a pupil of paint again another, no?

TCH: yes, and that was the painting for the trader. The other one was kept by Leonardo da Vinci for him, himself.

LA: (Std name)?

STU: that the...

LA: oh (calling attention to use of "that")

STU: that (picking up on what LA said and beginning again) she, the Mona Lisa eh didn't have any eyebrows.

LA: very good. Yeah, no eyebrows. This is one of the most mysterious paintings and works of art in the history of the world. I would say it's probably THE most famous ummm famous piece of art and it really wasn't famous before the 1900s. It got famous after, does anyone know why?

STUs: (silence)

LA: because it was stolen, it was robbed from the Louvre in Paris, ok? They stole it, the robbers, they took it and then there was headlines all over the world "the Mona Lisa has been stolen" and in those days we didn't have the Internet. We didn't have as many books as we have nowadays, so the world was hearing about this famous painting from Leonardo da Vinci that was stolen. So, when they found it and it was recovered then it became really famous. Also, people don't know why it was painted and what exactly um is going on in the picture. It's very dark. It's very...the background she looks like she's um I don't know in like a...lave or something. She has no eyebrows, ok? And, what is her face, how is her facial expression?

STU: the sme..the smile is.

LA: Someone raise your hand.

STU: smiling.

LA: She's smiling.

STUs: (making noise)

STU: todo lo contrario.

LA: yes?

STU: I think that some people think that she's uh smiling and other people think that is serious. How could you see? Because...

LA: Yeah, she's got this weird kinda like, it's like a (makes a face imitating the Mona Lisa) ok, you can't really you don't know what's going on with her, ok? And so this is a mystery but da Vinci this is only one and plus he did many other great amazing things But he's most famous for this painting. Has anyone seen it in Paris?

STU: eh what eh?

LA: In Paris, the painting? It's about this big (showing the size with hands). Very small. Huh? Have you seen it? It's very very small. You go into this big room and everyone's crowded around it taking pictures and it's this big (showing size with hands). It's very strange, ok? So it's very strange that this many was a genius who was a sculpture, painter, inventor, uh mathematician, uh philosopher is most famous for this, ok? And, uh, real quickly before we move onto the debate, Michelangelo, uh Michelangelo, anyone?

STU: Miguelangelo.

LA: Um yes, I want to hear from (Std name). Michelangelo, have you heard...

STU: Yes

LA: have you heard his name? Tell me about him.

STU: ummm, Michelangelo was a painter and...I don't know more.

LA: ok, uh (Std name)? And then (Std name).

STU: I know that eh he was, he is a sculptor (pronounced scultor)

LA: a what?

STU: a sculptor

LA: oh, very good (writes sculptor on board).

STU: and do the David

LA: sculptor, ok.

STU: He also paint...

LA: painted

STU: painted eh St. Peter's Cathedral

LA: Cathedral, and which picture?

STU: St. Peter

STU: No

LA: nnnnnn

STU: Sistine chapel

LA: yes, (Std name)?

STU: eh, he was a painter, uh uy a painter? Uh a poet.

LA: a poet too. Ok, ok yeah his most fam..he's most famous for his work in the Sistine Chapel. He create, painted, he painted the Creation of Man on the roof and the Last Judgement on the, the altar.

STU: ah, the asi (making motion touching fingers together like the Creation of Man), no?

LA: Yes, he's got the (doing same motion with fingers) but he didn't like painting, he was a sculptor. He felt that sculpting was a true art and that you can get a stone or marble and inside the marble was the, the image and that you had to find it, you had to discover it, ok? So, he did not like painting but he was so good at it that the Vatican commissioned him to paint and in those days you could not say no to the Vatican, ok, no matter what you tried, so he had to paint.

STU: And Michelangelo paints...

LA: painted

STU: painted, sorry, the Sis..Ses..Sistine Chapel (pronounced Chapil)

LA: Chapel (pronounced correctly)

STU: Chapel (correctly), eh with the mens naked and later the Church eh charged other painter to paint it with clothes.

LA: very good, yeah, they said this is not very good. The church is a sacred place ok, sacred, sagrada, ok so you should not have people nude so he had to redo it. But another interesting thing about the Sistine Chapel, he had helpers, four helpers to paint and to mix paints for him and after two years of working with his helpers he looked at it and he said, this is terrible, stop, quit, paint over it, we're going to redo and he did the WHOLE thing by himself, ok? It took him more than two years to complete the roof of the Sistine Chapel and more than four years to complete the wall, the Last Judgement, ok? And people think he did it on his back, but after they did studies and the, the, they looked at all the records, he painted looking up ok, on the scaffold so he was looking up and painting and because of that he had severe neck and back problems, ok? Cause you can imagine two years (mimics painting while looking up). One more question?

STU: He was like eh, like eh you are now and doing this?

LA: uh huh, just like this (again mimicking painting), painting

STU: y no le caía la pintura a la cara

STUs: (laughing)

LA: was that an English, in English or Spanish?

STU: eh, Spanish.

LA: No, the paint, I'm sure the paint did fall, but he developed a new style of painting just for this where the, the wall absorbed the colors ok? So that's why over time it hasn't, I mean they've had to restore it but you can't rub it off because the wall na, now has those colors inside it. One more question before we move on.

STU: and why does he he uh why he doesn't like put something like this and now he's here and he painted like this...like when you're in the bed why he didn't paint like that?

LA: because, I'm guessing, I don't know, that was his preference, I don't know. That's that's a good question, why wouldn't he lie on his back and paint?

STU: but like this is more difficult because when you, when you don't have the same

STU: it's very difficult

STU: yes

LA: ok, ok so what I want you to do, I'm going to call out numbers 1,2,1,2,1,2. Remember your number, ok? Don't say it, ok remember, ok so we're starting with

STU: (say their number as LA assigns it to them 1,2,1,2, etc.)

STUs: (laughing)

LA: we got a comedian over here

STUs: (continue saying their number)

LA: good. 1's on this side of the room move quickly, 2's on this side.

LA and STUs: (move and rearrange desks)

LA: ok, take your seats...quickly...ok, alright, attention, here, ready we're going to start. Let me have your attention. Shhhhhh hey quiet I'm going to start (whispering) ok this groups, you're going to need to share and use the information on your paper. Shhh, hey this is Michelangelo, you're Michelangelo, ok share (hands out books on Michelangelo to the group 1). You have five minutes to prepare an an argument for a debate against them as to why Michelangelo is better more of a Renaissance Man than Leonardo da Vinci (Group 2 is handed books on da Vinci), five minutes, go.

STUs: (discuss in groups for 5 minutes and each elect a spokesperson)

LA: ok, listen up, listen, ok we can't start unless we have complete silence.

STU: and we can have the photos?

LA: one second, yes, you can look at those. So we are going to participate in a debate now, we have two teams hey, pay attention, we have two teams, we have Michelangelo and Leonardo da Vinci two very important men, two important Renaissance figure. I'm going to open up the floor now and ask these two uh brilliant Renaissance scholars and what you're going to try and do is debate why was da Vinci more of a Renaissance man, why was Mi, uh Michelangelo more of a Renaissance man, ok? and I want you to use what he says and do a counter argument "but ok da Vinci said this but Michelangelo's better" and you do the same.

STUs: ok

LA: pick a number between one and ten

STU: seven

LA: you, number between one and ten.

STU: six

LA: ok, you go first. Ok,

STU: ok, eh

LA: so please tell us why was Michelangelo or who embodies the Renaissance more, Michelangelo or Leonardo da Vinci.

STU: Leonardo da Vinci because he was inspired in the human beings and not in God or religious things like in the previous years

STU: eh yes, but

LA: listen

STU: also Miguelangelo inspired in the human beings because he paints like the humans are for example the David is very proportions and eh also Miguelangelo lives like a humble person not with luxury and things...

LA: ok, um can you please....we'll start with (Std name), can you please provide some specific examples, examples as to why da Vinci was a Renaissance man, what did he do? What works?

STU: da Vinci no, Miguelangelo.

LA: oh I'm sorry, Michelangelo. Can you please provide specific examples about Michelangelo.

STU: for example, Miguelangelo paint the Sistine Chapel and he don't like to paint and he paint well because he like to paint, he like to to be a Renaissance man and if the work is bad he paint again and if is necessary he paint the times are necessary

LA: ok, now can you answer the same question? Can you provide some specific examples as to why da Vinci was a Renaissance Man?

STU: da Vinci was a very Renaissance man because the paint of the Mona Lisa was a normal painting but because they stolen it it become a very very famous painting and also he had a lot of discipline, not only painting he do all, all, other things

LA: such as

STU: such as, I don't know

LA: oh ho ho

STU: such as inventor or engineer or things for being better

LA: ok

STU: yes, but also Miguelangelo have more than one profession, he had five professions including painting, sculpture, also he was em architect, poet, and da Vinci he has only one famous painting but the Sistine Chapel have a lot a lot of persons painted so it's more than one

STU: yes, but it's, but the Mona Lisa

BELL RINGS

LA: Stop there, wait wait wait silence

TCH: silence

LA: on, wait, sit down on the back of this sheet there are some questions, I want you to complete this and bring it to Gema. (TCH) when do you have them?

STUs: tomorrow

TCH: tomorrow, the day after tomorrow, Friday

STU: Friday

LA: Friday? On Friday, I'm going to grade these, I am going to grade these.

END OF SESSION

I. E. S. Villa de Vallecas

Geography & History Class (1^ºA ESO)

LA (2): Olivia Burton

TCH: Sonia Dupuy de Lôme

Class session on Ancient Egypt

Researcher: Justin Erwin

Date of Recording: May 22 2013

Transcription: Justin Erwin

Date of Transcription: May 25 2013

Classroom Discussion

LA: So, what do we think about having lots of different gods rather than one, (Std Name)?

STU: that it depends because the Egyptians eh believe in all all of them they don't distinguish between or more because all them are like in a religious eh monotheic eh mon...mo...monotheatrical religious that they believe in one god but these gods are separated so they are the same like only one...so

LA: yeah, no I agree I don't think you just pick and choose, I think you believe in all of them if you're going to believe in any of them. (Std Name), what's...

STU: I think that it's ok eh that it's good because if they thought that the gods eh could help them and eh do that their crops grow and things like that. If they believe in a lot of gods eh they were going to have more help so they were going to be happier so if they are happy, it's better.

LA: yeah, because they did a, there's one god and he's quite busy trying to fulfill everyone's requests.

STU: and if they have a lot uh, to help to a lot of things to different things, it's better

LA: yeah, so if they just wanted, well all these seem to be quite, well the god of dead I don't know why you would pray to that. There's the goddess of fertility if you wanted a kids, you'd go and pray to that one. (unintelligible god) that's quite a good idea. Ummm, alright, should we...what...should we read the afterlife? Who wants to read that? Adrian?

STU: reads from text

LA: ok, are there any words you didn't understand? What does afterlife mean?

STU: when you die?

LA: (Std Name), you want to answer? (Std Name)?

STU: when you believe that after die you can have still life eh with more eh with more happier and more privilege that when you are alive

LA: yes, good. Anyone else, any more thoughts? (Std Name)?

STU: what is mummification?

LA: mummification is turning something into a mummy, so...huh?

STU: the process?

LA: yeah, the name for the process so preserving the body which they did. They pulled the brains out through the nose before they did it

STUs: yeah

LA: which I think is really gross. But why do you think they wanted to preserve the bodies?

STU: why? what?

LA: why do you think they preserved the bodies? You look like you want to say something (Std Name), no? (Std Name)?

STU: because for example if it was an important person they want to eh this person eh always living.

LA: yeah, so they didn't want to kind of let go maybe

STU: yes

LA: that was (Std Name)'s idea

STU: they didn't want to the this person dead.

LA: yeah, go on

STU: because when they go on to the other life eh people thought that they needed things

LA: yeah, they needed their bodies. Yeah, I think that's what it is as well. (Std Name)?

STU: um, what is the meaning of judgment of Osiris (mispronounced and said haltingly)?

LA: Judgement of Osiris (pronounced correctly) ummm, I don't know. I'm guessing it's some kind of thing that happens after you die. So yeah, I suppose like if you're imaging Christianity you're supposed to go to the gates of heaven or something similar kind of thing to get into the afterlife. Yeah? What?

STU: it's like here eh the resurar..resuru..res..resureccion, is like that?

TCH: the resurrection only happens with Jesus Christ

LA: yeah not everyone gets resurrected. Yeah, well in Hinduism you reincarnated but I don't know if you have to go through a judgment or anything. Ummm, what about any practical reasons they might have mummified people? Practical reasons?

STU: (unintelligible)

LA: Huh?

STU: for fied you said for fied.

LA: for fied, no for practical reasons they might have mummified people. Thinking about it (Std Name)? Well, it's a really hot country isn't it? So what would happen to the bodies?

STU: they discompose

LA: yeah, they would just kind of rot away completely so I suppose this was a way of keeping something to remember of the dead. Ok, so um so, would you like to be mummified?

STUs: NO

LA: Why not?

STU: because it's very ugly

STU: (overlapping) it's terrible

LA: is it? It would kind of be like a version of yourself but covered up. Yeah?

STU: I think that no because if you die, you die and if here it says it says that eh the soul is what goes to the other life it's not the body it's the soul, so...

LA: soul, yeah. So do you believe in an afterlife at all?

STUs: no

LA: no? does anyone believe in an afterlife? (Std Name)?

STU: yes

LA: why? Any basis for this?

STU: I don't know I se...I saw in films and I don't know

STUs and LA: (laughing)

LA: you saw it in films

STU: some films are fiction

LA: some films are what?

STU: some films are fiction

LA: yeah some films are, a lot of films actually. But what about lots of cases of people saying they remember a previous life and that kind of thing?

STUs: yes

STU: ah, reincarnación

LA: yeah, well I...I believe it, I think that people are reincarnated to an extent

STU: no

LA: no, you don't agree

STU and LA: (laughing)

LA: ok, ummm (Std Name) were you going to say something?

STU: no

LA: (unintelligible calling on another student to contribute)

STU: that i think that when you die, you go to another

STU: (overlapping) place

STU: born again

LA: you're born again?, yeah so reincarnation so it's not really an afterlife, but another life. do yo think? yeah? does anyone else there's another life and not quite an afterlife? huh? not even as an animal, have you never seen an animal and thought that was probably an animal once?

STU: no

LA: no?

STUs: no

ALL: (laughing)

LA: ok, fair enough. ummm what else can we talk about.

STU: the next page is...

LA: ummm, ok why was the Pharaoh considered a god? (Std Name)?

STU: because it said, eh it says that it can control the river flow. eh so well he uh have person that say when the river was eh going up and he said that he the gods had said it to him. so, the people of that time believed him like a a like uh a (signal?)

LA: ah, so he was just kind of pretending to know

STU: yes

LA: but he passed it off as if he was a god, oh ok i didn't know that. so do you think the people actually thought he was a god or do you think they...

STU: what (overlapping)?

LA: went along. do you think the people really thought he was a god or do you think they just kind of went along with it.

STU: no, i think they believed that he was eh a god eh the god of he of his eh of he of the Egypt but eh that he with a body like..

LA: so like a god on earth

STU: so he

LA: like a half god (overlapping)?

STU: he could do whatever he want with the weather so I think they believed that he was a real god

LA: yeah, ok. so if someone told you that the king of Spain was actually a god, what would you think of that?

STUs: no

STU: that they are no king

STUs: (laughing)

LA: well tell me, tell me why because you know kings and queens still they say have the divine right.

STU: but

LA: (Std Name)?

STU: I have a question

LA: yes?

STU: that if they could do whatever they want, the pharaohs?

LA: yeah i think so, they had absolute power so if they said "right kill (Std Name)"...

STUs: laughing

STU: I think that eh the pharaohs...some persons believed they are god but for example if one person say to me that the king of Spain is a god I don't believe because it could be a person that have a lot of powerful and power and all the culture of the city but it's not a god

LA: not a god? no?

STU: no

LA: you'd, you would never believe that in a million years?

STU: if he demonstrate

LA: if he did a miracle maybe

STU: if he stop the crisis
 LA: what about in the Middle Ages? so imagine you didn't have the internet, but people kept telling you the kind is a god, do you think anyone would believe it?
 STUs: no
 STU: i think that no, i think that no because people is very intelligent now.
 TCH: no, but in Middle Ages,
 STU: ah, in Middle Ages, but now
 STU: in Middle Ages maybe because they were (unintelligible)
 STUs: (laughing)
 STU: they don't know where is the North and the South are
 STU: they believe in everything
 LA: ok, so in the olden days, back in the Middle Ages people would have believed that so why has that changed? Why do you think people don't believe anymore? (Std Name)?
 STU: because the society have changed to so the people eh have eh knowed that is not a semi-god or or a god really because it can't do eh they have demonstrate that the change that they say that they could do they are maked from a a climatological change so they have like discovered them
 LA: hold on, you've lost me. what's happened to climatological change?
 STUs: (laughing)
 LA: sorry, no say it again
 STU: that the eh Middle Ages they thought eh in the Middle Ages they thought that they were gods because they said that eh eh clim..ehh change somethings but now we know that they are eh that change that they say that they do they are do it by other reasons
 LA: ok
 STU: so now we know
 LA: so they didn't, the kings didn't do it. ok, yeah. so is it not just because people are a lot less religious then? yeah?
 STU: can be also because eh scientifics have eh...
 STU: demonstrate (helping other)
 STU: eh have eh demonstrate that they are gods in Earth so it can be like..
 LA: so science has kind of ruined the illusion, yeah? so...yeah. hmmm, anyone else?
 TCH: do you want to go on, you're doing very well.
 LA: I know but...
 ALL: (laughing)
 STU: one thing...
 LA: yeah?
 STU: that here it says that emmm eh small st..that they did small estadg..estatuues with magic inscriptions
 LA: yeah?
 STU: magic inscriptions, who did
 LA: so...(overlapping)
 STU: the magic inscriptions
 LA: well the person who did the inscribing was probably told by someone who thought they were magic "here write this it's magic" so...I would imagine. I would quite like to be buried with magic inscriptions, that would be nice.
 TCH: magic inscriptions like godess or osiris' signals and you will be coerced to cross the (unintelligible)
 LA: so did you know that they buried all the pharaohs with all their gold and belongings and those kind of things?
 STUs: yes
 LA: what do you think about that? do you think it's a good idea?
 STUs: yes
 STU: no
 LA: why? (Std Name), why?

STU: I think that yes because eh the things that they...they put with them eh they would need need for the other for the afterli..life

LA: i thought that there wasn't an afterlife?

STU: no, ah se me olvidó

STU: uh can you repeat the question?

LA: ok well all the pharaohs were buried with like lots of gold and jewelry and pottery and all kinds of different things because they were going to need them in the afterlife, but you think that's a sensible thing to do?

STU: no

STU: no

STU: but, for them

LA: but you think THEY thought it was a sensible thing to do, yeah?

STU: yes

LA: ok, (Std Name)?

STU: I think that eh eh the pharaoh when he said eh he have only the power and (unintelligible) because eh if they pharaoh want to....

LA: to keep it (helping)

STU: to keep it

LA: doesn't want anyone else to get their hands on it

STU: yes

LA: yeah, I think that that's probably the case. yeah?

STU: I think maybe is because that eh like represents the death of the pharaoh...his power or

LA: so kind of as a sign of respect?

STU: yes, i think so

LA: yea, (Std Name), what do you think?

STU: I don't know

LA: Were you paying attention? No.

STU: no

LA: Would you like to be buried with all your things?

STUs: yes

LA: what things? what things would everyone be buried with? bit of a morbid question.

STU: my playmobil

LA: your playmobil

STU: yes

LA: ok, anyone else? (Std Name), still talking. What would you be buried with?

STU: I'm asking that what you said.

LA: ok well, talk to me. I said if you were going to be buried with things, what things would you like to be buried with? well...what do you think?

STU: I don't know, i think that my mobile phone.

STUs: (laughing)

LA: that's a good idea. (Std Name)?

STU: you send a, a whatsapp to your mom

LA: whatsapp from the afterlife

STU: Cuál es la pregunta?

LA: (Std Name), what were you going to say?

STU: buried with in the tomb with you and what more things.

STU: jewer, jewels...

STUs: (trying to produce jewelry correctly)

LA: jewelry, jewelry, ah ok.

STU: i think that everybody eh eh have to be...bur..no eh..burn

LA: burned

STU: with a mobile phone because if if he is don't die and suddenly he get up he...

STUs: (making noise and laughing)

STU: because if you imagine you are sick and appear that you die but you don't die but they put you in a tomb and...

STUs: and...

STU: and they leave

STU: no, enterrar...bur..

LA: they bury you

STU: they bury you eh and then you eh wake up and you say why am I hear and you need to phone some..some..someone to

LA: what if you don't get any signal under the ground (overlapping)?

STU: but maybe but eh with a lot of battery because eh if no you die in the tomb and you don't want to die

ALL: (lots of unintelligible noise and laughing)

STU: if there is no people in the, how do you say cementerio?

LA: cemetery

STU: how you eh put the (unintelligible)? no because...

LA: you wake up all the other people that are half-dead.

TCH: ah we can go on, we are going to read the next paragraph and ask more questions.

STU: (reads the next section)

STU: What is hypostyle?

LA: I think it's just the name of this type of..

TCH: eh with many colors, style is columns. so...

LA: columns all over the place with a high ceiling.

STU: like in the drawing

LA: like in the drawing, yeah. what's an obelisk?

STU: it's like a very big column

LA: it's like a pointy

STU: column (helping)

LA:...pointy column like the thing in the picture, do you see it? there are lots of them in other places and cities, yeah I imagine England as well.

STU: what is the meaning of lintils?

LA: lintil, things that...flat things rather than arches

STU: ah

LA: it's like very square

STU: what?

LA: well like rather than having arches they just have sort of flat doorways, understand? You don't look like you understand. How would you describe them (asking TCH)?

TCH: Yes, it's like a beam, remember? I told you, beam. It's quite an (unintelligible) construction without arches so lintils, lintels, the Spanish is lintel, beam is viga so it's a horizontal like a horizontal column in order to hold all the structure, they don't use arches, they use beams or lintils.

LA: (Std Name)?

STU: What is engraving?

LA: engravings. when you like sort of carve something into a wall you know with a you engrave it, you understand what I mean.

STU: no

LA: well, how do you describe it? like what they did with the hieroglyphics, they like scratched against the walls (mimicking scratching)

STU: ahh

LA: rather than

TCH: scratched (overlapping and emphasizing what LA said)

LA: draw them on, sort of scratch it into the stone. (Std Name)?

STU: What is grandeur (pronouncing it wrong)?

LA: grandeur (pronouncing it correctly).

TCH: grandeur (attempting to mimic LA's pronunciation).

LA: like luxury, being very grand and big and rich I suppose, any other words? (also gesturing with hands to indicate big)
STU: that you call patio to the playground, that word?
LA: no, a patio is something you have in your garden usually that you would have like a barbecue on like paving stones, that kind of thing.
STU: like a garden
LA: huh?
STU: like a garden
LA: yeah, but the stone bit of the garden, sometimes they're like circles or something, I don't know if that helps or not. (Std Name)?
STU: pillars? (pronouncing it like pealars)
LA: what's that?
STUs: (try to produce pillars so LA understands it)
LA: pillars (pronouncing it correctly). It's just a thing like a column, another word for a column. (Std Name)?
STU: What is ceiling (pronounced like zeiling with Spanish Z)...ceiling (pronounced like sailing)?
LA: Ceiling, this, that's the ceiling (pointing at ceiling)?
STU: techo
STU: ah
LA: What about sphinx, what's a sphinx?
STU: Sfinges
LA: a what?
STU: Sfinges
LA: Yeah, but what is it?
STUs: (yelling unintelligible ideas)
STU: and with the...
LA: but what is it specifically a sculpture of? (overlapping)
STU: of a lion, lion and head
LA: a lion and a head, ok.
TCH: We ask (Std Name) because (Std Name) was in Egypt so..
LA: oh (Std Name), have you seen the Sphinx?
STU: my mom
LA: your, you mom. Did you see the pyramids?
STU: yes
LA: yeah, what were they like?
STU: very big and they are made of real stones and these stones are like six of me
LA: really?
STU: or more
LA: crazy, was it really really really hot?
STU: (nodding yes)
LA: ok, ok, so what do you think of the picture? Do you like it?
STUs: yes
LA: Would you like to live there?
STU: Yes, I want to live there.
STU: but is, it is very decorate eh the walls are eh sin....
LA: yeah, a bit busy maybe? too many things going on. I like it, I like that kind of stuff.
STU: me no
LA: uh, why do you think these monuments have lasted so many years? like why are the pyramids still here and that kind of thing?
STU: what?
LA: Lisa?
STU: because they are made with the stones
LA: yeah
STU: so it be a lot of years

LA: it can what?
STU: eh, like stay a lot of years and years
LA: yeah, it can last a really long time. well-built, well-constructed. Do you think there was some kind of religious meaning to this building?
STUs: yes
LA: yeah, why? (Std Name)?
STU: because eh they are sacred painter....eh paintings they also have...they have also ehh different parts that not can pass the normal people
LA: yeah
STU: and because they eh is a a sanctuary in the final part of the temple
LA: yep, there's a sanctuary actually in it, so you can't escape the gods they're everywhere. ummm so do you think it was fair that only the pharaoh could enter the sanctuary
STUs: no
LA: no, why? even though he was a sort of god person. (Std Name)?
STU: no because eh this temple was con eh was constructed by the slaves i think and no by the pharaoh and so if eh he would he was the only that could stay here and he doesn't do nothing to get to the construction it is more fair that the servants live here.
LA: but do you think the pharaoh did any construction ever?
STU: what?
LA: do you think the pharaoh ever did any kind of construction?
STUs: no
LA: do you think he ever did any work at all
STUs: no
STU: I saw in a film
LA: you saw in a film. (Std Name)?
STU: no because the pharaoh eh say construct and i think that if he say that construct he's couldn't do
LA: yeah, so if he didn't have slaves he wouldn't have a nice big palace. that's true. ummm, so so what kind of social divisions does the building represent?
STU: what?
LA: what kind of social divisions does the building represent?
STUs: (no answer)
LA: so where were the nobles and civil servants allowed?
STU: in (unintelligible)?
TCH: in the temple
STU: ah.
LA: Lisa?
STU: in the hypostyle hall?
LA: yep, is that it?
STU: and in the center is the pharaoh and then the people the uh uh the..
LA: and yeah, the common people could only go to the patio
STU: yes
LA: where's the patio? (looking at picture)
STU: here
LA: ah yeah. They were only allowed in that one bit.
STU: Qué lástima!
LA: a bit unfair, I agree.
STU: In the sanctuary was a a a like a monument or a sculpture of a god or no?
LA: There were probably lots of statues I imagine.
STU: ah
LA: oh yeah, with a statue of the god, but which god? it doesn't say which god?
STUs: a lot
LA: one of the many gods. ok, so which god was Osiris?
STU: Osiris?

STU: Which god was a....
 LA: Aran?
 STU: the god of the dead.
 LA: The god of the dead, ok yep umm Thoth? Who was Thoth?
 STU: eh the god of the wisdom (struggling a bit with pronunciation of wisdom)
 LA: wisdom, yep. ummmm, what about Isis? yep?
 STU: The goddess of fertility
 LA: yep, goddess of fertility. Ummmm, Horus?
 STU: war
 LA: the god of war, yep. ummm, Ra, the last one. someone who hasn't said anything yet, (student's name)?
 STU: the sun god.
 LA: sun god, yes. so, they're all very strange looking aren't they? I like Osiris best though.
 TCH: he was the best one so...
 ALL: (laughing)
 TCH: he's screaming cause he was dead.
 STU: In Egypt, the people has a mask in the face like a wol..wolf
 STU: wolf
 LA: well I think that was his form. That was his actual head apparently.
 STU: eh, no.
 LA: yeah, no i think so. cause they're not people are they, they're gods.
 STU: but eh here, this picture, you can see that the head is like a wolf
 LA: which picture? the one with Anubis?
 TCH: Yes, it's a...i don't think, it's not a wolf it's a...
 LA: a jackal
 TCH: jackal (picking up on LA's help)
 LA: like a...
 TCH: chacal a type of a type of uh animal
 LA: is it like a dog wolf thing, I don't really know
 TCH: well yes, like that a jackal but more like this with that head (points at picture) it's very similar.
 LA: and then RA and Horace were birds one of them seems to have something on his head, well they both do actually. What's the name of the thing they're carrying in the pictures? carrying, what are they carrying in the pictures?
 STU: obelisk
 LA: a what?
 STUs: laughing
 LA: no, i don't think they're carrying that, that would be quite difficult.
 TCH: here (clarifying)?
 LA: yeah, the little thing.
 TCH: or for example, what if you do two things here, what is that? you have it, look for it?
 STU: the (unintelligible).
 LA: yep
 STU: and the, the whip
 LA: the whip, yeah, what about the little....
 STU: a cruz...a
 LA:a cross, a Ankh....(to TCH) do you know what they have on their head or why?
 TCH: sorry?
 LA: (to TCH) do you know why they have that thing on their head?
 TCH: the thing, what thing? ah this uh these are the the this is Ra is the god of uh the son of the son of the sun so that is the sun but this is the sun and Osiris is the crown of Egypt...upper Egypt and the other Horus that is the real king of the Egyptian gods and the father of the pharaohs is having the crown of upper and lower Egypt. And well uhh Ra uhhh well Osiris was the previous pharaoh, the previous...the first pharaoh of Egypt and he had a sister that was Isis, (to LA) you say Isis (like EEsis) or Isis (like Eyesis)

LA: Isis I think
TCH: Isis eh and they got married and they
STU: with her sister?
TCH: yes, yes.
ALL: (unintelligible noise)
TCH: Also the Greek gods are married between sisters and cousins and everything and they got married they had a son that was that was eh Ra. I think eh, we can end with that.

END OF DISCUSSION

I. E. S. Villa de Vallecas
Geography & History Class (3^ºA ESO)
LA (3): Eleni Marino
TCH: Gema de la Torre
Class session on the Sources of Energy
Researcher: Justin Erwin
Date of Recording: May 30 2013
Transcription: Justin Erwin
Date of Transcription: May 31 2013

Classroom Discussion

LA: Ok, everybody ready? Everyone know when the exam is? Yes?
STDs: Yes
LA: Ok, we're going to go to page 138, section 3 of Unit 7, sources of energy. I know you guys are talking about pollution and all that stuff so I think that this would be a good topic to have a discussion about. So, who wants to read?
STD: Yo, o sea, Me.
LA: excellent, you.
STD: (reads section of book and stumbles over renewable) Renewa....
LA: (providing correct pronunciation) Renewable
STD: Renewable (correct pronunciation and continues reading section)
LA: very good, next paragraph...anybody? yeah.
STD: (reads section)
LA: very good. ok, everybody understood the text?
STDs: yes
LA: yeah? more or less, I don't know your level so I just want to make sure. Ummm, ok maybe a couple questions emmmm What's the most consumed source of energy? The most consumed source?
STD: oil
LA: yeah, oil's the most consumed source. emmm, What is the, the name of a source of energy that in the future will run out...run out, we won't have anymore? What's the name of that?
STD: nonrenewable
LA: nonrenewable energy, very good. And then what does it mean if it's...what if, what does it mean if it is renewable? What does that mean?
STD: that you can use again
LA: you can use it again, right? And an example, a good example of a renewable energy?
STD: hydroelectric (very quietly)
LA: hydroelectric, very good. emmmmm, ok let's read the next one. Who wants to read? very good.
STD: (reads next section)
LA: Very good. Everybody understand
STDs: Yes (quietly)

LA: yeah? I'll assume yes. emmm, ok so why, why did we start to investigate emmm alternative sources of energy? What's the reason? (long pause) Anybody know?

TCH: We can pick someone at random....(Std name)?

STDs: (laughing)

TCH: oh well, try to say something and if not...

STD: What I have to say?

TCH: You have to say something?

LA: Why, why did we start to to research alternative forms of energy? What was the reason?

STD: to replace the traditional ones

LA: yeah but but why? There was something, there was an event that made everyone realize that oil might be the best form of...

STD: because of the oil crisis (quietly)

LA: yeah, well that doesn't even say that but very good, the oil crisis. ok, of 1973. It means there was, the oil was very expensive. alright? very good. emmm, what else?

TCH: but there are more reasons, can can you say more reasons?

LA: true, yeah there are more reasons.

STD: that also the other sources that are nonrenewable eh hh sometime they are going to eh they aren't going to work so you have to have another (cállate) another source of energy.

LA: exactly, very good. The traditional forms are nonrenewable, ok? so we need alternative forms or we're not going to have electricity and all that stuff.

TCH: and there is another reason.

STD: because they pollute a lot and the others not so much.

LA: yeah

TCH: very well

LA: exactly, so some of the...the green energies...what are some good green energies?

STD: solar energy

LA: solar, that's a big one

STD: wind

LA: wind, that's another big one

STD: biomass (quietly)...biomass (louder)

LA: yeah, biomass uh huh.

STD: geothermal

LA: geothermal, does everyone know what geothermal energy is?

STD: the earth's energy

LA: yeah yeah yes it's like uh, actually I'm not sure exactly

STD: the heat

LA: gases from underground? (looking to TCH)

TCH: the heat, from the...

LA: yeah, the heat, yeah yeah yeah

TCH: and another one with water, the one with water?

STD: weight power, weight power

TCH: weight power?

LA: yeah, weight power? very good. ok, emmm what else? can anyone tell me about the alternative energies in Spain? Do you guys know anything about...Does Spain use alternative energies? yes, no?

TCH: Which one do we have in Spain? Which one other alternative energies do we have? For example, one that we don't have is eh h geothermal.

STD: solar?

TCH: solar.

STD: and wind power.

TCH: wind power.

STD: and hydraulic..

TCH: and hidraulic? hydraulic? (looking to LA)

LA: hy...hydraulic. (confirming correct pronunciation)

TCH: we have a lot of reservoirs, isn't it?

STD: yes
 LA: and do you think that's good for Spain?
 STD: maybe
 STD: yes, we have more energy and (unintelligible)
 LA: yeah, and maybe it's not, it's not bad for the environment.
 TCH: and....
 LA: ok
 TCH: is it good for our economy too or?
 STD: yes because we have more emmm trades for things and some (unintelligible) because we can sell it, the energy to other parts of Spain or other countries
 TCH: uh huh
 LA: that's true. ehh, which alternative emm form of energy do you think is the best one? Or is there, is there a best, a better form?
 STD: I think they are good, emm each one of these forms.
 LA: So they are all good in different, in different ways? That's true. I'm trying to remember if I've read anything about one being more expensive than the other.
 STD: maybe it's true
 LA: are they expensive? alternative forms of energy, are they expensive?
 STD: I think so, maybe they could be expensive but with the energy you use it to do other things, it's like I...waste, I spend money but then I, like it comes again.
 LA: yeah, yeah you get a return on your money
 STD: yes
 LA: so it's a good investment, alternative energy
 STDs: yes
 LA: everybody agrees? So why don't we have more alternative energy if it's a good investment? Why not?
 STD: but although is a good investment if we don't have a lot of money to ehh..in in (looks to TCH for help)
 TCH: invest
 STD: to invest in them we cannot invest in them.
 LA: so there's not enough money to invest? you don't think?
 STD: I don't know but I ehmm if we eh cannot do because there is no money it's because there is no money not because it's a good investment.
 LA: that's very true, ok, so there's no money and it's not because it's not a good investment. yeah, that's a good point. So, do you think that's, in Spain is that why there's not a lot of, well there is a lot of alternative energy in Spain right? (asking TCH).
 TCH: Yes, we are the second
 LA: I think so
 TCH: producer or eh second country with the most investment in wind power.
 LA: Yeah, that's what I thi..yeah that's what I thought
 TCH: and hydraulic power, sometimes we sell energy to France because we have a lot of reservoirs and ponds with hydraulic po...power so but anyway the percentage of, the amount of energy that comes from these alternative energy supplies is not so high, it's very little because they are expensive anyway
 LA: yeah, I feel like I, I was reading that Spain has
 TCH: Yes, we export
 LA: one of the most solar panels
 TCH: we export the technology of windmills and..to other countries, to Egypt to Turkey to Israel we sell windmills these uh wind energy all the technology and also the (unintelligible) technology and the and the machines. It's incredible
 LA: Are there any, are there any nuclear power plants in Spain
 TCH: Yes, I think (Std name) you can talk about that, about the nuclear po..power a little bit
 STD: Yes, there is a uh one en Trillo
 TCH: in Trillo

STD: There is a nuclear power station in a village of Guadalajara, uh
 LA: So close to hear? well, close enough (laughs)
 STD: ummm, one hour and more..
 LA: Ok, so do you get, in Spain, do you get more of your energy from from nuclear power or from solar power?
 STD: I think solar power because that we only have just one nuclear plant
 TCH: no, we have many. In Catalonia, we have three I think, in Guadalajara we have two, in Castilla la Mancha I don't know how many, but we have more, we have more.
 STD: and solar?
 TCH: and?
 STD: solar
 TCH: solar energy, I think the percentage is higher of nuclear power
 LA: ahhhhh
 TCH: but I don't know, I don't know where to look for that information
 LA: yeah
 TCH: We can look for it
 LA: we should, we should, you should know this (to class)
 TCH: I should know...
 LA: cause I don't know and I want to know
 TCH: no, we don't know this, it's very difficult to know
 STDs: (quietly laughing)
 TCH: but of course the most important supply of energy is eh oil
 LA: yeah, of course
 TCH: oil and gas and later
 LA: yeah
 TCH: coal, nuclear power, and later eh hydraulic energy too is very important
 LA: ok, where's the...discussion. Ok
 TCH: if you were from Spain, would you invest, if you were in the government eh would you invest a lot of money because you need a lot of money to invest in these new eh eh energy, would you invest money to research in that?
 STD: yes
 STD: no
 TCH: a lot
 STD: maybe yes because there needs labor too and they could..
 TCH: What? Sorry.
 STD: They need labor so the the jobs will increase
 STD: but the industries of the oil and gas would stop working because if we have an alternative and it's more ecological
 STD: not only that we can do a little bit from the eh, what she said, a little bit from
 TCH: but why? why do you think it's important to invest in those energies?
 STDs: (silent)
 TCH: you are doing classes with Gabriel (another LA) about I think with about the environment. Can you say something about that? Environment.
 STD: yo no estaba en esas clases profe, no me miras a mi.
 STD: these sources of energy pollutes less so they are better for the environment
 TCH: uh huh
 STD: than oil or gas
 TCH: so in order to protect the environment, not to have problems with your health. We are having a lot of allergy problems. Why? Because of the pollutions eh? So we need to solve this problem
 LA: Do you care about pollution?
 STD: No
 STD: no
 LA: no?
 STDs: YES (emphatically)

LA: Who doesn't care about pollution?
STD: that (Std name) doesn't care about anything
TCH: no, it's (Std name). It's because she wants to say no
STD: no
LA: (laughs) Well if you don't care pollution, why? Tell me why.
TCH: Whys...What would you do to improve the pollution problem? ideas?
STD: Multas
TCH: yeah, ok fines. come on to who?
STD: to the persons...eso fines to the person that pollute the things
TCH: ok very well
LA: fine the people that produce pollution
STD: electric cars
STD: no que eso si se tarda mucho en recargar
LA: yeah you have to charge the car somewhere, that's true.
TCH: not much, come on...ideas? yes?
STD: use public transportation
LA: public transportation, yeah.
TCH: come on
STD: Recycle
TCH: (Std name), any idea to improve the problem with pollution...to solve?
STD: don't use so, so much the car
STD: otra vez (rolling her eyes)
TCH: very well
LA: don't use the car
TCH: (Std name), you can say something but don't complain about what other people say because at least they say something. come on, more ideas.
STD: first to take care about pollution because many eh eh eh empresas, many.. (empresas said with doubt asking for help).
TCH: factories, industries, indus
STD: don't care and only emmm look at uh look at the money and all these things to have more money but they don't care about the environment.
TCH: yeah, thanks to these industries who don't care
STD: yeah, or or concien...concienci
TCH: concienciar, to to, i don't know (looking to LA)
LA: yeah, to make them aware of the problems
TCH: uh huh
STD: yes
TCH: come on, more things, ideas
STD: maybe ehmm make the people know in the schools for example more about the programs of pollution because if they know what is happening maybe they are going to do better than in like using (unintelligible and she trails off)
LA: uh huh
TCH: or what what would you promote if you were in the government or in the town hall of Madrid?
There are many things that you can do to improve pollution in Madrid.
STD: more public transport
TCH: yes, that is very important. And what about cheaper?
STD: yes
TCH: if it's more cheaper a lot of people will take it, isn't it?
STDs: yes
LA: more and cheaper yeah.
STD: or gratis
TCH: and what about..
STD: eso si como en Italia..
STD: ni de coña eso ni de coña

STD: en Italia no era gratis
 STD: si si, pero nadie pagaba
 STDs: (laughing)
 TCH: be careful because they te, they are waiting for you at the and and you will have fines.
 STDs: (lots of noise)
 STD: y aquí en el metro si no quieres tampoco
 STDs: (lot of noise)
 TCH: but shh shh. We are recording you... (Std name) I'm recording you and at the end of the term I will say oh you were not speaking English so...less points
 STD: me pasa? (not clear what she says)
 TCH: eh no, no yes of course nothing happens. What about the bikes?
 STDs: yes
 LA: hmmm
 STDs: (lots of noise and discussing in Spanish)
 LA: In Spain too, in Barcelona, I was just in Barcelona and they have a huge bike system, it's really really nice.
 STD: but going eh in Madrid in bike is a little bit...
 STD: yes
 STD: maybe more...
 LA: why? why is it difficult? what does the city need to do to help promote more bike riding?
 STD: maybe to do more bike eh ways...
 LA: bike lanes
 STD: ah, yes
 LA: bike lanes, yeah. anything else maybe the city...could do?
 STD: and the people for example the cars they they drive sometimes very fast and they are in the city so maybe less...i don' t know
 TCH: to make them aware to be careful?
 STD: yes, to be careful and you can (unintelligible as she trails off quietly)
 TCH: a campaign, and they should do a campaign.
 LA: what else?
 STD: more places to rent a bike.
 LA: yeah
 TCH: that's good
 LA: of course, many more places
 TCH: with longer hours
 STD: more places to rent a...
 LA: but do you, do you think, well...
 STD: also, the emm, how do you say, emm ehh no sé ni en español decirlo, the la AC, aire acondicionado.
 TCH: air conditioning
 STD: condition..aire conditioning,
 TCH: air conditioning
 STD: air conditioning (pronouncing correctly) eh to use eh less eh because many people eh use emm also when they don't need it and to and this produ, eh creates more oil than...
 STD: Qué?
 LA: wait,what's what's the problem with air conditioning?
 STD: that many people use it when they don't need to
 LA: yeah, yeah but why is that a problem because air conditioning...
 STD: porque produce hedor, no? (looks to TCH)
 TCH: no, well it consumes
 STD: si lo hace porque si no, no dirías que..
 TCH: it consumes energy
 LA: (overlapping) yeah, requires a lot of energy

TCH: it consumes energy to produce eh carbon dioxide, an, anyway for example you switch on the light and it consumes eh carbon dioxide because you take energy.

STD: pues, díselo a (Std name)...(mumbles something unintelligible in Spanish)

TCH: sorry?

STD: eh, da igual.

STD: Inez, te llaman un segundo (another STD opens the door and calls for a STD in class)

TCH: Inez. (indicating to STD that she is needed outside of the class)

STDs: (some noise a bit of unintelligible Spanish)

LA: oh, ok. more things, if you were to write a letter to the government of Madrid, what would you tell them? because Madrid has very bad pollution, right?

STDs: yes

LA: what, what does the government need to do of Madrid? We've got bike lanes and bikes, more more metro like more frequently...the metro (laughing) because this year it's not so frequent. emmm, maybe more metro stops, cheaper. What else, what else should the government do? Pretend the government had lots of money.

What could they do?

STD: (unintelligible)

STD: Si

LA: no, for the environment, not not for just in general (laughs). No more ideas?

STD: (mumbles something quietly that is unintelligible)

LA: uh huh

STD: green espacios, espacios.

LA: green space

TCH: that's good

LA: that's a good idea, like like more gardens, more parks?

STD: yes

LA: that's a good idea. Have you guys heard of ummm rooftop gardening? It's kind of...a new idea. Have you heard of that?

STDs: (shake heads no)

LA: no? well like building communities will have a garden on top of their roof and it actually keeps the heat in in the winter so you don't have to heat the building so much and also you have a garden with lots of plants producing...you know clean, cleaner air. maybe some vegetables. Do you think that's a good idea?

STDs: yes

LA: yeah?

TCH: natural parks?

LA: yeah and just natural parks in general. What else, come on I know you guys have ideas. You're on the internet all the time looking up ideas for the environment, right? no?

STD: Yees (said in a joking manner)

STD: but we are making a webpage at home...

LA: yeah, you're making a, they're making a webpage (to TCH)?

TCH: at home, introducing the (unintelligible whisper to LA)

LA: yeah yeah yeah

TCH: and introducing a lot of ways of reducing waste

LA: yes, how can you reduce waste in your house maybe? Let's make this scope a little smaller as opposed to the whole city.

STD: use less water

LA: uh huh, use less water

STD: recycle

LA: recycle, is it easy to recycle here?

STDs: hmmm (many make a face indicating "maybe/maybe not")

STD: more or less, for example if there is like, but then eh, I saw that all the eh...(struggles with next word)

STD: all the trash? (helping other STD)

STD: yes, all the trash goes, how you say? (whispers to TCH about how to say something)
TCH: no, but they don't
STD: but I saw a person
TCH: but they are, they have different sections in the same truck.
STD: in my house I recycle and I don't (unintelligible) these people
LA: no?
TCH: no, they don't mix
STD: no, I...
LA: (laughing) she doesn't believe you
STD: no, eh (trails off)
TCH: it's a myth, or una leyenda urbana. No because I went to Walden and Gomez eh some years ago and I saw how all the garbage from the yellow containers was there and they were recycling, trimming (?), they were...they did it very well.
STD: They prepared for the visit
TCH: (laughs) yeah, of course they were keeping the garbage there for me
ALL: (silence)
LA: ok, so you can recycle your plastic, your whatever those brick things, I don't even know
TCH: bricks (overlapping and affirming)
LA: in English, that sounds weird in English.
TCH: no, in Spanish it's bricks too
LA: no, no I don't know how to describe it in English cause...
TCH: ah
LA: it's a brick, (laughing) I don't know how to say it, a little cardboard container.
TCH: yes
LA: emmm, your metal and then what do you guys think about natural compost for your food?
STD: organic?
LA: yeah, organic, organic like recycling. Do you think that's a good idea?
STD: yes
LA: yes? How can the city help facilitate that?
TCH: but how are we going to use it?
LA: well, you use it for...gardens more or less.
TCH: uh huh, but Walden and Gomez, they do compost
LA: yeah, yeah, yeah
TCH: and they give it to the, to the...people who work in the countryside
LA: yeah, yeah, yeah
TCH: to the vine, vin, vineyards
LA: yeah
TCH: of eh...
LA: yeah, compost is good for gardens...or just keeping it in a separate space than everything else because then it will decompose faster and cleaner and nicer....I don't know. In Toronto, they have, they have ummm trucks that come pick up your recycling, your compost, and your trash. They have separate trucks for all of them
TCH: ah, you, you create compost in...
LA: in Toronto
TCH: in Toronto
LA: and they only pick up your trash every two weeks so it forces you to recycle because if you, you know, put your food and your plastics in your trash then it builds up and it smells and so...
TCH: and, and...
LA: I think it's a good idea
TCH: and you create the compost with, at, in, in home.
LA: uh huh, and it's like a little container and then you have your plastics and then your metals and then your regular trash
TCH: and they pick the compost and take it to the gardens?
LA: yeah, yeah

TCH: So they take the compost of everybody
LA: uh huh
TCH: incredible
LA: and they only get your trash every two weeks so it really forces you to recycle...I don't know I alw, I thought it was a good idea. My boyfriend is from Toronto so he told me and I was like...that's a good idea...I always think it's a good idea.
TCH: they should have some space for that
LA: yeah
TCH: and how could, could, how can, could you reduce the consumption of energy in your houses?
STD: using natural light
TCH: using natural light.
LA: that's true
STD: yes
LA: it's better anyway
TCH: what else?
STD: take a shower
TCH: sorry?
STD: taking showers
TCH: taking showers
STD: instead of a bath
TCH: yes. (Std name), how will you, would you reduce the consumption of energy at home?
STD: the consumption of energy? emmm, for example, those things that are, that you connect a lot of things and have a light (referring to a power strip, alargador).
TCH: standby?
STD: no
TCH: standby, standby light...
STD: los ladrones
STD: emmm, como alargadores
STD: ahi donde lo desenchufas.
TCH: ah
STD: always..
LA: ah, power strip, it's a power strip is what it's called
TCH: they have a like a switcher
STD: (overlapping) to switch off the...
STD: how always switch off so...this waste a lot of energy
TCH: (says STD's name)
STD: for example, emm switch off the wifi (pronounced as in Spanish) when you go out
TCH: the wifi (pronounced as in English), yes.
STD: and don't put the heater very hard
TCH: very what? ah, to switch off the light every time you get out?
STD: yes
TCH: nobody does that.
STDs: (laughing)
TCH: in the school, i the school, here all the classes when everybody leaves, all the lights are on...so here we can practice that.
STD: no, and usually it's off
TCH: yes, but sometimes I see that nobody turns the light off.
LA: come on, what else in your house....can you do?
STD: limpiar (quietly and a bit sarcastically).
TCH: we are recording you, eh.
STD: eh?
TCH: stop talking.
STD: reading or thinking of...ehh like these things but you don't need electronic devices, electronic things to, for example, the television, the computer or these things

LA: yeah, I like that idea, read more books, draw more pictures you don't need your computer always
TCH: to read books
LA: that's good
TCH: paper books
LA: I never thought about that as a way of reducing your energy consumption. It's good for everything, for your brain and for your, what do we call it in English, emmm what is it, your green footprint or whatever. what's it called...no, your carbon footprint.
TCH: shhhh
LA: so in English we call it your carbon footprint. Have you heard of that?'
STD: yes
STD: carbon footprint?
TCH: say the word in Spanish.
STD: (something fast in Spanish)
STD: La huella de carbon.
TCH: huella
STD: huella ecológica
TCH: si, huella ecológica, is all, like that, she has already said, can you explain (to LA)?
LA: well, it's, it's like you, every individual has a carbon footprint. It means like how much energy you use personally and if you take shorter showers, if you, you know, I don't know, switch off your lights and don't use your computer, your carbon footprint is smaller because you use less energy. It's kind of just like a way of saying, I want a small carbon footprint. It means that I want to use less energy basically. You understand? That was kind of a weird of explaining it. (laughs). I don't know, I feel like people say it all the time...like I'm doing this to reduce my carbon footprint or whatever..or people say when you fly in an airplane, that's very bad for your carbon footprint because airplanes require a lot, a lot a lot of fuel.
STD: yes
LA: so
STD: and oil
LA: and what?
STD: nothing, nothing I was thinking in and shouldn't have voiced it (not sure if she says voices it but she was meaning that she shouldn't have said it out loud).
STD: Qué?
STD: madre mía!
LA: So I probably have a very large carbon footprint because I fly on airplanes all the time (laughs)
TCH: yeah, but you will, sailing is...you need a lot of time for get there so..
LA: I know, I know (laughs)
TCH: seven days, if you go sailing in seven days, you will arrive
LA: I know
TCH: but to New York
LA: across the Atlantic, yeah. I need to buy a sailboat, sail across the Atlantic
TCH: (Std name)! (scolding him for not listening)
STD: es que si, eh!
LA: ok, shall we move on. you guys bored with this topic?
STD: it's going to ring
TCH: it's going to ring?
STDs: (lots of noise as they prepare to leave)
TCH: no, but sorry! It has...shhhh.
STD: recogemos
TCH: no, I think, I didn't say that, can we do this for...but
STDs: lot so noise
bell rings

END OF SESSION

Appendix 2

I. E. S. Joaquin Araujo.

Geography & History Class (1º ESO)

Teacher (1): Clara Mimbrenas

Class session on ancient civilizations (Mesopotamia and Egypt)

Researcher: Ana Llinares

Date of Recording: May 29, 2006

Transcription: Amaya Vázquez

Date of Transcription: June 22 2006

TCH: So, eh. Sh! You have to speak all the time in English. You know that. I'm going to give you these sheets. Here you have some questions. You can use now your book, your photocopies. Remember the photocopy that I gave you. It was just, eh, some questions from the book, like this, a photocopy like this, and the photocopies %x I gave you x% from Mesopotamia. Right? From the book? You can use that to prepare it now. In groups. In small groups. And then-

Adrián: How many persons per group?

TCH: People per group. Em, .. five people. Yeah ... So %x x% the group.

CH: %x No we're going to do it x%, but I don't want to %x x%.

((Hands out the questions.))

TCH: #You're going to move. Right?#

CH: Yes and-

TCH: #Yes. You're going to move. You move and %x x% #.

((Camera focuses on group one.))

Claudia: (READING) Can you try to produce a discussion %x x%? We have to talk of, about Mesopotamia and Egypt. We have to give, our opinions. We have to-. %x We can say x% this question.

CH: We can do with the, %x x%.

TCH: Yes %x x%.

((Camera moves on to group two.))

TCH: Please continue.

CH1: And the first question is where %x x%?

CH2: Ah where? Where?

CH1: Where?

CH2: Ah! In-

CH1: Mesopotamia.

CH2: No in-. I think eh, in Mesopotamia. Yes in Mesopotamia.

CH3: In Mesopotamia. In China and %x x%.

CH1: We say that.

CH2: We say.

TCH: Eh, it is important to know because afterwards you will have to talk. %x x% if it is better for you to write or to read.

CH2: We write.

((Camera moves on to group three))

CH1: This. This.

CH: It's only from Mesopotamia. It's only from Mesopotamia.

CH1: Yes. The first cities.

CH: %x x%. (READING) They arrived in Mesopotamia, Egypt, India and China, %x x% because they developed %x x%.

((Camera moves back to group two.))

CH1: %L1 A ver L1%. The second question is how did this occur?

((Camera moves to group one.))

CH: What means that? What do we have to put?

TCH: Em, first we had small villages and then we had big cities. So why? Do you remember?

CH: %x x%.

TCH: Well, that's one of the reasons. So why %x x% a small vill- village and then a big city?

CH: Because the population grows.

TCH: And why did the population grow? They had?

CH: Eh foods.

TCH: And what kind of foods?

CH: Eh Foods, apples and things that %x x% Eh, the population grow because they, they %x x%.

((A group mate writes down the answer. Claudia corrects her mate)) Grew. Grew.

CH1: Grows.

CH: Grew.

((Camera moves to group two.))

CH2: They thought that a person was a god and this is stupid.

TCH: Well, for you now, but then it was not so stupid.

Sara: But if, if, if king don't have power, is not a god.

CH2: Yes they had, they had power but, %x x%.

TCH: What kind of power?

CH2: They say if a person can live or no and-.

TCH: Yes. They could kill somebody.

CH2: Yes.

((Camera focuses on group three))

CH: Because why, why they were so important .. Because were a lot of force.

TCH2: Why do you think they were so important?

CH: To survive because they, they were a lot of %x x%. And they had to %x x% a lot of land to survive. We can survive %x x%. Why were so important. No %x x%.

TCH: So, sh! Cris! Em, we're going to finish. Right? So, we're going to talk, the whole class. Right? So sit again, back to your seat. ((Children go back to their seats)).

TCH: OK. So we have been, studying about the first civilizations. Where are the first civilizations? Where were they? But just one person each time. Juan luis?

Juan Luis: In Mesopotamia, China, Egypt, eh, and India.

TCH: OK. And, eh, what are the civilizations that we have studied?

CH: Mesopotamia and Egypt.

TCH: And how do we call these civilizations?

CHILDREN: River.

TCH: River?

CHILDREN: Civilizations.

TCH: River civilizations. And why is that? Why?

CHILDREN: Because-

CH: [Because they], they live in the banks of the rivers.

TCH: OK. Yes. What else? Something else?

CH: Eh, along the river Nile, Yellow and Blue Rivers in China. Eh, the Tigris and the, and the Euphrates in, Mesopotamia. And %x x%.

TCH: OK. And, eh, why are they near the rivers? Why is so important the water? (STD Name)?

CH: Because it was a very fertile, eh, area.

TCH: Very fertile area. Yes. And why is so important that the area is so fertile? (STD Name).

CH: Eh, because if they, if the land is not fertile, they can't do agriculture, and they need the fruit of the agriculture to live, and to-.

TCH: OK. So, they knew agriculture and what else? %x x% Apart from x% agriculture.

CH: Cattle raising.

TCH: Cattle raising.

CH: %x x%.

TCH: Right. When did they invent that? In that time?

CH: No, in pre- in prehistory.

CH: [No].

TCH: Well at the end of prehistory and this time is what? The first civilizations?

CH: The Metal Age.

TCH: Met- In Metal Age. So the first civilization-?

CH: [Ancient Age].

TCH: Ancient Age.

CH: Ah OK.

TCH: So we start history now. History with agriculture, with cattle raising and, with another thing. With what?

CH: With the writing.

TCH: Wri- writing. Very good.

CH: [The change] of-. The change from Ancient Age to-.

TCH: [[The change]] .. Well no.

CH: No the Prehistory and ancient Age.

TCH: [Prehistory] to Ancient Age. OK. Em, so, cities appear first to %x x% thing. We had in the history, we had, small villages, right? Very small villages and then in, first civilizations we're going to find, very big cities. And why is that?

CH: Because-

TCH: (STD name)?

Sonia: Because if some, small cities join together, they have, mm, more power.

TCH: They have more?

CH: Power.

TCH: Power. Yes. It's one of the reasons. And, what else apart from that? (STD name)?

CH: Eh because they make, they invent %x x% and invent cattle raising and agriculture, and the kings conquest, and the kings conquest the-

TCH: Conquered.

CH: Conquered other cities and make empires and cities. First empires. Then cities.

TCH: So you have explained how cities are going to become empires.

CH: [Yes].

TCH: Yes. And, um, so they conquered, they, eh, tend to %x x% some cities. And what else? We need-. What do we need if we, are, a very small group in a, in a village.

Adrián: A king. A person that say-.

Sara: Or a pharaon.

TCH: That? Yes. Or, or a?

Sara: A pharaon.

TCH: Well, a pharaoh because a pharaoh is what?

Adrián: From Egypt.

TCH: It's a king but in Egypt. And what do a, king do?

CH: Eh, have power.

TCH: It has power. Yes. And what-. Em, it has power. It- and he needs money, right? Because he has to build very big buildings and a pyramid and that -

CH: [Temples]

TCH: And, em, is he going to be helped by, someone?

CH: In the government.

TCH: By?

CH: In the government.

CH: No by %x x%.

TCH: The %x x% for instance in, in Egypt. Or?

CH: A Prime Minister.

TCH: A Prime Minister. Yes and-.

CH: The noblemen.

TCH: The noblemen. They're going to help him. Yes. He wants to, to have more money. OK.

CH: But then, one of them transform in emperor (("empiror"))

TCH: [In an empire].

CH: Because they were a lot of, they, a lot of, eh, eh, kings-

TCH: Mm.

Adrian: And they become one, an emperor.

TCH: One empire. Do you remember who was the first empire?

CH: Mesopotamia.

CH: Eh, Mesopotamia.

TCH: %x x%. In Mesopotamia. Yes. But, who is the first emperor? Do you remember?

CHILDREN: Sargon the first.

TCH: Sar- Sargon the first. He was the first emperor. So he conquered a lot of, eh, a lot of cities, but we knew, we know that, eh, there is, one %x x% which is going to be more important. Or an empire, more important.

CH: %x Amurabi x%.

TCH: %x Amurabi x%. OK. And why is he more important in %x x%? What did he do? What is he, his important reform?

CH: The code of law.

TCH: The code of law. So, where they had some laws, to make people, well, do some things. OK. And, um, so if the, empires have to, if the big cities have to conquer another cities, what is the thing that is going to be, mm, most important in one city? If they have to conquer?

CH: The army.

TCH: The army is going to be very important. OK. And what else? What can you say about kings and pharaohs? What can we say? Yes?

CH: That, eh, the first ones thought that the pharaohs are %x x% gods but the pharaohs are %x x% and they represent the pharaohs with statues.

TCH: Yes. %x x%. And yes? What else?

Sara: The pharaon think if the, a person die or not.

TCH: Yes. Mm. And what else?

CH: And the pharaon were the king of Egypt and they thought that the pharaon were a god.

TCH: Mm. OK. And, um, could they talk to the, kings?

CHILDREN: No.

TCH: No. And what else?

CH: They cannot see him.

TCH: And they cannot?

CH: See him.

TCH: Mm.

CH: They had to, knee, at he, when he pass at, at the street, he, the people have to knee.

TCH: Mm. OK. And, um, OK. And if we talk about, eh, ancient societies and present societies, what differences can we, can we see? OK (STD name).

CH: Eh, the society was hierarchical.

TCH: Hierarchical. What does, that mean?

CH: That there was very few, al, few people that are government-

TCH: Mm.

CH: And then a lot of people that-

CH: Are poor.

CH: Are poor.

TCH: Yes. And what-? Yeah?

CH: That they are very %x x%. Eh, from few people are very very rich and other much, the majority of the population, are very poor. And this is .. unfair.

TCH: OK. And what, what about slaves?

CH: They have no rights.

TCH: They have no rights. Mm. Yeah?

CH: Eh, now we don't have slaves and now we have rights.

TCH: Mm.

CH: And they weren't free. They have a no, a no %x name x%.

TCH: Mm. OK. More things?

CH: Ah, the people thought, some people, that they built the pyramids, but other people thought that the normal people, when they, in summer when they don't have job, they built it.

TCH: OK. Yeah. %x x% possible, things. OK. And what, what else about ancient societies and present day societies? Jonathan?

CH: That in ancient, societies they work, and now, eh, we study.

TCH: OK. Yes. People %x x% and what else?

CH: [That], now we can drive a car.

TCH: Yes, it's true. ((Children giggle.)) In that times %x x%. What else?

CH: That, in our moment, there are, eh, less wars for the, places. Eh, less conquests.

TCH: Yeah. That's true.

CH: [Only in], in, very small places.

TCH: Mm.

CH: We can play %x x%. OK.(STD name).

CH: Now we can enter in church, in temples and we don't have .. eh laws that don't permit to us to enter in a site ("sit"), in a place.

CH: Yes. We have rights.

TCH: OK. Claudia. Uy, sorry (STD name).

CH: We have %x x% and we have more technology and-

TCH: Mm. That is true. Sara?

CH: That we can have a %x x% and a television.

TCH: %x x% OK. More things? .. Nothing else?

CH: That we hav- have more clothes than, in the-

TCH: OK. Sh!

CH: We have a, we have a lot of books in the school.

TCH: Yeah.

CH: We have an education.

TCH: An education. What about scribes in that time?

CH: Ah, they, only a few people can write and, and read but, in almost the most population of us, we know to write and,-

TCH: Mm. OK.

CH: In that moment only the, the best people %x x%.

CH: The sons of the %x x% and, they, study in a center called %x Iowa x%.

TCH: OK. Yes. And Melanie?

CH: We have the %x x% paper to write. They have papyrus %x x%.

TCH: Mm. It is true. Well they, eh, Egyptian. %x x% Sumerian people didn't have papyrus.

CH: They write in a plate %x x%.

TCH: Mm. And, something else, can you add? No? Nothing else?

CH: That they couldn't, eh, we have, eh, books to read, eh, of them, and they don't have more, more cultures to read because they were the first. They couldn't see the rest of other civilization.

TCH: Yeah. That is true. What do you prefer, to live, here or not?

CH: I prefer to live more in the future because I can study more of, our times.

CH: [Here].

TCH: Mm.

CH: But %x x%.

TCH: And what do you like, most of our ancient civilizations, about Egypt or Mesopotamia?

CH: The pyramids.
TCH: The pyramids. Why?
CH: Because there are, for, for entering the pyramids, there are %L1 trampas L1%.
CH: Tramps.
CH2: Tramps.
CH: Tramps and, things like, like this.
TCH: Mm.
CH: And is %x x%, adventures and mystery.
TCH: OK.
CH: And were the tomb of the pharaohs, and the privileged people.
TCH: Mm.
CH: In that place the people put, enter the pharaoh, and the treasures, because they thought that, that, in that moment, they will have an afterlife.
TCH: Mm.(STD name)?
CH: I like the system of, government, because is so, .. different. And is, is interesting.
TCH: Some other opinion? No? No? The people who haven't, talked. Nothing? No? Well I have got the exams.

- End of session -.

I.E.S. M. Trueba
Discussion and Interviews 4th Year ESO WWI
Teacher (2): Marcela Fernandez
Researcher: Ana Llineares
Taped date:
Transcription Date: 4-7-2009
Transcribed by: Rachel Basse

Classroom Discussion

TCH: That what they want to do they have this organized measure, how do you speak how much you can say? Ok...ok? All that you can say about the topic we have been studying, right? And also, (STD name)?
STU: Yeah?
TCH: How you interact in different moments, therefore the activities today will be regarding WWI, so you will have first of all, should we have...
TCH: The questions first?
RCH: Yeah
((class talking loudly))
TCH: allow time for you to prepare, to prepare one activity, one activity here, and you start thinking about one open questions, one of the issues that we have talked about, because the topic is WWI. Causes, why it is started...
STU: %x...x%?
TCH: I beg your pardon? I beg your pardon? Right, yeah, so you start thinking about WWI, causes of WWI, and then, and then...then, ah, we will have time to think of possible answers, of possible answers for questions I will write on the board, ok? The next thing we need assure the date, so we talk about the questions, can you please pay attention to the instructions?...Wait.... And the next thing we need, that last thing that we did is show from the day, in which there will be two fronts here, two fronts, some of you will role play the member of the triple alliance, and some others will role play a member of the triple entente. So...you will have any debate, ok? Something to say about the war, maybe you complain about something, maybe you, eh, you %x...x% something in the war, so the objective is you interact and you talk. So today you can be free and talk a lot, speak a lot, on the issue,

is that clear? Ok, so Activity 1, the follow what you have in front, as you may see, there is a short introduction there for the activity, ok? As you, we want you to... to... fill in very very shortly, the objective is not writing essays...here, but the idea to, to place afterwards important factors, less important factors, which caused WWI, and on the back page, right? Backside of the sheet, you have laws, ok? So what do we want to do with this? There was a big fire, WWI was a big bonfire in the world, what were the logs which caused that big bonfire? The big logs are the big causes, the most important, ok? And then the small logs, the small pieces, which help make the bonfire work, are the less important causes, there is also a match here, what is the match? Ok, of the war? So everything has a name, is that clear? Are the instructions clear?

STU: %L1..Si...L1%

TCH: Ok, so using your English, using your English please think of main causes, main causes of this activity, this will take you about ten minutes, ten minutes. Ok only ideas, ok? factors, less important factors about the war, remember %x...x% give it a name to the big logs and the match, ten minutes we start. Is that clear? Yes? Ok, GO!

((Ten minutes pass))

TCH: Because there is only one, one activity to help you make up your mind, the questions for, ok? are this,ok? so we do want you now to spend a few minutes thinking, hello? (STD name)...(STD name)?

STU: Si?

TCH: Uh...%L1...cinco minutos si debemos %x...x%...L1%

((Laughter in the class))

TCH: Because this is the second warning, the second time you interrupt today, so five minutes without face,

STU: %x...x%

TCH: Ok so where do you have to go? Ok, go! ...OK, so, uh, you have to take notes if you want, just a few but only notes if you want, just think, think of the possible answers, ok? Question number one is the one you have been preparing, question two: what is different? In WWI? From previous wars? What made it different? Ok, think of that, we have done it, uh, number three? What happened during the war? Ok, so think of the process, in between. What happened? Main issues. OK? What happened in the...in the, I'm not going to give you the answer, in the places they are uh, fighting, what happened there? What happened to civilians, ok? Uh, four...the end? The end of the war we did that yesterday, how, how the war came to an end? Why? Who made it possible? Ok? And number five, the Treaty of Versailles? Which we read yesterday as well ok? And remember, and here, here is one person a question, if you agree with the terms of the Treaty of Versailles, ok? So this we did to the further role play, if you agree with the terms, ok? That clear? Ok, so, time for that, sure..ok, five minutes, five minutes to think of the questions. C'mon, Yeah, yeah, yeah, don't worry, hello you have a lot of work, eh? You have a lot of work!

((Five minutes pass))

TCH: Is today or here, it is not a competition, at all. Not a competition? Ok? The competition only, only if you want to run are the things, but it's not a competition at all, ok? So we want you to add information, ok? The more you can say the better, it will be absolutely fantastic that every time there are people participating there will be one or two people participating and in addition, %x..x% so everybody should speak. And this is a classroom activity and this activity is also marked, ok? It will be graded because it is a classroom activity...is that clear? Good, Ok, so, for the first question, so, ah, causes, causes for the first world war to break out? Ok. Aro?

STU: There are the stu....%x...x%

TCH: Ok, eh eh excuse me, remember, uh, you need to speak loud and clear. Be as concise as possible but give good answers, right? Loud and clear.

STU: There are assassination...assassination of the Archduke Franz Ferdinand.

TCH: Ok, That was one cause ok? one cause, but there are others, ok? Think of the big cause. Ok, uh, Alons? oh, you rose your hand? Oh, you didn't, ok, mike

STU: The interest.

TCH: What can you say about the interest?

((laughter))

((silence))

STU: %x...x%

((laughter))

TCH: Ok, Juan, can you answer?

STU: They are %x..x% because Germany wanted to add and spread colonies.

STU: And the entire statement of Germany was a huge navy, so Britain has a huge navy for years because of that.

TCH: Excellent, ok, so those who are sitting on one side you may turn their chairs around a little bit so that you %x...x% ok? Angel you ok?

STU: Yeah.

TCH: Good, good, ok Irene.

STU: There were bad relationships with countries

TCH: They were countries?

STU: For example, there....Austria and Serbia

TCH: Ok, bad relationships, ok why was bad relationships? Why? Reasons! Uh, %x...x% and Juan? C'mon! Fingers! Fingers up, hands up More causes, say causes, c'mon, a few.

STU: Nationalism

TCH: Nationalism, ok

STU: Each country wants to be the powerful they are pride about the country, so...they have a, national powers.

TCH: Ok, can you think of one nation? One country, which was claiming nationalism?

STU: Germany

STU: Germany

TCH: Germany?

((Discussion))

STU: France?

TCH: Which counts as what? What are they claiming? Ok, we are mixing things, ok? So nationalism, ok, ok, so we have mentioned nationalism, militarism, imperialism, what is? Imperialism or popularism What is? Irene?

STU: Eh, imperial powers in the %x...x%

TCH: The difference of powers? What can you say about that? Yes, Ana?

STU: %x...x% some like Germany, and they start to build, eh, large navy and Britain was worried.

TCH: Was worried about that, correct

STU: Because of the alliances

TCH: Alliances? So what happened? What was the alliances?

STU :Eh, an agreement between two of more countries,

TCH: Ok, so Brit-

STU: And if one country is involved in a war with another, they are allies, and they will support them

TCH: Ok, thank you, (STD name)? First warning...ok, thank you, more?

STU: Em, Austria wanted Alsace to em, to em the imperialcy, to so they wanted to take their share to go to %x..x%

TCH: Ok, so we are talking about area nationalism again

STU: Yes, nationalism

TCH: With the Vulcans, correct ok any more things? And so the... what was the match? The spark?

Which broke the war? What was the spark? Which broke the war?

STU: What?

TCH: Which was the spark? Which made the war start?

((All the class talking at once))

STU: Ok, so, so first warning? Juanca?

((silence))

TCH: Ok, so uh, if we go over uh difference to previous wars, why it became a world war? Not only one area, I mean it was the whole world, why the world? So there are a lot of things to say about this.

STU: I think because...

TCH: I think that it was

STU: Because there was too many countries involved, so it was..em...haha, more...more important of the war and more meaning %L1... no se...L1%

TCH: Ok so it was the countries so, good Angel go over? Door?

STU: The big powers of Europe and also the USA were involved in the war

TCH: Ok, and what else? What about the main powers? Correct

STU: And in broke the military devices for example, tanks that they were introducing in the battle Russia the 1960.

TCH: Ok, so that has to do with differences from previous wars, correct. So it was different because there was an introduction there was, a...ok? There is an improvement in technology ok? Regarding guns and weapons, ok? Ok, there is an improvement, so go back to world war, more things to say about why it became the worst conflict. Irene?

STU: The trenches were created.

TCH: I beg your pardon? The?

STU: The trenches.

TCH: Oh, the trenches are?

STU: They are created.

TCH: Oh, because they ah, so in any case it was a world war because of the trenches?

No

STU: No, so the difference in..

TCH: That was to do, the trenches have to do with difference to previous wars, is that clear? Ok, so...Let's... let's put it this way, first, first as there are two questions then, I want to focus, why it was it a world war? Why was it a world war only? Only that question.

STU: Because the whole countries was getting involved because of the alliance

TCH: Ok, all countries, all countries,

STU: Many countries

TCH: A lot of countries get involved, and where are all those countries placed?

STU: Mainly Europe,

TCH: Ok, mainly Europe, mainly Europe, what, do they have do they have colonies? Do they have colonies all over the world?

STU :Yes

TCH: Ok, that's it! The main powers are in Europe, but, ok, they cover the whole world because of the colonies. Ok, second thing, uh, the difference to previous wars, we have said, weapons, technology, etc. Ok, now, during the war, what would you say about the during war, ok, Irene has said something about trenches, a new way of fighting about trenches, ok, so what happened with the trenches? What happened there? What happened in some other areas? Ok, during the war, what happened during the war, c'mon, say things.

((Silence))

TCH: Was there a lot of fighting?

STU: Yes?

TCH: How many rounds were there

STU: Two

TCH: Two, ok what would you say about that?

STU: Eh, they were invaded by Russians and Germans

TCH: Ok,

STU: The western front

TCH: Ok.

STU: With fights and...

TCH: Ok, and the Western front? Who were fighting the Western Front? Where? And in which countries? Mainly, can you remember? Carmen, can you say something? We haven't heard you.

STU :%x...x%

TCH: Speak up, we can't hear you.

STU: Germany, Britain and France.

TCH: Germany, Britan and France, were fighting in the Western Front, ok, which countries were they fighting in?

STU: Belgium and Russian

TCH: Right, Belgium France. So, can you remember why the Germans had the war and what happened at the very beginning? What was the idea?

STU: They wanted to conquer France by the sea

TCH: Ok, %x...x% and correct, they wanted to conquer and very quickly, ok, they to France and was it quick?

STU: No

TCH: But in the end? It became what? What happened during the war? What about the battles? Think of the battles! People, food, supplies, ok, tell me! You know that! What happened during the war?

((silence))

TCH: Ok, so there were two big blocks, ok, people were fighting in the trenches, were the civilians involved? Did civilians suffer?

((silence))

TCH: Yes? No?

STU: Yes.

TCH: Yes, ok not only with the soldiers but with the civilians. Yes? Juan.

STU :They were involved. They were suffering the bombs and the bombings.

TCH: Ok, ok, they were suffering from the bombings, ok, so the police offer and the soldiers were flown over to different towns, ok, so can you remember any battles?

STU: The battle of Soul

TCH: The battle of Soul, where is?

((talking at the same time))

TCH: Very good. Can you remember any others?

((all talking at once))

TCH: Hands up!

STU :The battle of the Mar

TCH: Battle of the Mar, all right, any other?

((silence))

TCH: Any other?

STU :The battle of Bordoan

TCH: The battle of Bordoan, ok

STU: The battle of Hipray?

TCH: Hipray, ok, where is?

STU :%x...x%

TCH: OK, and in the sea? At sea? In the sea what battle?

((Students all talking at once))

STU: %x...x%

TCH: Of? Lutran, correct, ok, ok, so,so they were fighting, can you remember, do you remember, can you remember, how, which was a very very bad battle, lots of casualties?

((students discussing))

STU :%x...x%

TCH: Of? Barn? Correct, ok, Battle of Barn. Lots of casualties there, ok, ok, anything else you can said about the war itself? Can you add something?

STU: The casualties %x...x% The naval defend their positions and %x...x% the enemy was %x...x%

TCH: Excellent, ok, so (STD name)? Second warning? (STD name), first warning!

STU: ((contesting the warnings))

TCH: Third warning, (STD name), (STD name)? Those are the rules, I am just following the rules.

((silence))

((door opens and closes))

TCH: Ok, now, um, question number four, Diem? Ok, there was a stalemate, soldiers fighting, civilians suffering, supplies, you haven't said anything about that, ok, good, (STD name)?

STU: %x...x% The stalemate because it is technology.

TCH: Ok, on one hand they were saying a third war, correct. Ok, and that group, (STD name), Bravajo, David?

STU: Eh, the, was British invaders was %x...x% for Germany was and was very bad for them.

TCH: Ok, so civilians, everyone was suffering, and there was a lack of supplies.

STU: And the president of the USA wanted to make a little help to stop the war

TCH: Ok, so (STD name), second warning, so there is another, ok, another important person who is very very great about in the country, the president of the USA, correct? Has this idea of organizing a %x...x% of nations, so, so they want to end because of the lack of supplies, the causalities, etc right? So they have to finish, now, wait...

STU: On the 11 of November, 1980 in the Shires, they made a meet of the some, %L1...como se dice...L1% some..

STU: %x...%

STU: %x...x% From the countries, and they make a treaty of peace

TCH: And first of all? What did they sign? The big word, remember, It begins with "A"

STU :Armistaaace...

TCH: Armi?

STU: Armistice.

TCH: All right, they signed an Armistice, correct, ok, so they signed an subsequently there was a treaty of Versailles, what were all the parties involved? Everybody had a work in the Treaty of Versailles? Can you remember? What were the consequences? Come on, hands up, I want to see a lot of hands up. Juan? Yago? Someone raise hand. ((class laughs))

TCH: Yago? No? You have a zero today, eh? If you do not participate, (STD name)? Ok, this room? OK, say something, meeting one, go.

STU: Germany have to reduce the... they have to give the they have to...to reduce a work in their army and the navy.

TCH: OK, good, (STD name)?

STU: Germany was very big with the treaty because they em,

TCH: Who was?

STU :Germany, mmm...mmm...mmm

TCH: Mmm!

((class laughs))

STU :They em, the, colonies of Germany and the army and the power.

((door opens and closes))

TCH: Ok, thank you, thank you. Ok, what (STD name)? No one? Nothing? (STD name)?

STU: Em...

TCH: Come here please!

STU :Germany had to say the treaty and this create a %L1...no se...L1%

TCH: Were they pleased? With the conditions?

((silence))

TCH: Ok, they had to sign, ok, next group? Can you say something? What about the territories?

STU: They create some, em...new

TCH: New? New countries, correct were created, and?

STU: They had to pay for reparations.

TCH: Correct, the Germans had to pay for reparations, good, (STD name)?

STU: And they had to %x...x% as at the beginning of the war..

TCH: Ok, as at the beginning of the war... One more thing, two minutes...two minutes...so, one, two, three, you are Germans, right? You are French, or British, or Russians...ok...so, you have two minutes, two minutes, to cross out the feelings, the feelings, because of the war... can you just wait, two minutes? Yes, I know, can you wait? Two minutes? Thank you. Ok, c'mon.

((class talking))

TCH: OK, yes, I know, and I'm asking for a favor. If you don't, if you don't want to do a favor, you may leave. You may leave. Ok, so, are you ready? Ok, you exchange the opinions about the conflict, c'mon.

STU: %x...x%

TCH: So, first warning, (STD name), for saying nonsense. You don't want to say anything to the other?

STU: Aye!

((class laughs))

TCH: Ok, right, triple alliances, triple entente, c'mon
 STU :Eh...
 TCH: How do you feel? After...
 STU: How do you feel after the conflict?
 ((class laughs))
 TCH: that's the moderator's question, of course
 ((discussion and laughter))
 ((door opens and closes))
 TCH; No? Nothing to say?
 ((class laughs loudly))
 TCH: OK, ok, you are in war
 STU :We don't want to say.
 TCH: You don't want to say?
 STU :What do we have to say.
 TCH: But I said, how do you feel about the conflict you have your opponents here? You have the treaty and..
 ((loud talking))
 TCH: Nothing to say? Ok, so, the ones in the activity book...
 ((end of discussion))

I.E.S Máximo Trueba
Debate Session on Feudal Europe
Teacher (3)- Marcela
Date of Recording- 04/07
Transcription: Irene Pascual Peña and Rachel Basse

TCH: Ok, so she is Ana Llinares. Remember last year from the Autónoma?
 STU: Yes
 TCH: Yes? Professor Llinares. She was here last year and this is the second time she is going to <x...x> right? th- the class. What I want to get is you you organize in small groups of four, remember we group very very silently? Do not push ok? Lift ok?
 STU: <x...x> a group of five?
 TCH: Ah.. well, I'll see. In.. in fact, in four is ok unless I say five because of the procedure. So, don't move, you stay there((to a student)). <x...x> So Andrés, you have four people there, small group there. Small group here((to another group of students)). Here, ok, one, two, three, four [five. Ok, another group here
 STU: [Marcela. Marcela
 TCH: Yes? One, two, three, four, five. Five? Five, ok? So, here. Four. One, two, three, four ((noise of students pushing tables and nothing can be understood))
 STU: [<x...x>
 STU: [<x...x>
 TCH: Make sure you have your other <x...x>. Ok, everybody ready? Ok? <x...x>? Ok, remember that.. we only talk about the subject we are asked, you say it in your best English, ok?((Noise continues))
 When I say our best English is that you <x...x> what you say, that's all. So English is wonderful, right? But I want you to be aware of what you are saying <x...x> Ok, so the the activity today we <x...x> reflecting, remember? Thinking.. and reflecting about.. anybody remembers? Memory, yesterday. About the..?
 STU: <x...x>
 TCH: About the <x...x>? Only about the <x...x>?
 STU: ((All)) Middle Ages

TCH: About? (STD name)?((All the students are talking at the same time))

STU: <x...x>

TCH: <x...x>?((The teacher says the name of a student to answer the question))

STU: Middle Ages

TCH: Correct

((Noise of students talking))

TCH: Ok. So, will you please listen? ((Noise continues)) <x...x>, (STD name)? Shhhh!Shh! We're wasting time. If we won't finish, we will take the break, we will use the break as well. Ok, I know <x...x> In the photocopy you have key questions. Key questions to think about, the objective is not answering them by writing, that will come another day, later. Today is thinking. (STD name)! You think and speak at the same time?

Mario: Yes

TCH: Well, you might. But right now, please don't. Ok, so, the objective is thinking, reflecting about the questions.. It is not answering by writing. Excuse me! it is not answering by writing, and I'll give you instructions now. Ok? So you read the question and you talk about it among the group and you find the best answers to that. If you want to write one word, one term <x...x>in order to remember afterwards, but it is not expressing the whole idea there. Is that clear? So you talk in the group and you decide who's going to answer what when you are asked later on <x...x>((in a very low voice)). Ok? Did I make myself clear?

STU: ((All)) Yes

TCH: So, read the questions carefully. Make sure that you understand... We need more? We need more?((The teacher and the assistant give the students the photocopies. Noise of students talking)). I-I didn't say you've got the information in the book, so pay attention. Is the first question clear, (STD name)

STU: Yes

TCH: Sure? What does it say?

Ana: <x...x>?((a lot of noise at this moment in the class, students talking, papers moving, door closing...))

TCH: Ok. Question two? Is question two clear?

STU: Yes

TCH: Question three? <x...x>, you sit there. Question three?

STU: Yes

TCH: Four?

STU: Yes

STU: Yes

TCH: Question four, <x...x>?

STU: Yes

TCH: Five?

STU: Yes

TCH: Ok. Remember that question five has two parts: causes and consequences, on the one hand, and?

STU: Consequences

TCH: Consequences on the other, ok? So you have to differentiate ok? There are two parts. Ok. Time for this. Ah... seven minutes?

STU: Yes

STU: Ten minutes

TCH: Ten minutes? Ok. Ten minutes. I want to hear only English. Only English ok? Only English.

TCH: How many seconds?

STU: <x...x>

TCH: No

Mario: one hundred and twenty, one hundred and twenty

TCH: One hundred and twenty seconds?

STU: ((All are talking at the same time. The noise doesn't allow to understand anything))<x...x>

TCH: Go on. Finish

((Noise continues, all students are talking))

TCH: Shhh! Right. Now, this is a revision lesson, we want to hear how much you have learnt about the Middle Ages. But remember that if one person starts an idea, you may add information, not repeat it. Raise your hand and you speak up loud and clear. Everybody should understand ok? And if you did not understand something, please ask. Loud and clear. Comments, comments afterwards during break. Otherwise, you will have break all here. Right? Yes. Ok, so you have to answer five questions. Five questions and I want to hear all groups right? Becky knows because she has been walking around that you have prepared everything. Is that true? Everything?

ASS: Yes

TCH: So, show it. We want to hear you. Ok, so.. group number one?

STU: ((All the students in group two)) Two

STU: ((All students in group three)) Three

STU: ((All students in group four)) Four

STU: ((All students in group five)) Five

TCH: Ok, excellent. Five groups. So.. Ok. Which group would like to start answering? The first one?

Which group? Come one! Excellent! Group number four. Very very loud and clear

STU: Most of the people work in farms and <x...x>. Eh.. peasants gathered in villages that were eh.. that were houses surrounding a castle or a <x...x>. Eh.. peasants live in small houses eh.. that only have one room and a sh-shed to <x...x>

TCH: Ok, very good. Ok. So we have mentioned one key word, which is..? If we say housing, what is the key word [you've mentioned? They live in..?

STU: [Villages. Villages

TCH: Villages. Villages or..?

STU: Villages((pronouncing the word correctly))

TCH: Villages, villages ((pronouncing it correctly))rather than villages((pronouncing the word as the first student pronounced it)) and..? The first letter is a ((makes the sound of the letter))

STU: Surrounding

TCH: And the last one is a "d", alright?

STU: <x...x>

TCH: Sheds alright? Sheds. Shed, remember? That new word.. Shed, they live in sheds. Ok, so, <x...x> <x...x> <x...x>?

STU: No

TCH: No. Ok, so who would like to add some information to what (STD name) has said? Yes, (STD name)?

David: Most of the..

TCH: Loud and clear

David: most of the.. peasants were.. were serves

TCH: Were serves

David: to the.. feudal lord

TCH: To the feudal lord. Excellent! Ok, so, serve. We have a new idea. Not new, not new, but a new word mentioned today. Anybody can add what a serve, who a serve was? Yes, (STD name)?

STU: A person who.. work eh.. the land of the lord.. without remuneration and that were forced to.. to eat

TCH: Just for.. the food. Right. And for?

STU: Protection

TCH: Protection. Ok. So somebody of that group. Will you please add something to the idea of protection? Protection of what? From what? No? Nobody from that group? Ok, group one, Lola? Protection of..?

Lola: eh.. from eh.. <x...x> by the lord from other.. from attacks

TCH: From attacks! Ok, who attacked them, the vandals?

STU: No

TCH: Who? Who attacked them?

STU: The others

TCH: Sorry? (STD name)?

STU: The others
TCH: Th- people from other regions or?
(STD name): People from other regions that are in war
TCH: From other regions and in the.. remember, in roads? They were in danger, in danger. Why? Who attacked them?
STU: [The vandals
STU: [The vandals
TCH: Not vandals.<x...x> Who? Remember the forests. Was it safe to walk in the road? Remember, was it safe? When they travelled from one place to another?
STU: No
TCH: No! Who were around the roads? No? I'll give you a clue: Robin Hood
STU: The rebels
TCH: The rebels. Excellent! <x...x> the rebels maybe. Who else? Maybe people who wants to get the property from others without working. What are they called?
STU: <x...x>
TCH: <x...x> Well, that is not exact word. The first letter is a "t". (STD name)? You said it. Somebody said it here. The..
STU: The pi<x...x>
TCH: You said it (STD name), didn't you. Very good. Ok, so, so conclusion. Life easy?
STU: ((All)) No
TCH: No. People live of from working in..
STU: The land
TCH: Agriculture right? From the land, etc. Ok, so everybody has that clear?
STU: ((All)) Yes
TCH: Ok, we move then to the next question. We move on. More information?
STU: No
TCH: No? Ok. Ah... if they live in rural areas, did they have the same facilities as in cities?
STU: ((All)) No
TCH: Come on. Can you <x...x> one reason? Why? They didn't have the same facilities. Yes?
STU: In the cities they were not..
TCH: In the cities?
STU: Were not enhanced to work
TCH: Yes, but the question was they did not have the same good things in rural areas as they had in cities. Can you explain that?
David: eh.. they <x...x>
TCH: They?
David: they had less salary in a.. rural area than in the city.
TCH: They had, past. Right? They had less salary? Mmm.. but you said the serves had no salary. No remuneration
David: Yeah
TCH: Come on
STU: Some peasants were free
TCH: Ahh.. th-Some peasants were free, so they did have some property. Ok, somebody else here?
STU: They work without remuneration but they need to pay for the things they use
TCH: Aha. So how do they managed? If they had no remuneration and they had to pay?
STU: [Because...
STU: [<x...x>
TCH: (STD name)
CH: they sell the things they take from the.. lands
TCH: Ok. Yes. The products. Yes?
STU: they.. they give... food from the agriculture
TCH: Ok. Or?
STU: Or <x...x>

TCH: Or the rents. So they pay the rents, they pay the taxes with the products of the land or if they were <x...x>. Sorry, no <x...x> un rural areas, but the products. Ok, so, let's move to the second one. Now, peasants. Ok. Ah.. remember that peasants in the feudal system had a very very particular relationship with the? With the?

STU: With the lord

TCH: Ok. So, group number.. five should start, now

STU: Eh.. There were peasants or serves and there were free peasants

TCH: And there were free peasants, ok? Did they have the same obligations?

STU: No. Ah.. the peasants had eh.. had they can leave the things where they want and they had to work in the lord's.. eh land

TCH: That's right. Very good. Ok. More ideas? (STD name)?

Víctor: the [lord

TCH: [Don't read

Víctor: The lord <x...x> and was((starts reading))

TCH: That's cheating! That's lying!

Víctor: and was <x...x> of collectors

TCH: Yes, yes, ok, but we are focusing on peasants. On peasants here now. Yes, Ana?

Ana: Free peasants eh.. own their own land

TCH: Aha, yes. And? What obligations and rights.. or rights did they have?

Mario: that they could own

TCH: They could own their own land, and? And?

STU: They had remuneration

TCH: They had remuneration? Did they?

STU: ((All))No!

Ana: they had to pay

TCH: They both had to pay. What for? I mean, for the..?

STU: [For the land

STU: [For the food

TCH: For the land they use. Ok. <x...x>((proper name)), what do you have to add?

STU: Ehh.. That they don't have pay

TCH: Ok. So? Ok. Good. And now, relation th- the the rights they had. What did they receive or return from the lord?

STU: Eh.. Protection

TCH: Protection, again, from?

STU: From the lord

TCH: From?

STU: Ah, from attacks

TCH: Attacks, ok, we have talked about that . Ok. Any other obligations peasants had? What about.. what about the obligation they had with the church? With the monasteries. Did they have to work for them as well or not?

STU: ((All)) Yes

TCH: Yes. Can you remember? One? How many days they had to work? Sometimes they had to work a whole day.. one day

STU: One day

TCH: One day, how often?

STU: Often?

TCH: One day a.. month?

STU: No, per week

TCH: Per week? That is a lot. Eh.. per month but may be in some areas the obligations was very very strong ok? But anyway, they had to work for free ok? for the monasteries, ok? Ok, now, anything else to add?

STU: No

TCH: No, ok. So, <x...x>I like this one. Rebirth, remember? Here is a new term that you have, you must have very very clear. So you would like to start maybe explaining what rebirth is? Ok, (STD name)

Irene: The rebirth is when..

TCH: Louder

Irene: the rebirth is when something that finish it's started again

TCH: Very good. Yes. Very good. v

STU: I have to explain what is rebirth?

TCH: Well, if you want to add something to Irene's..

STU: Yes, that the rebirth has two causes

TCH: The rebirth of what?

CH: of.. the rural areas

TCH: Ah!!

STU: ((All)) The cities

TCH: The cities, the cities, remember

David: eh.. one of them is the.. the population of the agriculture

TCH: <x...x> <x...x> population?((Noise of students talking))

STU: the prosperity

TCH: The prosperity. Yes

STU: the prosperity of the agriculture that made that the population grows so.. the population goes to the city, and the.. other is the... the <x...x> that makes the <x...x> in the city <x...x>

TCH: Ok, so two clear causes. So let's move go further. In.. if there is prosperity because of agriculture, why there was prosperity? Do you remember, (STD name)?

STU: because of the.. <x...x>

TCH: Of the?

STU: of the <x...x> because of the <x...x> the rural zones that are near the rivers

TCH: Ah! Ok. So, because if they are very well situated ok? they they could

STU: yeah, their <x...x> will be better

TCH: Will be better. So, did that give you a clue? Technology. What does technology have to do? Only (STD name)! What about the rest? Only (STD name) has memory today. Somebody else? Ok, remember, what does technology have to do?

(STD name): the technology make agriculture and the <x...x>. For example..

TCH: How? How

(STD name): helping the.. the <x...x>

TCH: Yes, but but technology is like <x...x>?

(STD name): very <x...x> of the technology make the agriculture [<x...x>

STU: ((Many talking at the same time))<x...x>

TCH: Yes, but again, it is that a <x...x>? What is it?

STU: eh.. they they new machines to work the land

TCH: Ok. Can you remember two machines? Ok, one? Ok, (STD name)

Ana: the water<x...x>

TCH: Excellent

STU: The plough

TCH: The plough <x...x>((correcting the student's pronunciation)) Excellent. Yes ((all the students start talking at the same time)) I saw a last a <x...x>week in.. when I visited <x...x> but I did not have my camera so I couldn't take a picture. Yes?

STU: And the hydraulic <x...x>

TCH: Excellent. Ok?

STU: <x...x>((all students keep on talking so it can't be understood))

TCH: Excellent! <x...x>

STU: It was not technology

TCH: It is not technology. Excellent, very good. Not technology but there was an improvement, ok? in the agricultures. Ok, so we were talking about cities anyway. Let's go back and focus. Cities. Now, we have mentioned that agriculture <x...x>etc. Ok, as a result.. as a result what will cities be like?

David: more populated

TCH: There is more population, ok? So there are more people <x...x>. Ok, more more things

Ana: more facilities

TCH: More facilities, ok. What about..

David: the salaries. <x...x> working agriculture now we have a better salary. We have salary

TCH: Ok. It will be more expensive but it will be..

STU: <x...x> in this one to be a better transportation

TCH: Better transports. Ok. So, there is <x...x>. Ok, number four. Very, very practical. Urban life, we have mentioned that, what are the differences? What are the things that have changed nowadays? Ok, each group should say one thing. Ok? Is it the same as in Middle Ages or.. what have changed? (STD name)

STU: in the Middle Ages there were serves and.. the agriculture was first.. the base of the economy

TCH: Yes. And nowadays?

David: and nowadays.. the.. there are no serves and the agriculture is..

TCH: Ok. Ah.. Yes, but I want you to focus in urban life. Life in the cities. In cities, because we live in town yes? so we are comparing town in those days and town nowadays. Ok, come on. Differences! Yes?

STU: We have better health

TCH: Sorry?

STU: We have better health

TCH: Better health. Ok, excellent. More things?

David: eh.. in the Middle Ages eh.. the difference between one salary and another salary is very big and nowadays there is not so much difference. Well, in some cases, yes, but not so much

TCH: Ok, ok, we haven't gone to that yet, to the differences in salaries, ok? but we are talking just about living. I want to here you ((All students talking at the same time))

STU: [<x...x>]

STU: [<x...x>]

STU: And computers

STU: The society has changed a lot because in the.. in the in the Middle Ages eh the rich and the merchants go to a place eh eh.. the the lower.. the peasants and the lower nobles go to another and the serves and.. they were very.. very divided

TCH: Very divided. Ok, excellent. Ok, so we say that society was? Remember the word? Hier-?

STU: ((All)) Hierarchical

TCH: Excellent. Ok

STU: Eh.. that nowadays the technology in transports is better than in the Middle Ages

TCH: Ok. Ok. Living conditions? Come one, cities

David: nowadays there are more.. there are better conditions.

TCH: Yes, but be more specific

David: we have cars

TCH: Wait, wait a second

Ana: the medicine has improved

TCH: The?

Ana: medicine

TCH: Medicine and health has improved, yes?

Mario: nowadays there are more sorts of <x...x>.

TCH: Excellent. Ok. Lots of more transports, yes?

ASS: What about <x...x> plumbing? <x...x> plumbing

STU: What's that?

ASS: What's that?

TCH: That has to do with.. water

ASS: It has to do with water and <x...x> and so when you go to the bathroom, and you flash the toilet, and then the waste goes away right? So you don't have to go out of the house and it smells bad. It smells good right? It smells like like flowers

TCH: Yeah? Ok. So, houses have improved, yes or no?

STU: ((All)) Yes

TCH: Yes. Ok, so housing and then, the last thing, the plague. Very, very quickly. Nobody was in the <x...x> ok? we are about to finish. So, two parts. Causes

Mario: A sailor brought it to Europe
TCH: Louder. Speak
Mario: a sailor brought it to Europe in the.. middle of the fourteenth century... from Genoa
TCH: Ok. In th- in the middle of the fourteenth century right. Ok
David: the people are not clean.. are not clean people((some students are talking at the same time))
TCH: It is.. STU; if you want to add information, please wait for your turn. David, we are not speaking about individuals, if they were clean or dirty. We are speaking as a group of people if they had good conditions.
STU: fleas and rats carried it
TCH: Right. Ok, so the.. yes?
David: they.. they don't know how to cure it
TCH: They don't know.. yes, but the causes. We are speaking about the causes. Causes?
STU: That part of the population decrease
TCH: Ok. That's a consequence. Causes yet. Ok, so, more?
Mario: the filth of the cities promoted the expansion of it
TCH: Excellent. Remember that the magic word, the key word is..?
STU: filth
TCH: Filth. Ok, that's the key word. Filth. With that we understand what was going on. Ok, now, consequences
STU: <L1 Consecuencias L1>
STU: Eh.. in England eh.. many people die
TCH: Ok. STU:?
Mario: the agriculture <x...x> and they develop a new economy, and the salary grows for the people because in.. they were eh.. less people, the salary grows for the people who work.
TCH: Ok, very good. Celia?
Celia: Villages because of the <x...x>
TCH: Correct, feudal the system changed. David?
STU: they.. they are prepared to enter in the Ren- Renaissance
TCH: Renaissance((correcting his pronunciation)) Yes. Yes, (STD name)?
Ana: the price of the tools increase
TCH: Increased, yes
Mario: people develop new economical ideas
TCH: New economical ideas. Ok, yes, (STD name)?
STU: that the aristocracy lose the power
TCH: Excellent. Ok. So, <x...x> changed in all this. You have another one?
STU: Yes. <x...x> they didn't know how to cure it and they trust the religion
TCH: They trust religion.. but there was a consequence in medicine. What happened, that there are not..
STU: That there are not..
TCH: Bu- Something changed or they continue the same?
STU: ((All talking at the same time)) <x...x>
TCH: Ana?
Ana: <x...x>((impossible to hear her with the noise))
TCH: But they have mentioned that
STU: They develop local.. health
TCH: They develop local health, so there was a strong movement in all villages because they were very very worried
Mario: and they.. try to be more <x...x> and <x...x>
TCH: Alright. To improve health and medicine. Ok, so thank you very much. Please, very very carefully very gently you place all this there